

THE UNIVERSITY OF DETROIT

TELEVISION INTERESTS AND VIEWING HABITS
OF HIGH SCHOOL STUDENTS

A THESIS

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JOHN T. CURTIN

119840

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CHAPTER I

INTRODUCTION

With the ending of World War II and the attendant industrial conversion to peacetime production, Americans were treated to a number of household conveniences and appliances which promised to revolutionize their way of life. Perhaps the most revolutionary, from the standpoint of family life, has been the television set. Television has been heralded as the indispensable tool of the educator and the entertainment attraction that has restored the family unit. It has been accused of murdering the art of conversation and arresting the development of our children. The fact that these recommendations and accusations are so unreserved indicates its force. But we must turn to the commercial statistics to quantify the growth of television and establish its influence. The National Broadcasting Company estimated that there were 11,748,000 television sets in use in the United States as of March 1, 1951. This figure indicated that sets were in operation in about 27 per cent of all American homes, or in 44 per cent of the homes in the television reception areas.¹ The present study

1. "Effect of Television on Reading Is Estimated in Recent Surveys," Publishers' Weekly, CLIX (April, 1951), 1707.

was conducted on April 11, 12, and 16, 1951, when the foregoing figures were current.

+Television networks, manufacturers of television sets, advertising sponsors, and educators have led the field in the race to measure television's effect upon the viewing public. | Quite naturally the chief concern of the educator has been the effect upon the student. | The present study is also concerned with the effect of television upon the student. | The primary aim of the study is to obtain a comprehensive picture of the television interests and viewing habits of the students of Lincoln High School, Ferndale, Michigan. | Secondary aims are the discovery and measurement of any effect television might have upon the study habits and scholastic grades of these students. |

CHAPTER II

RELATED STUDIES

Despite the youth of the medium, surveys of television's effect upon its public are relatively numerous. But limiting our review of related studies to surveys of junior and senior high school students has greatly diminished our sources of information. This delimitation was made because it is in keeping with the aims of this study and because interests and viewing habits of other groups are vastly different from those of high school students.

Review of the literature disclosed a "novelty factor" in televiewing. Television patronage and viewing time changed as the availability of sets increased and novelty decreased. The novelty factor is especially apparent in a series of surveys conducted at a Chicago high school over a period of four years. This study will be presented first and the succeeding studies, consisting of single surveys, will follow in the order that they appear in the literature.

The continuing study of Phillip Lewis, Acting Assistant Principal of South Shore High School, Chicago, Illinois, dates back to May, 1948. At that time approximately 100 of

South Shore's 1700 students had television sets in their homes. One year later this number doubled, and in December, 1949 reached a total of 500, almost one television receiver for every three students. The two-thirds of the student body who did not have television in their homes had all witnessed, on the average, 26 separate programs. Some of them named the family tavern, the firehouse, restaurants, and the soda bar as places where they had watched television.¹

Average viewing time of the South Shore students was 23 hours a week in the winter of 1948-1949; in the summer of 1949 it was 25 hours a week, but spring of 1950 found the average time at only 19 hours a week. Many students in these surveys reported viewing in excess of 40 hours a week. Students in a special English-TV class reduced their average amount of weekly viewing to 13 hours as a result of the development of standards for judging good viewing fare. The boys at South Shore watched television about 10 per cent more than the girls.²

In one of his earlier studies, reported in 1949, Lewis determined that a correlation apparently existed between families having video receivers and the number of children

1. Phillip Lewis, "Television--The Star Boarder," Phi Delta Kappan, XXXI (Mar., 1950), 319.

2. "Child TV Fans--and Superfans," Science Digest, XXIX (Feb., 1951), 39.

belonging to that household. Of 100 students with sets at home, only 12 per cent came from houses where they were the only offspring. Two and three family houses were the least represented. Almost 50 per cent of the group in this early study reported that television did not affect their homework.³

Some of the physiological implications of televiewing were revealed at South Shore by viewing tests conducted over a six-week period using all of the popular sizes of TV sets.

A participating group of 780 students was found to contain 752 youngsters with normal vision. Of the balance, 166 were nearsighted and 40 were farsighted. Two hundred thirty of the total group tested wore corrective glasses. It was determined that ability for sustained viewing of the TV screen varied among those checked as follows:

<u>Hours</u>	<u>Number of Students</u>
$\frac{1}{2}$	35
1	91
2	151
3	76
4	41
5	30
6	6
Indefinitely	126
	<u>556</u>

Fatigue was reported as appearing more quickly when the program being viewed was not particularly appealing. Some of the subjects experienced eyestrain the day following the viewing. Those students in the "indefinite" category said that they experienced no fatigue during the extended period of viewing and therefore did not indicate a top limit of endurance. One hundred ten students noted headaches as

3. Phillip Lewis, "TV and Teen-Agers," Educational Screen, XXVIII (April, 1949), 159-161.

a result of watching television. (The author did not indicate whether these 110 were from the total group of 780 or were exclusive members of one of the sub-groups.) The majority of these either watched for excessively long periods or had previously unknown visual defects. Students wearing glasses, for the most part, could watch television for relatively longer periods of time.⁴

The most recent report (July, 1951) of Lewis's work relates that South Shore students who had sets for four years averaged only $13\frac{1}{2}$ hours a week in their televiewing. There was a tendency for girls to watch television less as they got older. This trend was evident, but not quite as marked, in the case of boys. Seventy per cent of the students in Lewis's last survey finished their homework while watching television.

In this latest study 438 out of 1100 students were interested in the career possibilities of television. Whereas three years previously vocational interest was limited to performers, only 37 now indicate preference for this position. Seventeen per cent are interested in being cameramen; 17 per cent, in the work of an engineer; smaller percentages, in the work of an artist, director, makeup aid, lighting technician, costume designer, sports

4. Lewis, Phi Delta Kappan, XXXI, p. 319.

announcer, model, general announcer, and script writer. Of the 1100, 319 have visited a television studio as spectators and 99 have performed or made appearances on television shows.

Evidence for the operation of a "novelty factor" was the responses of those students who had television longest: 13 said that they do not like television, 29 watch only when the most interesting shows are on, 6 said that they now listen to the radio more than they watch TV, and 2 said that they are tired of the "same old programs."⁵

A press communique from Roselle, New Jersey, dated March 13, 1950 reported results of a study at the Abraham Clark High School of Roselle. This investigation was mainly concerned with the effect of televiewing on scholastic grades. Of a total enrollment of 900 students, 310 indicated that they either had sets in their homes or watched regularly on receivers in neighbor's homes.

In one phase of the study, two groups of 25 students with approximately the same Intelligence Quotients were matched. One group had television sets in their homes, the other had not. The pupils without home receivers averaged 19 per cent better in grades than those who possessed them.

Seventy-eight per cent of the students who watched television more than 25 hours a week had poorer marks than

5. Bruce M. Bradway, "High-School Students' TV Habits," Education Digest, XVII (Oct., 1951), 11-12.

before the advent of television. Of those who spent 10 hours a week or less watching television, only 14 per cent experienced a decline in grades from the pre-television era.

This study included junior high school students. Television was found to have adversely affected the grades of approximately four times as many of these students as it did those in the eleventh and twelfth grades.⁶

The report to follow appeared in September, 1950 and is the most comprehensive of any in the literature of television surveys. This survey covered a group of 447 students of the Burdick Junior High School, Stamford, Connecticut. Complete results were as follows:⁷

Set Ownership

Out of the total participating:

223 had television sets at home

224 had no television sets at home.

Of the 224 not having sets of their own:

130 looked at television regularly on a neighbor's set.

Length of Ownership

Of those having television sets at home:

94 had had set less than six months

49 had had set for more than six months

80 had had set for more than a year.

Hours of Viewing

Of those with sets in their homes, average amount of time spent looking at television was:

3.86 hours daily

3.7 hours Mondays through Fridays

4.2 hours Saturdays

4.3 hours Sundays.

6. New York Times, March 14, 1950.

7. "One High School Surveys Television's Effect On Pupils," School and College Management, XX (Sept., 1950), 21-22.

Of those who look at a neighbor's set, average amount of time spent looking at television was:

- 2.64 hours spent daily
- 2.5 hours Mondays through Fridays
- 3.0 hours Saturdays
- 3.0 hours Sundays.

Television in Education

To the question of whether a television program ever had been made a part of a home-work assignment, students with sets replied:

- 3 regularly
- 68 sometimes
- 158 never.

Homework of Those with Home Sets

On the question of whether television made it more difficult to find time to do homework:

- 24 yes
- 197 no.

On the question of when the homework is done:

- 6 after looking at television
- 190 before looking at television
- 27 between programs.

On whether parents have ever told student they believe television interferes with doing his homework:

- 16 regularly
- 110 sometimes
- 96 never.

On whether the student thinks television interferes with completion of his homework:

- 8 often
- 55 once in a while
- 60 seldom
- 99 never.

Reading of Those with Home Sets

On whether television has affected amount of time devoted to reading:

- 14 devote more time
- 154 devote same time
- 51 devote less time.

Eating Supper for Those with Home Sets

On whether they ate supper while looking at television:

- 12 regularly
- 64 occasionally
- 38 infrequently
- 106 never.

Program Preferences of Those with Sets

On who selects the majority of programs students see:

- 74 selection made by students
- 89 selection made by parents
- 59 selection made by both parents and students.

Regarding types of programs, preferred order was:

1. Feature films
2. Sports
3. Vaudeville shows.

On specific programs enjoyed most, order was:

1. Milton Berle
2. Ed Sullivan's "Toast of the Town"
3. Six-Gun Playhouse
4. Wrestling
5. Captain Video

On question of whether some types of programs became boring to students:

- 184 yes
- 87 no.

On types of programs specifically listed as most boring, order was:

1. Discussion programs
2. Vaudeville shows
3. Musical programs.

Outside Activities of Those with Sets

On whether they devoted more, less, or the same time to specific outside activities:

	More	Less	Same
Movies	25	150	25
Outdoor Exercise	94	52	36
Sports Events	86	46	39
Church	100	10	50

On whether television had increased student's interest in events outside of the school and home:

186 yes
36 no.

On how much they listened to the radio after their families had television:

4 more than before
47 about the same
94 much less
75 hardly ever.

Walter H. Kaiser reported the results of his television survey in February, 1951.

As librarian of the Wayne County (Michigan) Library he supervised the interviewing of 207 of the library's patrons. In classifying his subjects he distinguishes "young people" from "children". The greatest number of "young people" answering any one question was 19. Although this study contains a smaller number of subjects it is reviewed here with the hope that junior and senior high school students are contained in this group:

Question I: In what way has the acquisition of television affected your reading of books and magazines from the library?

	<u>No.</u>	<u>Per Cent</u>
Read More	2	10.5
Read Less	7	37.0
Read Same Amount	10	53.0

Question II: How has television affected the reading habits of your children? (This check question directed to parents).

	<u>No.</u>	<u>Per Cent</u>
Read More	4	3.3
Read Less	32	26.4
Read Same Amount	85	70.4

Question III: Have you ever seen or heard anything on television which prompted you to borrow books or magazines from the library?

	<u>No.</u>	<u>Per Cent</u>
Yes	8	50.0
No	8	50.0

Question IV: Did you read less immediately after the acquisition of television?

	<u>No.</u>	<u>Per Cent</u>
Yes	13	72.0
No Change	5	27.7

Question V: How long before your reading picked up again?

	<u>No.</u>	<u>Per Cent</u>
1-6 months	11	100.0
Over 6 months	0	0.0

Question VI: Did you ever return to the amount of reading you did before you had television?

	<u>No.</u>	<u>Per Cent</u>
Yes	10	63.0
No	6	37.5

Question VII: Has television changed the kind of reading you now do? (Do you read less entertainment type books? More practical type books?)

	<u>No.</u>	<u>Per Cent</u>
Yes	3	16.6
No	15	83.3

It must be remembered that only those who continued to use the library were interviewed there.

This survey found that the reading of young people and children declined by about 36 per cent. The author registered concern because, if this figure is typical, total library circulation will be greatly decreased; for these two groups account for 60-75 per cent of all library circulation.⁸

Leiber Anker reported the results of his TV survey in April, 1951.⁹ He constructed a questionnaire which was completed by the 84 boys and girls of his tenth-grade English class at Metuchen (New Jersey) High School. The 56 students who watched television spent an average of 19 hours per week before a set. Three hours per week per pupil were spent with reading matter other than school work.

One of the questions was:

8. Walter H. Kaiser, "Television and Reading," Library Journal, LXXVI (Feb., 1951), 348-50.

9. Leiber Anker, "Television Here I Come," English Journal, XL (April, 1951), 218-20.

Do you believe that the radio and television 'stories' (dramatizations) which you enjoy are more useful to you in your daily life in the ways just listed than are the books you have read in English class this year?

Forty pupils answered "Yes" to this question, 38 answered "No," and 6 did not answer. The list to which the question refers was as follows:

- a) Not useful at all.
- b) Increased my understanding of people.
- c) Gave me helpful ideas about good and evil, sacrifice, love, obedience, tolerance, high ideals, etc.
- d) Helped me make decisions in my own life.
- e) Gave me a broader understanding of life in general.
- f) Increased my enjoyment of reading.
- g) Improved my reading tastes.

Another important question was:

Have the books you have read in English class helped you to understand and enjoy radio and television dramas?

Thirty-eight students answered "Yes," 44 answered "No," and 2 did not answer.

The author expressed optimism with the answers to the foregoing questions because they showed that only 50 per cent of the sophomores believed that television programs

were more useful to them than the classics, and approximately 50 per cent believed that the classics helped them to understand radio and television dramas.

The favorite programs of Anker's students were:

All Sports Programs
 Arthur Godfrey's Talent Scouts
 Paul Whiteman's Teen-Age Club
 Lights Out
 Toast of the Town
 Cavalcade of Stars

A study by Tom C. Battin, an instructor at the University of Michigan, Ann Arbor, Michigan, was reported on August 13, 1951. He surveyed 6,000 students in sixteen Ann Arbor schools. Grades one through twelve were covered in this survey. Specific findings for the high schools revealed that ninth and tenth graders began their viewing after dinner and 80 per cent of them continued viewing until 10:00 P. M. Senior high school students began their viewing about 6:30 P. M. Their heavy viewing began about 8:00 P. M., and lasted through 10:30 P. M. Week-end night viewing was low for all groups, with only about 20 per cent watching TV. Average weekly viewing time of the entire sample was 19½ hours a week. Battin expressed the opinion that this figure was not dangerous because the viewing was broken up into small periods each day.¹⁰

Most of the studies just reviewed were presented in

10. Detroit Free Press, August 13, 1951.

the literature as summaries only. For this reason many of the figures cited were mere approximations and the subjects were inadequately described. It is hoped that the chapter to follow will leave no questions with its readers.

The following chapters are devoted to a description of the various types of ...

The literature

The literature reviewed in this chapter is ...

The literature reviewed in this chapter is ...

CHAPTER III

METHOD AND RESULTS

This study attempts to present a picture of the television interests and viewing habits of a particular group of high school students by use of the questionnaire technique. The picture will be composed of a description of the subjects, a description of the questionnaire and its administration, and a tabulation of results with sufficient comment to indicate their derivation.

The Subjects

This study was conducted in the Lincoln High School, Ferndale, Michigan. Ferndale is a suburban community adjacent to the northwest boundary of Detroit. The boundaries of the School District of the City of Ferndale do not coincide with those of the town itself. Population of the school district is 31,500.¹ Lincoln High School is the only public high school in the district. At the time of this survey (April 11, 12, and 16, 1951) the school's enrollment was 1,411. Composition of the student body and of the sample surveyed are compared in Table I. The age range of the students in this sample was 13-19.

1. The Board of Education arrived at this figure by counting the dwellings in an aerial photograph of the school district (9,000) and multiplying by an estimated 3.5 inhabitants per dwelling.

TABLE I

A GRADE-SEX COMPARISON OF THE STUDY SAMPLE AND
THE TOTAL STUDENT BODY

Grade	Sample			Student Body		
	Boys	Girls	Total	Boys	Girls	Total
9	56	55	111	229	206	435
10	33	24	57	167	198	365
11	48	57	105	152	163	315
12	47	53	100	138	158	296
Totals	184	189	373	686	725	1411

It was necessary for the students in this study to identify themselves and hence for prudential reasons we could not ask for information on their socio-economic status. Just prior to this study, however, Lincoln participated in a nationwide opinion poll in which the respondents remained anonymous. Table II summarizes information obtained from a "House and Home" question of the poll. Since 1,241 of Lincoln's 1,411 students answered this question we have a general indication of the student body's status.

TABLE II
 RESPONSES WHICH INDICATE THE GENERAL SOCIO-ECONOMIC
 LEVEL OF 1241 LINCOLN HIGH SCHOOL STUDENTS*

Response	Number	Per Cent
We Have An Electric Vacuum Cleaner	1153	93
We Have An Electric Or Gas Refrigerator	1188	96
We Have A Bathtub Or Shower With Running Water	1206	97
We Have A Telephone	1129	91
We Have Two Automobiles	403	32
I Have Had Paid Lessons In Dancing, Drama, Art, Or Music	738	60
My Father Graduated From High School	622	50

*From Lincoln's worksheet for Poll No. 28 of the Purdue Opinion Panel: Remmers, H. H., A. J. Drucker, M. S. Myers, and E. M. Bennett. "Some Personality Aspects and Religious Values of High School Youth." Mimeographed report of Poll No. 28 of the Purdue Opinion Panel, Division of Educational Reference, Lafayette, Indiana, V. 10, No. 3, March, 1951, Pp. 21.

The Instrument and Its Administration

The questionnaire used in this study is contained in Appendix A. It was modelled after the Stamford questionnaire.² Items 4, 5, and 11 are innovations, and item 13 was verbally added at the suggestion of the subjects.

The questionnaire was administered by this writer on April 11 (Thursday), 12, and 16, 1951 to 15 Social Studies (Sociology, American History, Government, Economics, Geography) classes, and to 1 English (Communications) class. These classes were selected by direction of the school's principal. Administration was during the regular class time in the regular room occupied by the class. There was an average of 24 students in each of these classes. The entire class hour (54 minutes) was devoted to the project. Completion of the questionnaire proper required from 30 to 45 minutes. In the remaining time the students were invited to offer suggestions for the improvement of the questionnaire. As was stated previously, this call for suggestions led to the addition of item 13. In the majority of instances the teachers remained in the room while the questionnaire was being administered.

The questionnaire was introduced as a project for a Master's thesis. The students were assured that their responses would be kept confidential. They were asked not

2. "One High School Surveys Television's Effect on Pupils," School and College Management, XX, 21-22, September, 1950.

to communicate with each other during the time the questionnaire was being completed. It was explained that such communication would invalidate the results. The questionnaire was read item by item. Succeeding items were not read until all students had completed the current one. Subjects were instructed not to proceed ahead of the group. Questions were welcomed provided they did not refer to specific television programs. Those students who did not look at television regularly were instructed to complete items 8b and 12 only. A total of 373 students completed the questionnaire.

Results

A complete tabulation of the results is presented in Table III. The numbers at the left margin of the table correspond to the number of the questionnaire items from which the information was obtained.

TABLE III
TABULATION OF QUESTIONNAIRE RESULTS

-
-
1. Set Ownership
& 267 of the 373 students (71.58%) have sets in their homes. Only 4 of the 267 set owners did not look at TV regularly, i.e., they did not check the log on page 2 of the questionnaire.

64 students (17.16%) are regular televiewers, even though they have no set at home.

42 students (11.26%) do not look at television regularly, i.e., they did not check the log, but 18 of this number indicated 2 or more favorite programs.

TABLE III (Cont'd)

2. Length of Ownership

On when set was received:

1947.	4
1948.	15
1949.	71
1950 (from January to vacation)	54
During summer vacation.	33
Between beginning of school and Thanksgiving.	37
Between Thanksgiving and Christmas.	27
Between Christmas and the present (April, 1951)	18
Indicated set ownership only.	3
Indicated set received before vacation, 1950.	5
	<u>267</u>

3. Favorite Programs

Numbers represent the sum of votes on a 1 to 10 basis:

Boys

(140 set owners, 26 setless viewers, and 6 "non-viewers.")

1) Milton Berle.	532
2) Arthur Godfrey (No further specification)	
.	403
Arthur Godfrey Talent Scouts.	54
Arthur Godfrey and His Friends.	<u>38</u>
Total.	495
3) Toast of the Town	431
4) Baseball.	333
5) Hockey.	332
6) Comedy Hour	276
7) Broadway Open House (includes 51 points for Jerry Lester)	241
8) Your Show of Shows.	231
9) Fred Waring	210
10) Lights Out.	210

Girls

(127 set owners, 38 setless viewers, and 12 "non-viewers.")

1) Arthur Godfrey (No further specification)	
.	471
Arthur Godfrey Talent Scouts	127
Arthur Godfrey and His Friends.	<u>84</u>
Total.	682

TABLE III (Cont'd)

3. Favorite Programs (Cont'd)

Girls (Cont'd)

2) Milton Berle	464
3) Toast of the Town	354
4) Broadway Open House (includes 102 points for Jerry Lester)	303
5) Lights Out	257
6) Fred Waring	253
7) Your Show of Shows	247
8) Hit Parade	247
9) Comedy Hour	202
10) The Web	190

4. Teachers' and Parents' Recommendations

a) On whether teachers recommend particular television programs:

Of 331 (267 plus 64) viewers, 165 (49.8%) answered "Yes," 165 answered "No," and 1 did not check the item.

Among the programs recommended were:

Senate Crime Investigation	106
News	23
Plays-Drama (includes Hamlet, S. Maugham Theater, etc.)	16
Fred Waring	14
President's Speeches	9

b) On whether parents recommend particular television programs:

Of 331 viewers, 90 (27.1%) answered "Yes," 240 answered "No," and 1 did not check the item.

Among the programs recommended were:

Senate Crime Investigations	11
Arthur Godfrey	9
Toast of the Town	5
Studio One	4
World Adventure Series	4

Others included various types of educational programs (18), plays-drama (14), comedy shows (13), religious programs (8), musical programs (8), serials (8), and sports programs (7).

TABLE III (Cont'd)

5. Parental Prohibition

On whether parents advised the students not to look at particular television programs:

Of 331 viewers, 59 (17.8%) answered "Yes," 270 answered "No," and 2 did not check the item.

Among the programs warned against were:

"Crime Shows"	17
Suspense	12
Lights Out	11
The Web.	6
Milton Berle	6

Others were Broadway Open House (4), Westerns (3), and Hockey Games (2).

6. Viewing Time

Average Viewing Time Per Week, By Sex (Home Sets):

	Hours	N
Boys	19.98	140
Girls.	20.12	127
Total.	20.01	267

Average Viewing Time Per Week, By Grades (Home Sets):

	Hours	N
9th	21.38	85
10th	24.51	42
11th	16.11	75
12th	18.02	65
Total.	20.01	267

Average Viewing Time Per Week, By Length of Set Ownership:

Set Obtained:

	Hours	N
1947	22.81	4
1948	17.78	15
1949	19.66	71
1950	17.58	54
(January to vacation)		
During summer vacation	23.09	33
Between the beginning		
of school and		
Thanksgiving	18.35	37
Between Thanksgiving		
and Christmas.	22.69	27
Between Christmas		
and April, 1951	19.81	18

TABLE III (Cont'd)

6. Viewing Time (Cont'd)

Average Viewing Time Per Days of the Week:

	Home Sets (N-267)	Setless Viewers (N-64)
Monday	2.47	0.87
Tuesday	2.55	0.75
Wednesday	2.32	1.05
Thursday	2.43	0.91
Friday	2.36	1.21
Saturday	3.88	2.03
Sunday	3.98	1.70
Totals	19.99	8.52

Range of the weekly viewing time is 0-56.50 for those with home sets and 0.50-37.75 for those viewers who do not have sets at home.

Sixteen set owners watch television during their lunch hour for a weekday average of 0.48 hours.

7. Morning Viewers

Thirty-one set owners are regular televiewers on weekday mornings between 7:00 and 8:15. The average viewing time for this group is half an hour (0.50) a morning.

8. Homework

a) On When Homework Was Done:

After looking at television	7	
Before looking at television	122	
No set plan	145	
"During television programs"	2	
Did not check item	55	
Viewers		331

b) Average Amount of Time Per Week Spent on Homework:

	Hours	N
Home Sets:		
Boys	4.10	140
Girls	4.98	126
Total	4.54	266
Setless Viewers:	4.64	61
Non-Viewers:	6.12	37

TABLE III (Cont'd)

9. Activities

a) On whether students enter into specific activities more, less, or to the same extent that they did before they began watching television. Numbers are percentages:

Home Sets

Boys: (N-140)

	<u>More</u>	<u>Less</u>	<u>Same</u>	<u>Not Checked</u>
Movies	9.3	42.9	47.9	
Outdoor Exercise	19.3	6.4	74.3	
Attending Sports Events	18.6	20.7	58.6	2.1
Reading	8.6	41.4	50.0	
Homework	4.3	27.1	66.4	2.1
Radio	2.9	81.4	15.7	

Girls: (N-127)

	<u>More</u>	<u>Less</u>	<u>Same</u>	<u>Not Checked</u>
Movies	9.4	41.7	46.5	2.4
Outdoor Exercise	8.7	18.1	71.7	1.6
Attending Sports Events	13.4	18.1	65.4	3.1
Reading	6.3	41.7	50.4	1.6
Homework	3.9	32.3	63.0	0.8
Radio	5.5	70.7	22.8	0.8

Setless Viewers

Boys: (N-24)

	<u>More</u>	<u>Less</u>	<u>Same</u>	<u>Not Checked</u>
Movies	12.5	8.3	75.0	4.2
Outdoor Exercise	25.0	12.5	62.5	
Attending Sports Events	20.8	25.0	50.0	4.2
Reading	12.5	20.8	62.5	4.2
Homework	4.2	12.5	79.3	4.2
Radio	8.3	37.5	54.2	

Girls: (N-37)

	<u>More</u>	<u>Less</u>	<u>Same</u>	<u>Not Checked</u>
Movies	10.8	13.5	73.0	
Outdoor Exercise	16.2	5.4	75.7	

TABLE III (Cont'd)

9. Activities (Cont'd)Setless Viewers (Cont'd)

Girls: (N-37) (Cont'd)

	<u>More</u>	<u>Less</u>	<u>Same</u>	<u>Not Checked</u>
Attending Sports				
Events	13.5	18.9	67.8	
Reading	18.9	21.6	59.5	
Homework	10.8	10.8	78.4	
Radio	18.9	21.6	59.5	

b) On the extent of decline in radio listening among those who listen less than before:

Home Sets

	<u>Boys: (N-114)</u>	<u>Per Cent</u>
Listen much less.		43.9
Listen hardly ever.		45.6
Never listen any more		2.6
Not appreciably less.		7.9
Girls: (N-90)		
Listen much less.		36.7
Listen hardly ever.		41.1
Never listen any more		3.3
Not appreciably less.		18.9

Setless Viewers

	<u>Boys: (N-9)</u>	
Listen much less.		66.6
Listen hardly ever.		22.2
Not appreciably less.		11.1
Girls: (N-6)		
Listen much less.		25.0
Listen hardly ever.		25.0
Not appreciably less.		50.0

TABLE III (Cont'd)

10. Homework - Parental Concern
On the frequency of parents' warnings that television was interfering with homework:

<u>Home Sets</u>		
Often	18	
Once in a while	64	
Seldom.	81	
Never	103	
Did not check item.	1	
Total	267	267

<u>Setless Viewers</u>		
Often	1	
Once in a while	4	
Seldom.	10	
Never	40	
Did not check item.	9	
Total	64	64

11. Programs Requested by Students
On the features and type of programs students would like to see more:

Boys		
(140 set owners, 26 setless viewers)		
Sports Events.	58	
Comedy Shows	50	
"Good" and "Recent" Movies	28	
Mysteries.	22	
Musical Programs	17	

Girls		
(127 set owners, 38 setless viewers)		
Musical Programs	49	
"Good" and "Recent" Movies	37	
Comedy Shows	26	
Talent Programs.	21	
Teen-Age Programs.	16	

TABLE III (Cont'd)

12. Scholastic Grades

(Item 12 of the questionnaire called for the student's name. It was only by the voluntary self-identification of the student that it was possible to obtain these grades. "A" grades were given a numerical value of 4, "B," 3, etc.):

<u>Home Sets</u>	<u>Grade Average</u>	<u>N</u>
1947	2.58	3
1948	2.25	14
1949	2.20	62
1950 (January to vacation)	2.32	50
During summer vacation	2.14	27
Between beginning of school and Thanksgiving	2.22	34
Between Thanksgiving and Christmas	2.33	26
Between Christmas and April, 1951.	2.24	18
Indicated set ownership only, or set received before summer vacation, 1950	1.71	7
Total Average	2.30	241
<u>Setless Viewers</u>	2.19	58
<u>Non-Viewers.</u>	2.08	40
Scholastic Grades and Viewing Time (Home Sets):		
1-7 hours per week	2.27	24
35 or more hours per week.	2.17	23

(13.) Eyestrain

On the frequency with which television has bothered the eyes (Question was submitted to 216 students):

Often.	2
Once in a while.	1
Seldom	1
Not seriously enough to mention.	212

A note at the beginning of the questionnaire attempted to determine the number of non-viewers (occasional viewers). Students who indicated that they were non-viewers, however, often made entries in the log on page 2 of the questionnaire, thus signifying that they watched television at regular times during the week. It was by means of the log, finally, that viewers were separated from non-viewers. Those 64 students who did not have television sets at home, but did make entries on page 2 of the questionnaire, are designated as "Setless Viewers" throughout Table III. Although the introductory note to the questionnaire assumes that these setless viewers do their televiewing at the homes of neighbors and friends, questionnaire item 6 calls for a listing of the student's regular televiewing times, regardless of where this viewing is done. Those 42 students without home sets who failed to make any entries in the log were designated "Non-Viewers." Eighteen of this group, however, listed two or more favorite programs, thereby admitting at least an exposure to the new medium. Of the 267 students with sets at home only four did not check regular viewing time in the log. For the sake of convenience they are still counted as viewers and their various responses are included under the heading of "Home Sets." This introduces only a slight error at most.

A check-off list of major holidays was prepared in

order to aid the set owners in recalling the date their set was received. It was originally hoped that this item would make possible the observation of the progressive effects of televiewing (if any) upon the scholastic record of the student. However, only the current grades were immediately available. Three of the 267 set owners failed to indicate when their sets were received. The remaining respondents may be approximately divided into the following groups: 149 students had a television set at home for more than a year, 70 students had a set for more than six months, and 45 had home sets for less than six months.

The questionnaire called for the student's 10 favorite programs in order of preference. The majority of viewers completed the listing of 10. In the tabulation a weight of 10 was assigned to programs listed as No. 1, a weight of 9 to the No. 2 program, etc. The directions for this item did not specify any particular season or seasons. All of the days on which the questionnaire was administered were within a week of the beginning of baseball season. "Baseball fever" may thus account for the boys listing of this television feature among a group of winter programs. With this one exception it seems valid to assume that favorites were chosen from a mental review of the current or "winter" season only. A survey in the middle of summer vacation might yield entirely different results.

The boys' list of favorite programs contains the identical four comedy programs and two variety programs that the girls chose. The girls selected two musical programs and two mystery programs, while the boys only placed one each in these categories. In place of the extra musical and mystery programs the boys favored two sports events programs to complete the list of ten. "Broadway Open House," one of the comedy shows favored by both groups, was telecast Monday through Friday between 11:00 P. M. and midnight. The rest of the favorites, with the exception of sports events, were weekly programs. Educational or discussion type programs were conspicuously absent from the listings of both boys and girls.

The item relating to the teacher's recommendations of television programs is significant only when the percentage of set owners among teachers is considered. Forms inquiring as to set ownership were distributed to 64 administrators, counselors, and teachers. Of 57 forms returned, only 15 revealed set ownership. Only 23.44 per cent of the faculty, then, admit to set ownership.

Just before the administration of this questionnaire, television sets were made available at Lincoln High School and all of the students had an opportunity to witness the Senate Crime Investigations. These investigations were discussed in the various Social Studies classes. These facts may partly account for the large number of teacher

recommendations given to the investigations.

The teacher and parent recommendations mentioned in Table III do not include all of the programs that students listed as recommended. The table gives only the programs most often cited and the number of times that they were named by the students. Some students noted several programs as being recommended. All of these programs were included in the original tally.

Perhaps the most startling figures in this investigation are those which reveal the lack of parental concern for the viewing fare offered their children. By student admission, only 27.14 per cent of the parents recommend programs and only 17.8 per cent censor or advise against programs.

Average viewing time per week was tabulated by two different methods. The first method consisted of totaling the hours per week for each student who had a television set at home. The questionnaires were then separated as to sex and grade and the weekly viewing time was added and averaged accordingly. This method yielded a total weekly average of 20.01 hours of viewing time for students with home sets. There did not appear to be a linear relationship with respect to grade, since the high point was reached at grade ten with a mean of 24.51 and the low point occurred at grade eleven with the mean of 16.11 hours. This method of individual tabulation also made possible the calculation of the average weekly viewing time for various periods of

ownership. Here again, no pattern or trend appeared.

The second method of tabulating weekly viewing time was by making master tallies of all the entries on page 2 of the questionnaire. Entries of students with home sets and entries of setless viewers were tallied separately. (Complete tallies for both groups are contained in Appendix B). This method offered a picture of the most popular days and viewing periods of television fans. Totalling the daily entries of set owners gave a weekly total of 19.99 hours. Because this method of tabulation was more susceptible to error and because there are no external cross-checks on the figures, the previous average of 20.01 hours per week for set owners is considered to be the more reliable statistic. Totalling the daily viewing of setless viewers gave 8.52 hours as the average weekly viewing time.

The range of the weekly viewing time is 0-56.50 hours for those with home sets and 0.50-37.50 hours for those who do not have sets at home. In the calculation of the effect of televiewing upon scholastic grades it was discovered that 23 of the students with home sets watch television for 35 or more hours a week. One eleventh grade boy indicated that he devoted 11.50 hours of his Sundays to television. The before-school and lunch-hour viewers all belonged to the home set group.

As might be expected, Saturday and Sunday were the most

popular viewing days. Students with sets in their homes spent 3.88 hours before the sets on Saturdays, and 3.98 hours on Sundays. The Monday-through-Friday average for this group was 2.43 hours. Students without home sets averaged 2.03 hours on Saturdays and 1.70 hours on Sundays. Their Monday-through-Friday viewing average was 0.96.

As to the most popular viewing periods, setless viewers follow patterns similar to those of set owners. For both groups the period of heaviest viewing is from 8:00 P. M. to about 10:15 P. M. Viewing after 10:15 is considerably greater on Friday, Saturday, and Sunday nights than on the other evenings. Close inspection of the log entries of students in the various grades failed to disclose viewing patterns peculiar to any one grade. It might be expected that freshman would confine their viewing to the earlier evening hours while seniors extend their viewing through the later transmission times. This was not the case. Students of all grades subscribed to the various viewing times in approximately equal ratios. Once again it might be well to remember that a survey of the same subjects during a different season might find them gravitating toward different viewing periods and might reveal different total viewing times.

The figures on homework cannot be presented without qualification. Many recognized and unrecognized factors influence the time a student devotes to after-school study.

Assignment or non-assignment of homework at Lincoln High School is the prerogative of the individual teacher. During the interviews which preceded the selection of Ferndale as the test site, both the Superintendent of Schools and the Principal of Lincoln expressed the view that homework might not be deserving of the uncontested niche it has previously enjoyed in secondary education. Both administrators thought that other activities might be more important to the over-all education of the student, and televiewing itself was not overlooked in this consideration. Such general views are the unwritten policy of the school and they must be recalled when considering the figures on homework. The type of curriculum also influences time devoted to homework. Among our sample were business, vocational, and college preparatory students. The amount of outside study in these courses varies by nature of the subject matter. There were practical reasons against dividing our sample according to curricula. An overweighting in any one course of study could influence the final figures. Still another factor that was not controlled was that of credit hours. Some students carried four courses, others five.

The questionnaire item concerned with the time homework is done made no allowance for those students who claimed to do homework while watching television. Two students wrote in the notation that they did homework during television. The majority of the students adhered to no set plan for completion of homework.

Calculation of the average weekly time for homework of our two groups of viewers and one group of non-viewers gave the only reasonable pattern of the survey, although there were great differences in the number of subjects in each group. Students with sets at home spent 4.54 hours a week on homework, setless viewers 4.64 hours and non-viewers 6.12 hours. During the administration of the questionnaire it was stressed that homework here meant study at home and that study hall work was not to be included.

The question on changes of student participation in various activities did not stipulate that these changes occurred as a direct result of televiewing, nor was this clarified during the questionnaire's administration. It is reasonable to assume, however, that the majority of the subjects interpreted the question in the light of its intended meaning. Movie attendance, reading, and radio listening were the activities that had lost the most patronage since the advent of television. Responses of both boys and girls were similar, except for outdoor activities. A greater percentage of boys noted an increase in outdoor activities (19.3 per cent as against 8.7 for the girls), while a smaller percentage of boys admitted a decrease (6.4 per cent as against 18.1 for the girls). Students without home sets checked a pattern similar to that of the set owners but made more entries in the "Same" column.

The responses to a "parental concern" item indicated that most of the parents never complained about television interfering with homework.

When the students were given an opportunity to nominate the type of program that they would like to see more often, they voted for the types of programs that they previously had selected as their favorites in the naming of specific television shows. "Good" and "recent" movies were longed-for additions to the viewing fare that were absent from the list of favorite programs.

A study of the effect of televiewing on grades must consider some of the uncontrolled factors that were present in the review of TV's effect on homework: individual practices of the teachers, number of courses carried, and type of curriculum. Students with home sets had a point average of 2.30. Setless viewers had an average of 2.19, and non-viewers 2.08. Treating the results of this section of the study as absolute, one might make the observation that televiewing enhances scholastic grades. No such assumption is warranted, however, because of the disparity in the sizes of the various groups. There are considerable differences in the averages of the set owners who obtained their sets at various times. No great difference exists between the averages of the "moderate" and "excessive" viewers.

The appended item 13 was presented to the last 11 of the 15 classes visited. Two of the earliest classes expressed

concern for their eyesight and thought that the questionnaire should be employed to discover the incidence of eyestrain among Lincoln students. The paucity of responses elicited by this item may be due to the definition of "bother" in the administration of the question. "Bother" was here defined as a real inconvenience rather than a fleeting discomfort.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This investigation has attempted to discover the television interests and viewing habits of high school students. A questionnaire was constructed and administered to 373 students from a high school in the Detroit area.

A review of the literature uncovered the fact that television interests and the amount of televiewing change as the medium becomes more established and is made available to a greater number of people. This phenomenon must be kept in mind in any attempt to compare the results of this study with previous surveys.

The 267 subjects in our April, 1951 study who had television sets in their homes spent an average of 20.01 hours a week before the screens. The 64 viewers who did not have sets at home averaged 8.52 hours of weekly viewing. Only 42 students were not regular viewers of television. Included among the favorite programs of both the boys and girls were Milton Berle, Arthur Godfrey, "Toast of the Town," and "Lights Out." The boys also favored sports events in their listings.

The 1949 figures for the continuing study at Chicago's South Shore High School revealed that one third of the student body had television sets at home. The students who did not have television at home had witnessed an average

of 26 separate programs.¹ The students with sets at home spent an average of 23 hours a week watching television.²

A Stamford, Connecticut survey, first reported in September, 1950, disclosed that of 447 respondents from Burdick Junior High School, 223 had television sets at home and 130 looked at television regularly on a neighbor's set. Students with sets at home averaged 3.86 hours of daily viewing, while those who looked at neighbor's sets spent an average of 2.64 hours a day watching television. (Conversion of these figures to weekly averages yields 27.02 hours and 18.48 hours, respectively). Favorite programs of the group with home sets included Milton Berle and "Toast of the Town."³

An April, 1951 report of the survey of 84 students of a tenth-grade English class at Metuchen (New Jersey) High School noted that the 56 students who watched television spent an average of 19 hours per week before a set. Among the favorite programs of this English class were all sports programs, "Arthur Godfrey's Talent Scouts," "Toast of the Town," and "Lights Out."⁴

1. Lewis, Phi Delta Kappan, XXXI, 319.

2. "Child TV Fans--And Superfans," Scientific Digest, XXIX, 39.

3. "One High School Surveys Television's Effect On Pupils," School and College Management, XX, 21-22.

4. Anker, English Journal, XL, 218-220.

In all the studies just summarized none of the weekly viewing averages for students with sets at home was lower than 19 hours. Favorite programs of the various survey groups included comedy shows and variety shows, but as a group none favored educational or discussion programs.

Although it is true that this minimum of 19 hours of weekly viewing is composed of smaller daily viewing periods, it is the opinion of this writer that televiewing to this extent is cutting too deeply into the student's limited after-school time. Perhaps there would be less of a quarrel if at least a portion of this viewing time were devoted to educational programs. But, as far as the student is concerned, television is a medium for entertainment only. After reviewing the favorite programs listed by students we should be justified in equating 19 hours of televiewing to 6 double feature movies a week.

If we recognize 19 hours of weekly televiewing as excessive, and if we agree that the student's selection of programs is poor, then remedies must be offered. It would seem that the magnetic attraction of television is too much for the low resistance of the students. Some guidance is necessary.

Teachers are handicapped when it comes to offering televiewing guidance to the student. Only 23.44 per cent of the faculty at Lincoln admitted to owning television sets.

The Department of Radio Education of the Detroit Public Schools has attacked this problem of limited set ownership among teachers by maintaining a TV set for the sole purpose of evaluation and recommendation of programs.⁵

A successful plan in which teachers participate is the one in use at South Shore High School of Chicago. Students of a special English-TV class reduced their average amount of weekly viewing to 13 hours as a result of developing standards of judging good viewing fare.⁶

Teachers can help their students to fit televiewing into their other activities in right proportion. They can help students in the judgment and selection of good viewing fare. But teachers are far from the scene at the time when students are watching television. This would make parents the logical guardians of televiewing. The parents in our study proved delinquent guardians. Only 27.1 per cent of the students in the present investigation indicated that their parents recommended any television programs to them and only 17.8 per cent admitted that their parents advised them not to look at certain programs. A more optimistic figure is the one from the survey of the 447 students at Burdick Junior High School in Stamford, Connecticut. Only 74 of these students indicated that the selection of programs

5. Christian Science Monitor, August 8, 1950.

6. "Child TV Fans--And Superfans," Science Digest, XXIX, 39.

was made solely by themselves.⁷

Tangential to the aims of the present study was our endeavor to determine the effect televiewing has on scholastic grades. Results were inconclusive. The main cause of this was that the student's quarterly scholastic record was not compared with his changing televiewing. Future investigations could hardly improve upon the continuous study method in use at the South Shore High School, Chicago. This method makes possible a running comparison of grades and televiewing and also reveals to what extent television interests change with time. The present investigation certainly would have been greatly enhanced by follow-up studies of the same group of subjects. A check questionnaire to parents might also have proved of value. It will have been useful if it served no other purpose than to start parents thinking about the effect television has upon their children.

7. "One High School Surveys Television's Effect on Pupils," School and College Management, XX, 22.

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Anker, Leiber, "Television Here I Come," English Journal, XL (April, 1951), 218-220.

A tenth grade English teacher asks his class of 84 to compare television programs with the classics.

Bradway, Bruce M., "High-School Students' TV Habits," Education Digest, XVII (October, 1951), 10-12.

Reported from Advertising Age, XXII (July 23, 30, 1951), 47-49; 39-40. The condensed article gives Phillip Lewis's seven conclusions about television. This article is, in effect, an up to date summary of all Lewis's work at South Shore High School, Chicago.

"Child TV Fans--And Superfans," Science Digest, XXIX (February, 1951), 39.

Notes the reduction in viewing times in surveys conducted at South Shore High School, Chicago, over a three year period. Incidence of headaches among student viewers is also reported.

Christian Science Monitor, August 5, 1950.

An item on television in the classroom. Programs of the Boston and Minneapolis public schools are outlined.

↳ Detroit Free Press, August 13, 1951.

A news item on a study, conducted by a University of Michigan instructor, of the television viewing habits of 6,000 children in sixteen Ann Arbor, Michigan schools. Daily viewing periods and weekly viewing totals are given for students in grades one through twelve.

"Effect of Television on Reading is Estimated in Recent Surveys," Publishers' Weekly, CLIX (April, 1951), 1707-1709.

Summary is given of a November, 1950 study by Batten, Barton, Durstine, and Osborn, Inc., of the impact of television on leisure time activities in urban homes. Also summarized is an article in Library Journal on a Wayne County (Michigan) Library survey.

Kaiser, Walter H., "Television and Reading," Library Journal, LXXVI (February, 1951), 348-350.

The report of a survey attempting to discover the effect of television on the reading habits of 207 patrons of the Wayne County (Michigan) Library. Only 16 of the subjects were classified as "young people" and 29 as "children."

Lewis, Phillip, "Television--The Star Boarder," Phi Delta Kappan, XXXI (March, 1950), 319-321.

Reviews the studies which began at Chicago's South Shore High School in 1948. Topics discussed are television and eye fatigue, television and family income, and effect of television on the family.

Lewis, Phillip, "TV and Teen-Agers," Educational Screen, XXVIII (April, 1949), 159-161.

A report of the studies made at South Shore High School, Chicago, before television stations were on a full transmission schedule.

New York Times, March 14, 1950.

A news item covering the report that the tele-viewing habit lowered the grades of students at Abraham Clark High School, Roselle, New Jersey.

"One High School Surveys Television's Effect on Pupils," School and College Management, XX (September, 1950), 21-22.

A complete list of the results obtained from a survey of 447 students of the Burdick Junior High School, Stamford, Connecticut.

Remmers, H. H., A. J. Drucker, M. S. Meyers, and E. M. Bennett, "Some Personality Aspects and Religious Values of High School Youth." Mimeographed report of Poll No. 28 of the Purdue Opinion Panel, Division of Educational Reference, Lafayette (Indiana), Vol. 10, No. 3, March, 1951. Pp. 21.

This report was not consulted, but information was obtained from Lincoln High School's worksheets for this particular poll.

APPENDIX A

TELEVISION QUESTIONNAIRE

Note: This is one of the original questionnaires. Item 13, which was added verbally, was as follows:

Television has bothered my eyes --

Often ____

Once in a while ____

Seldom ____

TELEVISION QUESTIONNAIRE

Note: If you do not have a television set at home, but look at the sets of neighbors and friends, then answer all questions except #2. If you see television only once in a great while or not at all, put an X in the following blank _____ and wait for further instructions.

1. Do you have a television set at home? Yes ___ No ___

2. Answer if "Yes" above:

Did you receive your set—

- a) Before last summer's vacation ___ When _____
- b) During summer vacation ___
- c) Between the beginning of school and Thanksgiving ___
- d) Between Thanksgiving and Christmas ___
- e) Between Christmas and the present time ___

3. What are your ten most favorite programs. List in order of preference.

- | | |
|----------|-----------|
| 1) _____ | 6) _____ |
| 2) _____ | 7) _____ |
| 3) _____ | 8) _____ |
| 4) _____ | 9) _____ |
| 5) _____ | 10) _____ |

4. a) Do your teachers recommend any particular television programs?
Yes ___ No ___ Which ones _____

b) Do your parents recommend any particular television programs?
Yes ___ No ___ Which ones _____

5. Have your parents ever advised you not to look at any particular television program? Yes ___ No ___ Which ones _____

6. On the chart on the following page, put an X opposite the times that you are watching television, for every day of the week.

	SAT.	SUN.	MON.	TUES.	WEDS.	THURS.	FRI.	
10:00								10:00
10:15								10:15
10:30								10:30
10:45								10:45
11:00								11:00
11:15								11:15
11:30								11:30
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12:00								12:00
12:15								12:15
12:30								12:30
12:45								12:45

7. If you look at television before 10:00 A. M. (lower limit of chart) list the days and the time; example- Tues. & Thurs. 7-7:15

8. a) When you have homework do you do it before or after watching television, or don't you have any set plan? After ___
Before ___ No set plan ___

b) What do you find is the average amount of time you must spend for homework each week? _____

9. a) In your opinion do you enter into the below named activities more, less, or to the same extent that you did before you began watching television?

	MORE	LESS	SAME
Movies	___	___	___
Outdoor Exercise	___	___	___
Attending Sports Events	___	___	___
Reading	___	___	___
Homework	___	___	___
Radio	___	___	___

b) If you listen to the Radio less (as checked above), do you listen— Much Less ___ or Hardly Ever ___

10. If your parents have advised you that television was interfering with your homework, what is the frequency of their warnings?

Often ___
Once in a while ___
Seldom ___
Never ___

11. What features and type of program would you like to see more of on television? _____

12. What is your name _____

Age _____ School _____ Grade _____

APPENDIX B

TABLE IV

NUMBER OF SET OWNERS WATCHING TELEVISION AT VARIOUS PERIODS OF THE DAY AND WEEK (N-267)

	SAT.	SUN.	MON.	TUES.	WEDS.	THURS.	FRI.	
10:00	15	4						10:00
10:15	15	3						10:15
10:30	22	5						10:30
10:45	20	5						10:45
11:00	38	11						11:00
11:15	37	14						11:15
11:30	39	20						11:30
11:45	36	21	2	2	2	2	2	11:45
12:00	51	31	6	6	6	6	6	12:00
12:15	40	29	6	6	6	6	6	12:15
12:30	46	33						12:30
12:45	41	34	4	4	4	4	4	12:45
1:00	43	42	7	7	7	7	7	1:00
1:15	32	38	6	6	6	6	6	1:15
1:30	35	57						1:30
1:45	32	50						1:45
2:00	33	56						2:00
2:15	25	42						2:15
2:30	25	61						2:30
2:45	19	61						2:45
3:00	19	71						3:00
3:15	13	62						3:15
3:30	14	64						3:30
3:45	12	56	4	3	4	2	2	3:45
4:00	36	79	31	27	26	27	25	4:00
4:15	30	69	33	30	29	29	27	4:15
4:30	34	88	34	31	30	31	29	4:30
4:45	29	75	34	32	29	31	28	4:45
5:00	37	89	60	60	56	53	53	5:00
5:15	32	79	57	57	53	51	48	5:15
5:30	38	70	56	57	51	49	44	5:30
5:45	31	56	53	54	49	45	44	5:45
6:00	43	66	73	69	66	58	54	6:00
6:15	35	55	57	55	55	50	44	6:15
6:30	51	63	69	45	69	51	56	6:30
6:45	46	57	47	33	43	40	34	6:45
7:00	84	100	73	75	71	96	76	7:00
7:15	76	93	68	68	62	84	72	7:15
7:30	94	122	84	88	74	99	78	7:30
7:45	85	113	87	86	78	95	78	7:45
8:00	135	176	145	175	139	136	102	8:00
8:15	126	170	136	168	131	130	95	8:15
8:30	133	176	155	173	136	139	102	8:30
8:45	125	172	150	167	129	130	96	8:45
9:00	141	179	169	159	143	149	98	9:00
9:15	133	159	150	148	129	143	92	9:15
9:30	138	157	146	143	130	149	100	9:30
9:45	130	143	122	125	114	133	100	9:45
10:00	136	138	107	113	118	115	116	10:00
10:15	121	115	85	91	88	93	102	10:15
10:30	128	121	86	84	85	81	105	10:30
10:45	104	104	58	64	64	59	89	10:45
11:00	94	75	47	52	51	49	89	11:00
11:15	73	48	21	30	26	30	73	11:15
11:30	73	43	16	24	18	22	73	11:30
11:45	64	39	13	21	13	20	60	11:45
12:00	64	32	8	12	9	15	50	12:00
12:15	48	29	6	7	6	9	38	12:15
12:30	44	23	5	5	5	8	39	12:30
12:45	29	11	3	3	3	4	16	12:45

TABLE V
 NUMBER OF SETLESS VIEWERS WATCHING TELEVISION AT VARIOUS
 PERIODS OF THE DAY AND WEEK (N-64)

	SAT.	SUN.	MON.	TUES.	WEDS.	THURS.	FRI.	
10:00	2	1						10:00
10:15	2	1						10:15
10:30	2	1						10:30
10:45	2	1						10:45
11:00	4	1						11:00
11:15	3	2						11:15
11:30	4	1						11:30
11:45	3	1						11:45
12:00	7	3						12:00
12:15	7	3						12:15
12:30	9	2						12:30
12:45	9	2						12:45
1:00	7	2						1:00
1:15	6	2						1:15
1:30	5	2						1:30
1:45	5	2						1:45
2:00	4	7						2:00
2:15	4	5						2:15
2:30	5	6						2:30
2:45	5	5						2:45
3:00	6	7						3:00
3:15	5	7						3:15
3:30	6	10						3:30
3:45	4	10	1	2	2	1	1	3:45
4:00	6	11	3	5	4	4	3	4:00
4:15	5	11	1	2	2	3	1	4:15
4:30	5	12	5	5	4	6	3	4:30
4:45	6	11	4	5	3	5	2	4:45
5:00	6	12	4	5	3	5	4	5:00
5:15	5	9	2	3	3	3	4	5:15
5:30	5	9	2	2	5	3	4	5:30
5:45	4	8	2	2	4	3	4	5:45
6:00	6	8	3	3	4	4	3	6:00
6:15	5	7	2	3	4	3	2	6:15
6:30	7	6	4	3	6	3	3	6:30
6:45	7	5	4	3	5	4	5	6:45
7:00	9	12	7	8	9	8	8	7:00
7:15	9	13	6	8	9	7	9	7:15
7:30	10	16	7	8	8	7	9	7:30
7:45	10	14	7	7	7	7	7	7:45
8:00	17	22	17	17	15	15	14	8:00
8:15	17	17	16	16	16	14	13	8:15
8:30	19	19	16	18	19	15	19	8:30
8:45	18	17	16	16	19	15	19	8:45
9:00	21	17	19	15	18	17	18	9:00
9:15	21	13	16	10	18	14	16	9:15
9:30	22	15	15	8	15	14	16	9:30
9:45	20	11	12	7	11	13	15	9:45
10:00	18	15	10	7	15	10	16	10:00
10:15	16	10	7	2	10	8	15	10:15
10:30	16	9	7		9	6	16	10:30
10:45	13	6	7		9	5	14	10:45
11:00	13	7	4	1	5	4	9	11:00
11:15	12	2	1		2	2	9	11:15
11:30	12	2	1		2		7	11:30
11:45	12	1	1		1	1	7	11:45
12:00	8	1	1		1	1	5	12:00
12:15	10	1	1			1	4	12:15
12:30	9	1	1			1	4	12:30
12:45	5		1			1	2	12:45