

A SURVEY OF TELEVISION PROGRAMS VIEWED
AND LIBRARY BOOKS WITHDRAWN BY CHILDREN IN
GRADES THREE THROUGH SIX

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CHAPTER I

INTRODUCTION

Through reading, the child gains most of his information during his upper elementary years. A child may also broaden his horizons through reading while spending many enjoyable hours. Introduction of various books, discussion of topics found in subject matter, special assignments, and many other more subtle methods are used by teachers, and sometimes parents, to expand the child's reading. The purpose of this survey is to investigate the present use of one factor which might broaden the child's interests--television.

Many factors also important in book selection were not considered in this survey. Motion pictures and special interests created by travel, field trips, or gifts were not weighed in the results.

I. THE PROBLEM

Statement of the problem. The purpose of this survey was to compare television programs viewed with library books chosen by children in grades three through six (1) to determine the correlation between types of programs viewed and types of library books chosen; (2) to discover differences in boys and girls concerning their television practices and numbers of books withdrawn; (3) to determine how reading achievement and intelligence relate to time spent watching

television and number of books chosen; (4) to discover parental attitude toward television and how it relates to items two and three above.

Basis of the survey. In its infancy television was often regarded as detrimental to reading, but as it became an accepted part of everyday life, children turned again to reading for enjoyment. In her study of British children, Himmelweit stated, "The best reading material can offer a greater wealth of experience than any other medium. But this variety only benefits children who take advantage of its scope"¹ Parents and teachers can help children take advantage of this scope by expanding the child's interest through television, a medium which is readily available in most homes. Most television research has found that some children spend equally as much time in front of the television set as they spend in school. Used merely for entertainment, this resource is being wasted. This survey is an attempt to determine whether any consistent pattern exists in television practices when related to library book withdrawal.

¹Hilde T. Himmelweit, A. N. Oppenheim, and Pamela Vince, Television and the Child, (London: Oxford University Press, 1958), p. 322.

II. DEFINITION OF TERMS

Book Types. For this survey, book types were suggested primarily by the classifications found in the card catalogue at the school library. The books were then skimmed to confirm the classification. Those books for which no classification was marked, were read and classified on the basis of the major area of interest.

Television Program Types. Television programs were typed by suggested areas in the literature concerning studies previously done on television. Then programs were screened and arbitrarily placed under a type which seemed to incorporate the primary interest area.

More Favorable Programs. Where this term is used in the following survey, it is applied to programs slanted toward traditional child interests.

Less Favorable Programs. This term, where used, is applied to programs slanted toward adult interests or toward crime.

Significant Difference. For the various groups compared in the following survey, differences were considered significant where P (Level of Significance) equalled .01 or greater.

III. ORGANIZATION OF THE REMAINDER OF THE SURVEY

The remainder of the survey consists of (1) a background of the literature from recent studies and writings on this subject; (2) a report on the polling of programs, compiling and distributing the questionnaire; (3) results of the polling and the questionnaire; and (4) a summary, including conclusions drawn from the results.

IV. LIMITATIONS OF THE SURVEY

The socio-economic class of the family may, in some cases, help to determine the type of book read and the type of program watched. Most classes of this community are represented in this survey. No attempt was made to isolate these factors.

Some television categories had no directly comparable book categories. In these cases, those types with similar interest areas, in the opinion of the investigator, were compared.

Reading ability of the child may have reduced his choices of literature in some cases. Also, books were not always immediately available when interest was high.

Only one elementary school in Cloquet was involved in the survey. Therefore the results can be applied only to this population and should not be used as a statistic for the general population.

CHAPTER II

REVIEW OF THE LITERATURE

Television is no longer a novelty. Most children now in elementary school have accepted it as a permanent part of their environment. Studies have found that, contrary to early opinion, it does not necessarily make the child a spectator. In some instances television has increased school performance by exciting the child's interests. To discover what children are watching on television is one area of investigation in this survey.

I. TELEVISION'S INFLUENCE ON THE CHILD

Witty wrote, "although television does not on the whole seem to influence educational attainment adversely there are individual cases in which its effects are undesirable as reported by teachers and parents."¹ Children whose recreational reading was reduced by television viewing were those children who did not particularly enjoy reading. The better reader who found enjoyment in print did not usually decrease his reading.

Schramm, in his study of television's effect on children, found no decided influence either harmful or bene-

¹Paul Witty, "Children and T.V.--A Fifth Report," Elementary English, XXXI (October, 1954), p. 354.

ficial in most cases.² Most children harmfully affected were using television to fill a vacuum in their lives.

"Television is probably more effective in stimulating interest and contributing to already existing interests than in stimulating activity or creation."³ Advantages of this medium for education include (1) enlargement of environment; (2) reinforcement of taste, which may also be a disadvantage; (3) conveyance of reality at an early age; and (4) representation of material hard to convey in print.⁴

Minor, in his statements about television and the school, felt that this medium had the effect of "opening the child's mind to let facts enter."⁵ Numerous disadvantages are apparent: (1) television leads the child to accept many stereotyped ideas; (2) many programs give an erroneous point of view showing acts of violence and destruction; (3) much television time has been devoted to fantasy; (4) programs may be perpetuating themselves by shaping children's tastes; (5) television is extremely concrete and therefore does not

²Wilbur Schramm, Jack Lyle and Edwin Parker, Television in the Lives of Our Children, (Stanford, California: Stanford University Press, 1961), Chapter 5.

³Ibid., p. 153.

⁴Robert A. Minor, "Television's Role in Improving the Quality of Instruction", The Bulletin of the National Association of Secondary School Principals, XLVI (May, 1962), p. 15.

⁵Ibid.

force the student to make abstractions necessary for generalizations; and (6) it is one-way communication with no opportunity for repetition or questioning.⁶ Through discussion and guidance it is possible to increase the advantages and decrease the disadvantages. Both the home and the school should accept the responsibility for these activities.

II. PARENT AND TEACHER RESPONSIBILITY

The parent and the teacher each share the responsibility for encouraging the child to choose programs with discrimination. Wolfe mentioned some parent responsibilities; by watching programs of worth, by discussing with the child the shortcomings of the programs he watches and by comparing these programs to reality, a parent can gently guide the child into better habits of viewing.⁷ This would imply that the practice of leaving the television set on during the evening regardless of the program is not necessarily desirable. Parents who use television as a pacifier to keep their children inside and out of trouble may need to re-examine their policies.

⁶Robert A. Minor, "Television's Role in Improving the Quality of Instruction", The Bulletin of the National Association of Secondary School Principals, XLVI (May, 1962), p. 15.

⁷Ithmer C. Wolfe, "How Librarians and Teachers Can Stimulate Reading by Setting Up a T.V. Bookshelf", Senior Scholastic, LXIX (October 11, 1956), p. 17T.

Himmelweit found that children who had access to only one channel watched and enjoyed programs which children with a choice of channels overlooked.⁸ The child should be encouraged to vary his selections and not be allowed to watch only one type of program. He may tend to miss some of the very fine shows that are presented if he watches a set pattern every evening. The child needs help to 'take a chance' on a program he feels he may not like.

Robinson tells the teacher her responsibility. This lies in knowing what her students are watching.⁹ The teacher who does not explore the television programs will not know what is being offered of worth. She may be facing children who know more than she does about some subjects presented on television. To be able to discuss these subjects intelligently, the teacher must try to watch some of the programs in which her students are interested.

Children have thought of television merely as entertainment. They are not necessarily viewing to learn. Any learning which is accomplished under these circumstances is mainly incidental. If this medium is to be used to best

⁸Hilde T. Himmelweit, A. N. Oppenheim and Pamela Vince, Television and the Child, (London: Oxford University Press, 1958), p. 14.

⁹Helen M. Robinson, Editor, Developing Permanent Interest in Reading, University of Chicago Press Supplementary, Education Monograph, No. 84, December, 1956, pp. 95, 96.

advantage, the teacher must make relationships to other learning clear. She must be "the stimulus through which children's inquisitiveness will be further satisfied."¹⁰ Many children need to be taught the quality of inquisitiveness. They will not question what they see and hear unless so encouraged.

Bereday and Lauwerys found that only six per cent of the teachers interviewed referred to television in their classrooms.¹¹ Though a teacher may not spend as much time viewing as her students, she should be aware of the programs which relate to activities in the classroom. The child needs help integrating ideas seen on television with broader concepts learned at school. The teacher with little knowledge of what her students are viewing will find it difficult to have available sufficient books and materials through which the student can explore concepts.

III. TELEVISION'S CONTRIBUTION TO READING

In a study on television and reading, Gessleman discovered that thirty-nine per cent of the children had been stimulated to read a book because the subject had been

¹⁰Helen M. Robinson, Editor, Developing Permanent Interest in Reading, University of Chicago Press Supplementary, Education Monograph, No. 84, December, 1956, p. 95.

¹¹George Z. F. Bereday and Joseph A. Lauwerys, Editors, Communication Media and the School, The Yearbook of Education, (Tarrytown-on-Hudson, New York: World Book Company, 1960), p. 262.

viewed on television.¹² Although this study was done while television was rather new and may include evidence of a novelty effect, no direct effort was made by teachers or parents to stimulate reading. Application of effort should cause this percentage to increase.

The child's interests will determine the quantity and scope of his reading. A strong interest in one subject area may compel the child to devote all reading time to books in this area. There should be an attempt to stimulate interest in other areas thereby broadening the child's reading field. A television show that is well liked may be used this way by calling attention to secondary subjects presented.

In a study conducted on selected teaching films, it was found that children who watched the films read one hundred per cent more books than did the controls.¹³ A later study found television had a similar effect when properly utilized.¹⁴ The reading in both cases showed a definite slant toward subjects seen on the screen. A wider range of

¹²Daisy B. Gessleman, "Television and Reading", Elementary English, XXVIII (November, 1951), p. 388.

¹³William S. Gray, Editor, Keeping Reading Programs Abreast of the Times, University of Chicago Press Supplementary, Education Monograph, No. 72, October, 1950, p. 44.

¹⁴Arthur S. McDonald, "T.V.: Good Servant or Evil Genie?", The Reading Teacher, XIII (1959-1960), pp. 295-296.

reading also seemed evident. This desirable effect should be considered by parents and teachers.

Bond and Tinker state, "to prefer the good implies discrimination. And discrimination is possible only when a child has had a rather wide range of reading experience."¹⁵ Acquaintance with characters through television may encourage the child to choose a book at a more advanced level than he would otherwise read. Books overlooked at first glance frequently will be read if the teacher or parent can find some correlation with a television program in which the child is interested.

Bond and Wagner mentioned the age factor in children's recreational reading.¹⁶ Many children pass through phases in their reading when they wish to read only one type of story. The parent and teacher must move slowly to help the child develop a taste for better literature. The child, himself, must make the effort to improve his choices. But a more realistic story or a book of better literature which satisfies the same needs as his present reading or television should be available to help the child develop discriminating taste.

¹⁵ Guy L. Bond and Miles A. Tinker, Reading Difficulties Their Diagnosis and Correction, (New York: Appleton-Century-Crofts, Inc., 1957), p. 401.

¹⁶ Guy L. Bond and Eva Bond Wagner, Child Growth in Reading, (Chicago: Lyons and Carnahan, 1955), p. 122.

Television can be used as a good resource to broaden and incite interest in recreational reading. This resource is not always used to best advantage. Without guidance, children may tend to develop television habits which do not necessarily broaden interests. To what extent television will help the child improve his reading, will depend greatly on what teachers and parents have taught the child to bring to the television as he watches.

CHAPTER III

SOURCES OF DATA

At a time when more and more is published, reading becomes an all important activity to parents, teachers and children. To become an excellent reader, a child must make use of the library facilities. Most schoolrooms have books of the basal reader variety which, unless supplemented with library books, will not challenge the intelligent student.

Intelligence and interest are probably the most important factors influencing reading. Intelligence remains relatively stable; interest can be broadened. It has been observed on an individual basis that certain programs on television do influence the interests of some children. The following survey is an attempt to discover whether any correlation exists between the television practices in which a child engages and his selection of library books.

The sample. One hundred seventy-five children from grades three to six, attending the Leach Elementary School in Cloquet, Minnesota during the fall of 1963 were chosen for the survey. After eliminating those returns that were grossly invalid or incomplete, the final analysis consisted of 161 children. The returns were considered grossly invalid if the child had consistently checked identical times for programs on both channels. The oldest child at this school

from each family was selected for study. Some adjustments were necessary to keep the numbers from each grade approximately equal. On the entire survey boys and girls were also of equal number.

The parents of each child chosen for the survey were asked to respond to a questionnaire when they reported for parent-teacher conferences in December. Many parents seemed quite interested in the survey being conducted. Ninety-five per cent returned completed questionnaires.

The questionnaire. With the cooperation of the other teachers in the building, each class was polled three times a week from September 8 to December 13, 1963. A listing of television programs was taken from the Duluth Sunday News-Tribune. Programs were then watched for last minute changes. A form was compiled with spaces provided for checking. The children were then asked to check only the programs they had watched on the previous two or three days. To help assure accuracy in checking, the children were informed this check list had no bearing on their school grades.

Each child was given a form on which to list the books withdrawn from the library. This was distributed on library day each week to enable the children to better remember the names of their books. They were also asked to include any books withdrawn from the public library. No attempt was

made to determine whether the child actually read all the books he withdrew as interest was considered the main topic of this survey.

The parents' questionnaire was composed of items which authors, listed in the bibliography, felt had an influence on the child's television practices. A check list was provided for the parents to respond to each question in the following manner:

1. Always--frequently or almost always
2. Sometimes
3. Never--only occasionally or never.

A list was compiled of the various types to which television programs were adjudged to conform. A check list was composed of five degrees of preference as follows:

1. Encourage my child to watch
2. Prefer my child to watch
3. Allow my child to watch
4. Discourage my child from watching
5. Do not permit my child to watch

The parents were asked to respond to each type by checking one degree of preference.

In an attempt to check the responses to the questionnaire, the parents were also asked to respond to each separate program and to qualify their answers as follows: (items as appearing on the questionnaire)

1. Always--you can almost depend on your child watching this program
2. Sometimes--there is a fifty-fifty chance your child will watch this program
3. Never--you can almost depend on his turning to another program or doing something else.

Parents' and children's responses also tended to check each other.

The intelligence test. The Lorge Thorndike Intelligence Test is given by the school to all third and fifth grade students each year. The intelligence quotients of the children in the sample, obtained from these tests, ranged from 76 to 133. Boys and girls of approximately equal numbers at each level.

The achievement test. The reading scores were secured from the Stanford Achievement Tests which were given to all children in grades three through six. Each teacher is responsible for the administration of these tests. By subtracting the child's grade placement from his reading grade a score was obtained, which was used as an index to determine the best and poorest readers irrespective of grade placement.

Tabulation of the results followed the polling of the children and the completion of the questionnaires by

the parents. The results were then grouped in various ways to ascertain significance. The following chapter contains an analysis of the differences between these groups, and the statistical significance of these differences with respect to time spent watching television and number of books withdrawn.

CHAPTER IV

A REPORT ON THE SURVEY RESULTS

Data obtained from the children's polls and the parents' questionnaires were compared on the basis of the children's sex, reading ability, and intelligence. This chapter contains statements of the comparisons from the results of the children's polls as follows: (1) a table and a report on the correlation between types of books withdrawn and types of programs viewed; and (2) eleven tables which represent the frequency distributions of the survey on various factors. Also, an analysis of the parent questionnaire results is contained in this chapter.

Teachers' influence was disregarded as affecting the results of this survey, as television was neither totally ignored nor systematically encouraged by any of the teachers in this school.

I. RESULTS OF THE CHILDREN'S SURVEY

Various program types viewed and book types withdrawn showed no distinctive patterns when the groups representing the different factors were separated by grade level. On the whole, children who watched more hours of television also watched more types of programs than did children who watched less television. Similarly, those children withdrawing more books tended to withdraw more types than did those

withdrawing fewer books. When types of programs and types of books were grouped to reduce comparisons, patterns were still elusive. Television and book interests apparently were too individualized to conform to any of these groupings. The survey was then combined for further analysis.

Comparing Types of Programs Viewed with Types of Books Withdrawn

The degree to which the number of hours a child spent watching one program type corresponded to the frequency with which he withdrew a certain book type was determined by computing a correlation coefficient. This value indicates relationship between two factors, or the degree to which knowing one factor the other may be predicted, but does not imply that one factor causes the other.

Scatter diagrams of the various types of programs and types of books were made for each grade level. No sizable correlation was evident. Grades were then combined and correlation coefficients computed on those comparisons which seemed to contain the same elements of interest. Results of these computations are shown in Table I.

TABLE I
CORRELATION BETWEEN NUMBER OF BOOKS WITHDRAWN
AND HOURS VIEWING TELEVISION, ACCORDING TO
SEX (COMPUTED ON AVERAGES FOR 13 WEEKS)

Variable	Correlation Coefficient	
	Boys	Girls
Animal stories versus animal shows and westerns	.14	.13
Animal stories versus cartoon comedy and child variety	.26	.28
Child adventure stories versus drama programs	-.07	.23
Total hours watching television versus total books withdrawn	-.03	.19

In all cases correlation was low, indicating these children did not necessarily choose books of similar types to the programs they watched, when the two factors were compared with regard to number of books withdrawn and number of minutes spent watching television in a given area.

The following tables concern television viewing time and number of books withdrawn by different groups within the survey. Statistical significance of the comparisons shown on Tables II through XII was found by computing the "t"

value by the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{SE_{\bar{X}_1}^2 + SE_{\bar{X}_2}^2}}$$

where $SE_{\bar{X}} = \frac{SD}{\sqrt{N}}$

For comparison purposes, the average time spent watching television for the entire survey population was two hours and forty-nine minutes per day.

Comparisons on the Basis of Sex

Comparing boys and girls in their selection of program types and book types. To discover which interest differences might be attributed to the sex of the child, frequency distributions were made on the various areas of interest as reported by boys and girls in the survey. All grades were combined for this comparison. Table II shows the average number of minutes spent by boys and girls watching various television program types. Table III shows the interest areas chosen in library books.

TABLE II

COMPARISON OF TELEVISION VIEWED BY BOYS AND GIRLS
ACCORDING TO TYPE OF PROGRAM (AVERAGE MINUTES DAILY)

Type of Program	Number	Time in minutes		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
News, Documentary, Educational						
Boys	81	14.0	9.6			
Girls	80	14.2	12.0	.2	.12	.90
Music, Variety, Quiz						
Boys	81	17.8	15.6			
Girls	80	20.8	19.2	3.0	1.03	.30
Crime Detective						
Boys	81	17.4	11.4			
Girls	80	16.5	10.7	.9	.51	.50
Sports						
Boys	81	17.1	14.8			
Girls	80	8.2	9.6	8.9	4.54	.001
Drama						
Boys	81	25.8	18.0			
Girls	80	23.4	16.8	2.4	.89	.40
Comedy						
Boys	81	32.6	12.0			
Girls	80	36.0	12.0	3.4	1.80	.10
Cartoons						
Boys	81	20.4	15.6			
Girls	80	21.1	17.4	.7	.27	.80
Westerns						
Boys	81	37.0	20.4			
Girls	80	33.0	18.0	4.0	1.32	.20
Total Time						
Boys	81	170.1	76.5			
Girls	80	154.5	87.0	15.6	1.21	.25

TABLE III

COMPARISON OF LIBRARY BOOKS WITHDRAWN BY BOYS AND GIRLS
ACCORDING TO TYPE OF BOOK (AVERAGE BOOKS WITHDRAWN DUR-
ING 13 WEEKS)

Type of Book	Number	Number of Books Withdrawn		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Animal Stories						
Boys	81	5.6	4.4			
Girls	80	8.0	5.6	2.4	2.99	.005
Reference						
Boys	81	3.7	4.2			
Girls	80	3.6	3.6	.1	.20	.90
Child Adventure						
Boys	81	4.9	4.4			
Girls	80	8.3	6.0	3.4	4.09	.001
Biography						
Boys	81	3.0	4.4			
Girls	80	3.7	5.2	.7	.87	.40
Humor						
Boys	81	2.3	2.2			
Girls	80	2.2	1.7	.1	.31	.80
High Adventure						
Boys	81	3.7	4.3			
Girls	80	1.3	1.3	2.4	4.81	.001
Mystery						
Boys	81	1.3	1.3			
Girls	80	3.0	3.6	1.7	4.09	.001
Fairy Tales						
Boys	81	1.9	1.4			
Girls	80	3.2	2.3	1.3	4.33	.001
Total Books Per Week						
Boys	81	2.08	1.1			
Girls	80	2.68	1.2	.60	3.16	.005

Interest differences between the sexes with regard to types of television programs viewed were not significant at the .01 level except in the area of sports. Boys tended to devote more television time to sports than did girls.

With regard to total books withdrawn, it was found that girls withdrew more books than did boys. The areas which showed this difference were animal stories, child adventure, mystery, and fairy tales. The only area in which boys withdrew a greater number of books than did the girls, was high adventure.

Comparing boys and girls at various grade levels with respect to television viewing time and book types withdrawn.

To find differences in viewing time and books withdrawal between boys and girls at each grade level, the number of minutes devoted to television and the number of books withdrawn by each group were compared. Table IV shows the number of minutes spent watching television and Table V compares the number of books of the different types withdrawn by each group.

TABLE IV

COMPARISON OF TELEVISION VIEWED BY BOYS AND GIRLS,
GRADES THREE THROUGH SIX (AVERAGE MINUTES DAILY)

Grade Level	Number	Time in Minutes		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 3						
Boys	20	178.0	68.1			
Girls	18	126.1	57.0	51.1	2.56	.02
Grade 4						
Boys	22	181.0	87.0			
Girls	18	236.5	79.2	55.5	2.05	.05
Grade 5						
Boys	19	193.0	81.0			
Girls	22	188.5	108.0	4.5	.15	.90
Grade 6						
Boys	21	216.1	63.0			
Girls	25	134.5	67.2	81.6	4.25	.001

TABLE V

COMPARISON OF LIBRARY BOOKS WITHDRAWN BY BOYS AND GIRLS, GRADES THREE THROUGH SIX, ACCORDING TO BOOK TYPE (AVERAGE BOOKS WITHDRAWN DURING 13 WEEKS)

Grade and Book Type	Number	Number of Books Withdrawn		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 3						
Animal Stories						
Boys	20	6.8	5.8			
Girls	18	8.1	3.7	1.3	.83	.50
Reference						
Boys	20	5.4	4.8			
Girls	18	2.8	2.1	2.6	2.24	.05
Child Adventure						
Boys	20	2.6	1.4			
Girls	18	6.4	3.4	3.8	4.04	.001
Biography						
Boys	20	2.9	4.0			
Girls	18	2.1	2.8	.8	.72	.50
Humor						
Boys	20	1.7	1.8			
Girls	18	1.9	1.5	.2	.37	.80
High Adventure						
Boys	20	2.2	3.4			
Girls	18	1.0	0.0	1.2	1.56	.20
Mystery						
Boys	20	1.0	0.0			
Girls	18	1.2	.6	.2	1.39	.20
Fairy Tales						
Boys	20	1.3	.7			
Girls	18	2.7	2.4	1.4	2.33	.025
Total Books Per Week						
Boys	20	1.8	.8			
Girls	18	2.0	.8	.2	.77	.50

TABLE V (Continued)

Grade and Book Type	Number	Number of Books Withdrawn		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 4						
Animal Stories						
Boys	22	5.5	4.8			
Girls	16	10.1	5.4	4.6	2.86	.01
Reference						
Boys	22	5.1	3.8			
Girls	16	5.0	3.8	.1	.97	.40
Child Adventure						
Boys	22	7.0	4.8			
Girls	16	8.6	3.2	1.6	1.18	.25
Biography						
Boys	22	2.4	1.9			
Girls	16	1.4	1.1	1.0	2.04	.05
Humor						
Boys	22	3.7	2.6			
Girls	16	3.4	2.3	.3	.38	.70
High Adventure						
Boys	22	6.5	5.0			
Girls	16	1.0	0.0	5.5	5.16	.001
Mystery						
Boys	22	1.3	.9			
Girls	16	2.0	1.4	.7	1.25	.25
Fairy Tales						
Boys	22	1.8	1.5			
Girls	16	4.1	2.4	2.3	3.38	.005
Total Books Per Week						
Boys	22	2.8	.9			
Girls	16	2.9	.8	.1	.36	.80

TABLE V (Continued)

Grade and Book Type	Number	Number of Books Withdrawn		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 5						
Animal Stories						
Boys	19	4.2	3.6			
Girls	22	10.4	6.4	6.2	3.89	.001
Reference						
Boys	19	3.3	2.6			
Girls	22	3.5	3.9	.2	.19	.90
Child Adventure						
Boys	19	8.4	5.9			
Girls	22	12.0	7.8	3.6	1.69	.10
Biography						
Boys	19	5.2	6.8			
Girls	22	4.9	7.4	.3	.14	.90
Humor						
Boys	19	1.8	1.6			
Girls	22	1.9	1.3	.1	.22	.90
High Adventure						
Boys	19	2.3	2.0			
Girls	22	1.0	.4	1.3	2.81	.01
Mystery						
Boys	19	1.1	.6			
Girls	22	4.5	4.0	3.4	3.86	.001
Fairy Tales						
Boys	19	2.0	1.3			
Girls	22	3.4	2.2	1.4	2.54	.02
Total Books Per Week						
Boys	19	1.9	1.4			
Girls	22	3.5	1.6	1.6	3.40	.005

TABLE V (Continued)

Grade and Book Type	Number	Number of Books Withdrawn		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 6						
Animal Stories						
Boys	21	4.0	3.0			
Girls	25	4.1	3.8	.1	.10	.90
Reference						
Boys	21	3.8	3.6			
Girls	25	3.2	3.6	.6	.56	.60
Child Adventure						
Boys	21	4.2	2.4			
Girls	25	6.0	4.6	1.8	1.17	.25
Biography						
Boys	21	1.8	1.0			
Girls	25	5.6	5.6	3.8	3.33	.005
Humor						
Boys	21	1.9	1.3			
Girls	25	2.0	1.4	.1	.25	.80
High Adventure						
Boys	21	3.3	3.8			
Girls	25	1.8	2.0	1.5	1.60	.20
Mystery						
Boys	21	1.7	2.2			
Girls	25	3.9	4.6	2.2	2.12	.05
Fairy Tales						
Boys	21	2.2	1.9			
Girls	25	2.4	1.4	.2	.40	.70
Total Books Per Week						
Boys	21	2.0	2.2			
Girls	25	2.6	1.0	.6	1.15	.25

Boys in grade six watched more television than did the girls of the same grade (one per cent level of significance). At a slightly lower level of significance, this same pattern appeared in grade three. In grades four and five there were no significant differences between boys and girls in time spent watching television.

Comparing total book withdrawal, more books were withdrawn by girls than by boys only at the fifth grade level. Books of the various types withdrawn by boys and girls showed significant differences in the following areas:

1. Third grade girls withdrew more books classified as child adventure than did boys in the same grade.
2. High adventure types were chosen more by boys than by girls in grades four and five.
3. Books classified as animal stories were withdrawn more by girls than by boys in fourth and fifth grades. Fifth grade girls also withdrew mysteries and fairy tales in greater quantities than did boys of the same grade.
4. Sixth grade girls withdrew more books typed as biography than did boys of a corresponding grade level.

Comparisons on the Basis of Reading Ability

Comparing television viewing time with regard to reading ability. As stated in Chapter III, to find relative reading ability for all children in the survey, an index was made by subtracting the child's grade placement from his reading grade. A distribution was then made of these scores so obtained. Twenty per cent of the children representing each extreme of this distribution were compared with respect to time spent watching television. Table VI shows the results of these comparisons.

Since within a given range of intelligence some children are better readers than others, a relative reading ability distribution was made of children registering intelligence quotients of 115 or above and those registering one hundred or below. Twenty per cent of the children at the two extremes in reading ability for each group were compared on the basis of time devoted to television. Due to limited numbers, boys and girls were combined for this comparison, the results of which are given in Table VII.

TABLE VI
 COMPARISON OF TELEVISION VIEWED BY BOYS
 AND GIRLS ACCORDING TO READING ABILITY
 (AVERAGE MINUTES DAILY)

Relative Reading Ability	Number	Time in Minutes		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Boys						
Best readers	16	148.1	66.0	4.6	.20	.90
Poorest readers	17	152.7	63.0			
Girls						
Best readers	16	165.0	108.0	15.0	.46	.70
Poorest readers	16	150.0	72.0			

TABLE VII

COMPARISON OF TELEVISION VIEWED BY CHILDREN ACCORDING
TO READING ABILITY WITHIN A GIVEN RANGE OF INTELLIGENCE
(AVERAGE MINUTES DAILY)

Relative Reading Ability	Number	Time in Minutes		Difference		
		Mean	Standard Deviation	Between Means	Value	P
Intelligence quotients 115 or over						
Best readers	12	170.5	114.0			
Poorest readers	11	168.7	55.8	1.8	.05	--
Intelligence quotients 100 or under						
Best readers	10	179.5	96.0			
Poorest readers	10	146.5	63.0	33.0	.91	.40

Average time devoted to television showed little difference between best and poorest readers of either boys or girls. Also, no significant difference was found in television viewing time between the best and the poorest readers when the range of intelligence was limited.

Comparing television time with number of books withdrawn. To find differences in time spent watching television between children withdrawing different quantities of library books, a distribution was made of the number of books withdrawn. Since, as a group, girls withdrew more books than did boys, the sexes were kept separate. Twenty per cent of the children from each extreme of this distribution were then compared with respect to television viewing time, the results of which are given in Table VIII.

TABLE VIII

COMPARISON OF TELEVISION VIEWED BY BOYS AND GIRLS
 ACCORDING TO NUMBER OF LIBRARY BOOKS WITHDRAWN WEEKLY
 (AVERAGE MINUTES DAILY)

Books Withdrawn Per Week	Number	<u>Time in Minutes</u>		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Girls						
3.5 or more	16	199.6	100.2	66.8	2.12	.05
1.4 or less	14	132.8	75.0			
Boys						
3.0 or more	18	178.1	95.4	1.1	.04	--
1.0 or less	19	179.2	72.0			

Time spent watching television was not significantly different between groups of children at the extremes of the distribution on the number of books withdrawn, although the two groups of girls showed greater difference than did the two groups of boys. Those girls withdrawing more books watched more television than did those withdrawing fewer books.

Comparisons on the Basis of Intelligence

Comparing television viewing time and library books withdrawn with intelligence extremes. Twenty per cent of the children at each extreme of the intelligence distribution on the entire survey were compared with regard to time spent watching television and books withdrawn. Grade placement was not considered for these comparisons. Results of comparisons on the basis of television time are given in Table IX. Table X shows the results of the book withdrawal comparison.

TABLE IX
 COMPARISON OF TELEVISION VIEWED BY BOYS
 AND GIRLS ACCORDING TO INTELLIGENCE
 (AVERAGE MINUTES DAILY)

Intelligence Level	Number in Sample	<u>Time in Minutes</u>		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Boys:						
119						
and above	15	155.0	69.0			
95				8.8	.35	.80
and below	16	146.2	57.0			
Girls:						
119						
and above	15	171.0	116.7			
95				9.8	.28	.80
and below	16	161.2	66.0			

TABLE X

COMPARISON OF LIBRARY BOOKS WITHDRAWN BY
BOYS AND GIRLS ACCORDING TO INTELLIGENCE
(AVERAGE BOOKS WEEKLY)

Intelligence Level	Number in Sample	Number of Books Withdrawn		Difference Between Means	"t" Value	P
		Mean	Standard Deviation			
Boys:						
119 and above	15	2.4	1.4	.8	1.90	.10
95 and below	16	1.6	.9			
Girls:						
119 and above	15	2.9	1.2	0	0	--
95 and below	16	2.9	1.2			

Differences were not significant between the groups of children at the two extremes of the intelligence distribution when they were compared on the basis of time spent viewing television. Also, there was no significant difference between the groups when compared on the basis of number of library books withdrawn.

Comparing television time and library books withdrawn at each grade level with regard to intelligence. To find differences in television viewing time and book withdrawal, distributions were made of the children at each grade level according to their intelligence. Twenty per cent of the children representing the extremes of these distributions were compared with regard to minutes spent watching television and number of books withdrawn. Results of these comparisons are shown on Tables XI (television time) and XII (books withdrawn).

TABLE XI
 COMPARISON OF TELEVISION VIEWED BY CHILDREN
 ACCORDING TO GRADE AND INTELLIGENCE
 (AVERAGE MINUTES DAILY)

Intelligence Level	Number in Sample	Time in Minutes		Difference between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 3						
Highest	9	155.1	73.5			
Lowest	9	148.2	36.6	6.9	.25	.80
Grade 4						
Highest	8	212.5	102.0			
Lowest	8	175.7	48.0	36.8	.92	.40
Grade 5						
Highest	10	128.5	54.0			
Lowest	9	238.0	108.0	109.5	2.84	.01
Grade 6						
Highest	9	102.2	54.4			
Lowest	9	144.4	45.0	42.2	1.54	.20

TABLE XII
 COMPARISON OF LIBRARY BOOKS WITHDRAWN BY
 CHILDREN ACCORDING TO GRADE AND INTELLIGENCE
 (AVERAGE BOOKS WEEKLY)

Intelligence Level	Number in Sample	Number of Books Withdrawn		Difference Between Means	"t" Value	P
		Mean	Standard Deviation			
Grade 3						
Highest	9	2.1	.96			
Lowest	9	1.9	.8	.2	.47	.70
Grade 4						
Highest	8	3.2	.6			
Lowest	8	3.1	.9	.1	.26	.80
Grade 5						
Highest	10	2.2	1.2			
Lowest	9	2.9	1.4	.7	1.17	.30
Grade 6						
Highest	9	2.4	1.4			
Lowest	9	2.3	.9	.1	.18	.90

In the fifth grade, more time was spent viewing television by children of lower intelligence than by children of higher intelligence when the two extremes of the distribution were compared. No significant difference in viewing time was found for the other grades when compared on the same basis.

Number of books withdrawn showed no significant difference between the two extremes at any grade level when grouped on the basis of intelligence.

Discussion of comparisons was difficult due to some limitations which tended to recur throughout the tables. Standard deviations were relatively high, indicating much variation within each group. Also, in many instances distributions did not represent normal curves, but were positively skewed.

II. RESULTS OF THE PARENT QUESTIONNAIRE

As stated in Chapter III, the parents of the children in the survey were given questionnaires to complete when they visited school for parent-teacher conferences. The questionnaires were returned to school by the children.

The first portion of the questionnaire concerned television programs their children watched and the frequency with which they viewed each program. This was used to check both the parents' answers to the remainder of the questionnaire and, to some extent, the aforementioned children's responses.

The second part of the questionnaire dealt with types of programs and the parents' attitudes toward them with regard to the degree to which they would allow their child to watch each type.

The last page of the questionnaire was composed of a series of questions about parents' practices and attitudes concerning television. Included were questions concerning attitudes toward the adequacy of library books the child brought home.

The questionnaires from the parents were analyzed according to the groups in which their children were placed. Differences between the groups are noted below. Statements are based on simple percentages. No attempt was made to find statistical significance.

Program Types Parents Encouraged

Sports. On the survey as a whole, 29 per cent of the boys' parents encouraged and 24 per cent preferred sports programs over the other program types for their children's viewing. Of the girls' parents, only 16 per cent encouraged and 13 per cent preferred this type over others.

Differences were evident among the boys' parents when they were separated into reading ability groups. Parents of the better readers encouraged the viewing of sports programs in 44 per cent of the cases, but parents of the group of poorer readers encouraged sports program viewing in only 12 per cent of the cases.

News. For this type of program there were differences in attitude between the group of parents with children of high intelligence and the group of parents with children of lower intelligence. Children of higher intelligence were encouraged to watch news programs in 33 per cent of the boys' cases and 53 per cent of the girls' cases. In contrast, among the children of lower intelligence, 12 per cent of the boys and 25 per cent of the girls were encouraged to watch this type.

When children were divided into various grade levels, responses showed greatest difference at the sixth grade between parents of children at the two extremes in intelligence.

In this grade, news programs were either encouraged or preferred over other types by 77 per cent of the parents with children of higher intelligence. Parents of children with lower intelligence, on the other hand, encouraged or preferred this type over others in only 22 per cent of the cases.

Documentary. The greatest difference in parental attitude toward the documentary type of program was found in the grouping based on the children's reading ability. In the group of best readers, 38 per cent of the boys' parents and fifty per cent of the girls' parents encouraged the watching of this program type. Of the poorer readers, only six per cent of the boys' parents and 19 per cent of the girls' parents encouraged their children to watch this type.

Educational. Better readers, again, were encouraged in more instances to watch educational programs than were the poorer readers. Parents of the better readers encouraged this type in 62 per cent of the cases for the boys and 56 per cent of the cases for the girls. Of the poorer readers, boys were encouraged to watch this type by 47 per cent and girls were encouraged to watch this type by 38 per cent of their parents.

There was a difference in the attitude of parents toward the educational type of program when compared on the basis of number of books withdrawn by their children. Parents

of the boys who withdrew one book or less from the library per week, encouraged the watching of educational programs in 53 per cent of the cases. Of the boys withdrawing three books or more per week, only 33 per cent of the parents encouraged watching this type.

Music. Thirty-one per cent of the parents of the best readers among the boys and 62 per cent of the parents of the best readers among the girls encouraged the viewing of music programs. Among the poorer readers, only six per cent of the boys and 31 per cent of the girls were encouraged to watch this type.

Variety. Parents of the better readers among the boys encouraged the watching of variety shows in 37 per cent of the cases. Boys who were in the group of poorer readers were encouraged to watch this type in only 18 per cent of the cases.

Child Variety. Programs of the type classified as child variety were preferred over other types for younger children. In third grade 55 per cent of the boys' parents and 44 per cent of the girls' parents preferred their children to watch this type. In the fifth and sixth grades this percentage dropped to thirty per cent of the boys' parents and 15 per cent of the girls' parents who preferred this

type of program for their child.

Also, in third and fourth grades the percentage of parents preferring their children to watch child variety was greatest for the groups of children registering lowest intelligence. Seventy-eight per cent of these third grade parents and 62 per cent of these fourth grade parents indicated preference of this type over other program types. For the children of higher intelligence, twenty-two per cent of the third grade and 25 per cent of the fourth grade parents indicated preference of this type.

When children were grouped according to reading ability, child variety was preferred over other types by fifty per cent of the parents in all groups except the parents of the girls who were best readers. In this case, the percentage preferring this type dropped to eighteen.

Old Children's Movies. The watching of this type of program was encouraged by 55 per cent of the parents with children in the lower intelligence groups at the third grade level and by 38 per cent of the parents of these groups at fourth grade level. Percentages of parents encouraging this type were 22 for third grade and 12 for fourth grade children of higher intelligence.

Cartoon Comedy. The greatest difference in groups of parents preferring this type over others was between parents

of girls grouped on the basis of intelligence. For the girls in the lower intelligence group, 31 per cent of the parents preferred this type. In contrast, only seven per cent of the parents with girls in the higher intelligence group preferred this type.

Program Types Parents Discourage

Drama. Parents of the younger children tended to discourage drama in more cases than did parents of the older children. This type was discouraged by 55 per cent of the parents of the boys and 33 per cent of the parents of the girls in third grade. Also, these parents did not allow this type to be viewed in 25 per cent of the cases. In the sixth grade, although about thirty per cent of the parents discouraged this type, only five per cent did not allow their children to watch drama.

Better readers from the group of highest intelligence were discouraged from watching drama by 42 per cent of their parents and not allowed to watch this type by 33 per cent of their parents. Parents of the poorer readers in this group discouraged the watching of this type in 18 per cent of the cases. Also, 18 per cent of these parents did not allow their children to view this type.

In the groups of lower intelligence, better readers were discouraged from watching this type by fifty per cent

of the parents. Only ten per cent of the parents of poorer readers in this group restricted this type.

The groups of children withdrawing three or more books per week were discouraged from watching drama programs by 75 per cent of the girls' parents and 61 per cent of the boys' parents. Of the groups withdrawing one book or less per week, the parents discouraged drama in 22 per cent of the cases for the girls and 31 per cent of the cases for the boys.

Old Adult Movies. This program type was also discouraged in more instances by the parents of younger children than by parents of older children. In grade three, 55 per cent of the boys' parents and 44 per cent of the girls' parents discouraged the viewing of old adult movie types. Only 19 per cent of the parents of sixth grade boys and 24 per cent of the parents of sixth grade girls responded in a similar manner.

War Movies. The type of program classified as war movies was discouraged by parents in a pattern similar to the above. Children in grade three were discouraged from watching this type by 60 per cent of the parents of the boys and 42 per cent of the parents of the girls. In the sixth grade, girls were discouraged from watching this type by 21 per cent of the parents. Sixteen per cent of the boys in this grade were discouraged from watching this type.

Adult Fantasy. When the range of intelligence was limited, seventy per cent of the better readers in both groups were discouraged from watching the adult fantasy type of program. Poorer readers from both groups were discouraged from watching this type in only forty per cent of the cases.

Grouping children on the basis of intelligence, girls of higher intelligence were not permitted to view the adult fantasy type of program by forty per cent of the parents. In contrast, only six per cent of the girls in the lower group were not permitted to view this type. The pattern for the boys was reversed. Thirteen per cent of the boys in the group of higher intelligence were not permitted to view this type, but in the group of lower intelligence 31 per cent were not allowed this viewing.

Crime Detective. In the group of children with higher intelligence, parents of the better readers did not allow the viewing of crime detective programs in 33 per cent of the cases. Parents of the poorer readers, on the other hand, did not allow their children to view this type of program in only nine per cent of the cases.

Slapstick Comedy. From the group of children with higher intelligence, the best readers were discouraged from watching slapstick comedy by 58 per cent of their parents.

The poorer readers from this group were discouraged from watching this type by ten per cent of the parents.

Parents of children from the extremes of the intelligence distribution also showed differences in percentages discouraging this type of program. Parents of the girls with higher intelligence discouraged slapstick comedy in 47 per cent of the cases and parents of the boys in this group discouraged this type in 27 per cent of the cases. This type was discouraged for the groups of children with lower intelligence by only six per cent of the parents.

Discussion of Programs

Most parents indicated that they sometimes discussed television programs with their children, but those who actually watched a program for the purpose of discussion showed some differences between the groups. The most discriminatory response on this item was the 'never' response. Groups which showed differences in this response are given below.

Parents of boys versus parents of girls. On the entire survey, parents were somewhat more inclined to watch programs for discussion with girls than with boys. Parents of the boys 'never' watched a program for discussion in 41 per cent of the cases. Twenty-six per cent of the girls' parents responded similarly.

Parents of better readers versus parents of poorer

readers. For the children in the group of high intelligence, 33 per cent of the parents of the best readers 'never' watched a program for the purpose of discussion. In this same group, parents of the poorer readers responded 'never' to this item in 64 per cent of the cases. Also, the parents of poorer readers indicated they had never encouraged their children to watch a program in 45 per cent of the cases, while none of the parents of better readers responded this way.

Parents of the groups which withdrew most library books replied they had never watched a program for discussion in 19 per cent of the cases for the girls and 28 per cent of the cases for the boys. Thirty-six per cent of the parents of the girls withdrawing fewer books and 58 per cent of the parents of the boys in this group responded 'never' to this item.

Parents of children with high intelligence versus parents of children with low intelligence. Programs were 'never' watched for the purpose of discussion by sixty per cent of the parents of the boys and 33 per cent of the parents of the girls of higher intelligence. Parents of children with lower intelligence responded 'never' to this item in 44 per cent of the cases for the boys and 19 per cent for the girls.

Limitation of Time Spent Viewing Television

Only about twenty per cent of the parents indicated that they never limited their children's television viewing time. This response was scattered throughout the groups in the survey. The percentages of parents who 'always' limited viewing time showed the following differences between the groups.

Parents of boys versus parents of girls. Parents of girls tended to always limit television viewing time in more cases than did parents of boys. On the survey as a whole, girls' parents always limited viewing time in sixty per cent of the cases, while boys' parents responded in a similar manner in 42 per cent of the cases.

The greatest difference in percentages of parents who limited their children's television viewing time was between parents of boys and girls at the third and sixth grade level. Parents of third grade girls always limited television time in 67 per cent of these cases, but parents of boys in the same grade responded 'always' in only 25 per cent of the cases. Fifty-six per cent of the parents of sixth grade girls always limited television viewing time; in contrast, 28 per cent of the parents of boys in this grade responded the same way.

Parents of better readers versus parents of poorer

readers. Parents of better readers tended to limit television time in more instances than did parents of poorer readers. Sixty per cent of the parents always limited viewing time for the better readers of both higher and lower intelligence. Parents of poorer readers in both intelligence groups always limited television viewing time in thirty per cent of the cases.

Parents of children with higher intelligence versus parents of children with lower intelligence. Parents always limited television viewing time for the group of boys with higher intelligence in 53 per cent of the cases. By comparison, parents of boys with lower intelligence always limited viewing time in only 19 per cent of the cases.

In the third grade, 44 per cent of the parents with children in the lower intelligence group limited television time. For the children of higher intelligence, television time was limited by 22 per cent of the parents. Emphasis changed through the grades; at the sixth grade level, 55 per cent of the parents with children of higher intelligence and 22 per cent of the parents with children of lower intelligence always limited television viewing time.

Effect of Television on the Child

Only six per cent of the parents on the entire survey felt television was detrimental to their children. About

one-third of the parents, equally distributed between parents of boys and girls, thought television beneficial. Differences in percentages for the other groupings are noted below.

Parents of better readers versus parents of poorer readers. Thirty-eight per cent of the parents of boys among the better readers and fifty per cent of the parents of girls among the better readers replied that television was beneficial. Parents of the poorer readers responded this way in 18 per cent of the cases for the boys and 25 per cent for the girls.

Television was thought beneficial by 25 per cent of the parents of girls withdrawing 3.5 or more books per week. Parents of the group of girls withdrawing 1.4 or less books per week felt television was beneficial in 56 per cent of the cases. Parents of boys showed no difference in response between these two groups.

Parents of children with higher intelligence versus parents of children with lower intelligence. Parents of third graders with higher intelligence thought television was beneficial in 33 per cent of the cases. For the group of children with lower intelligence, 55 per cent of the parents felt television was beneficial. In all other grades, parents of children with higher intelligence felt television was beneficial in more cases than did parents of children with lower intelligence. This difference was greatest in

fifth grade, where the parents of children with higher intelligence thought television was beneficial in forty per cent of the cases, while at the opposite extreme, parents thought television was beneficial in only eleven per cent of the cases.

Comparing Parents' Opinions on Adequacy of Children's Library Books

Only fourteen per cent of the parents on the entire survey thought the library books their children brought home were not adequate for their children's age and ability. Approximately one-half of the parents felt library books were at least sometimes adequate. Variations which appeared in the 'always' response are given below.

Parents of better readers versus parents of poorer readers. As might be expected, the better readers choose books that were adequate, according to their parents, in more cases than did the poorer readers. Better readers among the girls withdrew adequate books in eighty per cent of the cases; among the boys, this group withdrew adequate books in 69 per cent of the cases. In the groups of poorer readers, books were adequate according to forty per cent of the parents of the girls and 24 per cent of the parents of the boys.

Parents of children with higher intelligence versus

parents of children with lower intelligence. Sixty-seven per cent of the girls with higher intelligence and 47 per cent of the boys in this group always withdrew adequate books from the library. Of children with lower intelligence, girls always withdrew adequate books in fifty per cent of the cases; in contrast, boys from this group withdrew adequate books in 25 per cent of the cases.

Taking the grade level into consideration, third grade pupils withdrew adequate library books in 67 per cent of the cases among the children of higher intelligence. In contrast, only 33 per cent of the children of lower intelligence withdrew adequate library books. Percentages were similar in the sixth grade. Seventy-eight per cent of the parents of children with higher intelligence reported that library books were always adequate; but, only 22 per cent of the parents of children with lower intelligence responded this way.

As a conclusion to this chapter, it can be stated that the differences in parental attitude between the various groups of children were not great in most instances. In every group there were some parents who felt quite strongly about television and its effects, but most felt it made little difference to their children. Therefore, to a great extent, parents allowed their children to watch whatever they wished, only incidentally regulating or discussing these programs.

CHAPTER V

SUMMARY AND CONCLUSIONS

With the emphasis that is placed on reading today, every available effort should be made to encourage students to enlarge the scope of their reading. Proper use of television is one way in which recreational reading may be encouraged. This survey was conducted to discover any patterns which existed (1) when television viewing time was related to library books withdrawn; or (2) when television viewing time and library books withdrawn were compared to the children's sex, reading ability, or intelligence.

One hundred sixty-one elementary school children from grades three through six participated in the survey. These children checked television programs they watched and listed books they withdrew from the library. Forms were provided for this task. Parents of these children completed a questionnaire concerning differences in attitudes toward television which may have affected their children's viewing or book withdrawals.

Correlation coefficients (Table I) relating types of books withdrawn to types of television programs viewed indicated there was little more than chance correlation between these two factors. Also, amount of television watched and number of books withdrawn showed little correlation.

All groups represented on Tables II to XII were

scattered as indicated by the high standard deviations. Items from these tables of a significant nature were:

1. In the area of sports, boys spent more time watching television than did girls. Also, books of high adventure were chosen more by boys, especially in the fourth and fifth grades. Girls favored no program type more than did boys, but girls withdrew more books in these areas:
 - a) Third grade--child adventure.
 - b) Fourth grade--animal stories.
 - c) Fifth grade--animal stories and mystery.
 - d) Sixth grade--biography.

Fifth grade girls also withdrew more total books than did boys of the same grade.

2. More time was spent watching television by boys than by girls at sixth grade level. In the third grade, this pattern also appeared to a lesser extent.
3. Groups at the extremes of the intelligence distribution showed a difference at the fifth grade level with regard to time spent watching television. The group with lower intelligence watched more television than did the group with higher intelligence.

Although differences in percentages were not great, results of the parent questionnaire showed the following trends:

1. More parents encouraged the type of program classified as sports for boys than they did for girls. Children of lower intelligence and younger children were encouraged to watch child variety types more than were the other groups.
2. Better readers and, to some extent, those children of higher intelligence were encouraged to watch the more favorable types of programs in more cases than were the groups of poorer readers and children of lower intelligence. Also, the higher groups were discouraged from watching the less favorable types of programs in more cases than were the lower groups. Girls' parents, in most cases, encouraged and discouraged television program types to a greater extent than did boys' parents.
3. Those children of better reading ability and those who withdrew more books from the library had parents who watched television programs for the purpose of discussion in more cases than did those at the other extreme of these distributions. Intelligence groupings showed the opposite trend: those

children of higher intelligence did not have programs discussed with them in as many cases as did those of lower intelligence.

4. Girls in third and sixth grades had their television viewing time limited in more cases than did the boys of the same grade. When the children were grouped by intelligence, those of higher intelligence had viewing time limited in more cases than did those of lower intelligence, except at third grade.
5. Parents of the girls felt television was beneficial in more cases than did parents of the boys. Parents of children with higher intelligence felt it was more beneficial than did parents of children with lower intelligence, except at third grade level where the response was reversed.
6. Whether parents thought their children withdrew adequate library books or not seemed to be related to the children's reading ability. Better readers tended to withdraw books more to their parents' satisfaction than did poorer readers.

In summary then, the conclusions which could be drawn from this survey are as follows:

1. There is little correlation between types of

programs watched on television and types of library books selected when time spent viewing and number of books withdrawn are correlated.

2. On this survey, there was some evidence that girls in the third and sixth grades spend less time viewing television than did boys of the same age. Boys and girls watch the same types of programs to the same extent, except sports, of which the boys watch more. Girls withdraw more books than do boys in most areas, except high adventure, which are withdrawn in greater quantities by boys.
3. Divided by intelligence and reading ability, there was little difference between the groups in time spent viewing television. Fifth grade was the only exception, where the group of lower intelligence watched more television than did the group of higher intelligence.
4. In general, parents of the children at the upper extreme of each grouping felt more strongly about television than did parents of children at the lower extreme. Girls seemed to be more strictly supervised than were boys in most groupings.

As problems for further study, to discover whether viewing certain television programs would cause a difference

in book selection, a more controlled study could be made. Parents could be instructed to limit their children's viewing to special programs for a period of time. Book selection could then be compared before and after the program limitation. A definite program of discussion of programs might also be incorporated to discover what difference this would make in the child's book selection.

To find teacher influence, assignments to watch certain programs could be given at school and later discussed. This could be incorporated with limitation by the parents also.

Sometimes the television is on and therefore considered watched although the child's primary attention may be on something else. A study where the child was asked to list his favorite programs or tell about what he had seen might give different results. Also, to offset the fact that the books which the child wants are not always available, he could list books which he might be interested in reading.

Children could be asked what appeals to them in various books and television programs to enable the investigator to better establish similar categories of interest in books and television programs.

As a conclusion to this report, then, television is not totally ignored by the majority of parents and children; however, those who use its effect to best advantage are few.

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APPENDIX

CHILDREN'S BOOK LIST*

NAME _____

GRADE _____

Please list below library books which you withdrew
from the school or public library.

DATE	TITLE	AUTHOR

* A new form was provided when needed.

CHILDREN'S POLLING FORM

NAME _____

GRADE _____

Please check the programs you watched this week:

MONDAY

WDSM Channel 6		KDAL Channel 3	
7:00-Today Show . . .		7:30-Five Minutes to Live By	
		7:35-Home and Farm .	
		7:45-Tree Top Houses	
		8:00-Captain Kangaroo	
3:00-Match Game . . .		3:00-Secret Storm . .	
3:25-News		3:30-Queen for a Day	
3:30-Lee Phillips Show		4:00-Price is Right .	
3:45-Bozo and His Pals		4:30-Seven Keys . . .	
4:30-Trailmaster . .		5:00-Quick Draw McGraw	
5:30-News		5:30-News	
6:30-Night at the Movies		6:30-To Tell the Truth	
8:30-Hollywood and the Stars		7:00-I've Got a Secret	
9:00-Sing Along with Mitch		7:30-The Lucy Show .	
10:00-News		8:00-Danny Thomas . .	
10:20-Tonight Show . .		8:30-Andy Griffith .	
		9:00-Burke's Law . .	
		10:00-News	
		10:15-Naked City . . .	
		11:15-Movie	

To the Parents of _____:

A study is being done to find out something about the television programs our students are watching. Would you please fill out the following check list qualifying your answers thus:

always - you can almost depend on your child watching this program;

sometimes - there is a fifty-fifty chance your child will watch this program;

never - you can almost depend on him turning to another program or doing something else.

Be sure you answer only for the child whose name appears above. Your name is needed for comparison purposes. Of course it will not appear in the final report.

FRANCES K. CHAPMAN

December 5, 1963

TELEVISION PROGRAM CHECK LIST

Please consider each program below and indicate the degree to which your child watches each one. Check only one box for each program.

SUNDAY

WDSM Channel 6	Al- ways	Some- times	Never	KDAL Channel 3	Al- ways	Some- times	Never
8:15 - Light Time, Allen Revival Hour.....				9:00 - Lamp Unto My Feet, Look Up and Live			
9:00 - Agriculture				10:00 - Camera Three...			
9:30 - Film Program ...				10:30 - Guest Artist...			
9:45 - Sacred Heart ...				11:00 - Church Service.			
10:00 - Faith for Today.				12:00 - Music from Chicago.....			
10:30 - This is the Life				1:00 - Football,.....			
11:00 - Salvation Army..				3:30 - Discovery			
11:15 - Know the Truth..				4:00 - Sports Spectacular....			
11:30 - World of Sports.				4:30 - Amateur Hour...			
1:00 - Football				5:00 - 20th Century...			
4:00 - Pre-Olympic Show				5:30 - Mister Ed			
5:00 - Temple Houston..				6:00 - Lassie			
6:00 - Bill Dana				6:30 - My Favorite Martian.....			
6:30 - Walt Disney.....				7:00 - Ed Sullivan....			
7:30 - Grindl				8:00 - Judy Garland..			
8:00 - Bonanza				9:00 - Candid Camera.			
9:00 - Show of the Week				9:30 - What's My Line?			
10:00 - News				10:00 - News			
10:20 - Redigo				10:30 - Combat			
10:50 - Espionage				11:30 - Movie			

EARLY MORNING PROGRAMS - MONDAY THROUGH FRIDAY

WDSM Channel 6	Al- ways	Some- times	Never	KDAL Channel 3	Al- ways	Some- times	Never
7:00 - Today Show				7:30 - Five Minutes to Live By.....			
				7:35 - Home and Farm..			
				7:45 - Tree top Houses			
				8:00 - Capt. Kangaroo.			

AFTERNOON PROGRAMS - MONDAY THROUGH FRIDAY

3:00 - Match Game.....				3:00 - Secret Storm ..			
3:25 - News				3:30 - Queen for a Day			
3:30 - Lee Phillips Show				4:00 - Price is Right.			
3:45 - Bozo and His Pals				4:30 - Seven Keys			
4:30 - Trailmaster				5:00 - (Check below)			
5:30 - News				5:30 - News			

EVENING PROGRAMS - MONDAY

6:30 - Night at the Movies				5:00 - Quick Draw McGraw			
8:30 - Hollywood and the Stars				6:30 - To Tell the Truth			
9:00 - Sing Along with Mitch				7:00 - I've Got a Secret			
10:00 - News				7:30 - The Lucy Show..			
10:20 - Tonight Show ...				8:00 - Danny Thomas...			
				8:30 - Andy Griffith..			
				9:00 - Burke's Law ...			
				10:00 - News			
				10:15 - Naked City			
				11:15 - Movie			

EVENING PROGRAMS - TUESDAY

WDSM Channel 6	Al- ways	Some- times	Never	KDAL Channel 3	Al- ways	Some- times	Never
6:30 - Wagon Train....				5:00 - Huckleberry Hound			
8:00 - Richard Boone..				6:30 - Patty Duke			
9:00 - Telephone Hour.				7:00 - Red Skelton ...			
9:00 - Andy Williams..				8:00 - Petticoat Junction			
10:00 - News				8:30 - Jack Benny			
10:20 - Tonight Show...				9:00 - Garry Moore ...			
				10:00 - News			
				10:15 - Checkmate			
				11:15 - Movie			

EVENING PROGRAMS - WEDNESDAY

6:30 - The Virginian..				5:00 - Cousin Tom's...			
8:00 - Ben Casey				6:30 - CBS Reports ...			
9:00 - Eleventh Hour..				7:30 - Price is Right.			
10:00 - News				8:00 - Beverly Hillbillies....			
10:20 - Tonight Show...				8:30 - Dick Van Dyke..			
				9:00 - Danny Kaye.....			
				10:00 - News			
				10:15 - The Detectives.			
				11:15 - Movie			

EVENING PROGRAMS - THURSDAY

6:30 - Greatest Show on Earth.....				5:00 - Yogi Bear			
7:30 - Doctor Kildare.				6:30 - Password			
8:30 - Hazel				7:00 - Rawhide			
9:00 - Suspense Theater				8:00 - Perry Mason ...			
10:00 - News				9:00 - Fugitive			
10:20 - Tonight Show...				10:00 - News			
				10:15 - Dick Powell ...			
				11:15 - Movie			

EVENING PROGRAMS - FRIDAY

WDSM Channel 6	Al- ways	Some- times	Never	KDAL Channel 3	Al- ways	Some- times	Never
6:30 - 77 Sunset Strip				5:00 - Cousin Tom's...			
7:30 - Bob Hope Show..				6:30 - Jamie McPheeters			
8:30 - Harry's Girls..				7:30 - Route 66			
9:00 - Jack Paar				8:30 - Twilight Zone..			
10:00 - News				9:00 - Alfred Hitchcock			
10:20 - Tonight Show...				10:00 - News			
				10:15 - Cain's Hundred			
				11:15 - Movie			

SATURDAY

8:30 - Ruff and Reddy.				7:00 - Capt. Kangaroo..			
9:00 - Hector Heathcote				8:00 - The Alvin Show.			
9:30 - Fireball XL-5..				8:30 - Tennessee Tuxedo			
10:00 - Dennis the Menace				9:00 - QuickDraw McGraw			
10:30 - Fury				9:30 - Mighty Mouse ...			
11:00 - Sgt. Preston...				10:00 - Rin Tin Tin			
11:30 - Bullwinkle.....				10:30 - Roy Rogers			
12:00 - Exploring				11:00 - Sky King			
1:00 - Amer. Bandstand				11:30 - Bugs Bunny			
2:00 - Hootenanny				12:00 - News			
3:00 - Sports				1:00 - Football			
3:00 - Intl. Showtime.				4:00 - Bowling			
5:00 - Arrest & Trial.				5:00 - Great Adventure.			
6:30 - The Lieutenant.				5:00 - Special Programs			
7:30 - Joey Bishop....				6:30 - Jackie Gleason..			
8:00 - Movies				7:30 - Defenders.....			
10:00 - News				8:30 - Phil Silvers....			
10:45 - Jerry Lewis ...				9:00 - Gunsmoke			
				10:00 - News			
				10:15 - Movie			
				12:00 - McHale's Navy...			

The following are program types shown on television. Please check the degree to which you prefer your child to watch each one. Check only one box for each type.

TYPE OF PROGRAM	Encourage my child to watch	Prefer my child to watch	Allow my child to watch	Discourage my child from watching	Do not permit my child to watch
Comic Cartoons					
Slapstick Comedy					
Situation Comedy					
Westerns					
Crime Detective					
Sports					
News					
Variety					
Quiz Shows					
Hospital Drama					
Religious Programs					
Documentary					
Animal Shows (stories)					
Children's Classics					
Drama (Adult, live)					
Family Situation					
Old Movie (Drama)					
Old Movie (Children's)					
Music					
Adult fantasy					
War Movies					
Child Variety					
Educational					
Other (Specify)					

Please indicate the answer to the following questions by checking the appropriate box.

	Always	Sometimes	Never
1. Do you discuss television programs with your child?			
2. Do you watch programs in which your child is interested?.....			
3. Have you ever seen a program with your child for the purpose of discussion?			
4. Do you ever encourage your child to watch a certain program?			
5. Have you ever refused to let your child see a television program for any reason other than a conflict with bedtime or mealtime?			
6. Do you limit the time your child may watch television?			
7. Do you attempt to relate things seen on television with other activities in which your child engages?			
8. Do you feel your child brings home adequate library books for a child his age and ability?			
9. Are the library books he brings home too easy?			
10. Are the library books he brings home too hard?			
	Bene- ficial	No partic- ular effect	Detri- mental
11. What effect do you feel television has on your child:			

Name _____

My child is in Grade _____