

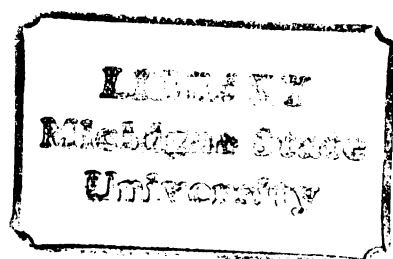
RACIAL DIFFERENCES IN TELEVISION
USAGE AMONG LOWER - CLASS
URBAN TEEN - AGERS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

JOSEPH R. DOMINICK

1968

THESIS





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RACIAL DIFFERENCES IN TELEVISION
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By

Joseph R. Dominick

A THESIS

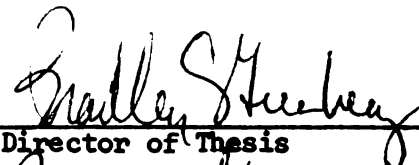
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for the degree of

MASTER OF ARTS

Department of Communication

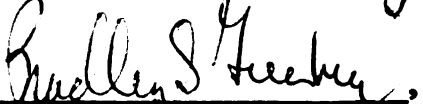
1968

Accepted by the faculty of the Department
of Communication, College of Communication Arts, Michigan
State University, in partial fulfillment of the requirements
for the Master of Arts degree.



Director of Thesis

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ACKNOWLEDGMENTS

The author wishes to express his thanks and appreciation to his adviser, Dr. Bradley S. Greenberg, for his continued guidance and assistance throughout the writing of this thesis. The author also wishes to express his appreciation to the other members of his committee, Dr. Thomas Baldwin and Dr. Vincent Farace.

For their assistance in collecting the data and in giving useful suggestions, the author wishes to express his gratitude to Miss Karen Woodson and to Miss Brenda Dervin.

The author would also like to thank Dr. John Hayman and Mr. Alan Solomon of the Philadelphia Board of Education and numerous members of the administrative and teaching staff of South Philadelphia and George Washington High Schools for their co-operation in collecting the data.

Finally, the author wishes to express special thanks to Mrs. Shirley Sherman for the typing of this thesis and for her valuable assistance in its final preparation.

Data for this thesis were gathered as part of a project sponsored by the National Association of Broadcasters in a grant to the thesis adviser.

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ABSTRACT

RACIAL DIFFERENCES IN TELEVISION USAGE AMONG LOWER-CLASS URBAN TEEN-AGERS

by Joseph R. Dominick

This study attempted to examine the effects of racial discrimination on the mass media usage patterns of a group of lower-class Negro teen-agers in comparison with white teen-agers from the same socio-economic class. It was hypothesized that two defense mechanisms--reality distortion and psychological escape--would be functioning to a greater degree among the Negro teen-agers. Specifically, it was predicted that this group should see more congruence between the world portrayed on television and the way they believe the world actually is and that this group should spend more time watching TV than their white counterparts. The conditions of life in the ghetto was also posited as the basis for further hypotheses about leisure time activities and control systems regulating TV viewing. The specific hypotheses were that Negro teen-agers should report that they usually read books or did homework instead of watching TV more often than should white teen-agers. Also, Negro teen-agers should report they usually watched TV instead of going out with their friends. Finally, it was predicted that Negro teen-agers should report less instances of control systems limiting TV watching.

Joseph R. Dominick

Questionnaires were administered to two groups of 10th and 11th grade Philadelphia public school students. One group consisted entirely of Negroes from lower socio-economic families. The second group consisted of whites from similar families.

The hypothesis that Negro teen-agers should see a greater degree of congruence between life as portrayed on TV and the way they believe life to be was supported. The second hypothesis--that there should be more TV viewing among the Negro sample--was also supported.

More Negro youths reported they usually did their homework instead of watching TV and more reported they usually watched TV instead of going out with friends. There was no difference between the two groups in their choice between reading a book and watching TV.

There were no significant differences between the two groups with regard to the existence of control systems that dealt with television watching.

CHAPTER I

INTRODUCTION

Social science research has recently begun to examine closely the social and psychology consequences that result from a life spent in a social system characterized by a substantial degree of racial and ethnic discrimination. The first such study to gain wide-spread attention was that done by Kenneth B. Clark and reported in the now famous Appendix to the Supreme Court's 1954 decision concerning segregation (Clark, 1965). Other researchers have also turned their attention to this area. (See, for example, Kardiner and Ovesey, 1962; Pettigrew, 1964; Liebow, 1967). Clark, himself, has enlarged his work into two books (Clark, 1963 and 1965). The most recent addition to these works is the Report of the National Advisory Committee on Civil Disorders, (1968), chaired by Governor Otto Kerner.

Most of these works have surveyed the broad social, cultural, and psychological effects of life in a segregated society that confronts the American Negro. Another body of literature has developed concerning racial differences in marriage, child rearing, and family life. (Bernard, 1966; Davis 1943; and Maccoby and Gibbs, 1964). As far as communication research is concerned, probably the area given the most attention is differential language development and language behavior among Negro and whites. (e.g., Barth 1961; Carson, 1960).

While several mass communication researchers have examined the effects of socio-economic status on mass media related behaviors (See, for example, Lyle, 1962; Merrill, 1961; Schramm, Lyle, and Parker, 1963; and Albert and Meline, 1958), few studies have systematically examined differences in mass media usage that may be associated with racial or ethnic differences. Some of the studies which have focussed on different racial groups were Carey's (1965) study about ethnic differences in television program preference and Allen's (1967) inventory of mass media usage by residents of the Pittsburgh ghetto. The Kerner Commission (1967) report included a chapter on Negro views of the mass press and in particular, the media's conduct in covering the 1967 disorders in the cities. Frazier's book (1957) contained a discussion of the Negro press. With the exception of Carey's study, none of the above research made any hypotheses about racial or ethnic differences in mass media usage patterns or effects.

The present study is an attempt to combine some of the approaches and concepts postulated by Clark, Pettigrew and Kardiner with some of the ideas suggested by the mass media researchers. This paper will examine racial differences in television usage among respondents from a single socio-economic class. The hypotheses will utilize, in part, a dynamic model suggested by Kardiner and Ovesey (1962) and draw on the data presented by Clark, Allen, and the Kerner Commission.

In hypothesizing "racial" differences, there is no suggestion of any underlying genetic factor which differentiates Negro behavior from white behavior or vice versa. The main consideration is one of environment. A difference in race leads to a difference in environment. This different environment and the particular experiences that are linked with it are posited as the determinants of the predicted differences.

The antecedent variable, then, is race. Socio-economic status will be held as constant as possible. The dependent variables are four aspects of television viewing:

- 1) Perception of reality--This area deals with the perceived congruity between the world as portrayed on television and the respondents own idea of the "real" world. The items ask the respondent how much he perceives the programs, people, and situations pictured on TV to be similar to what he experiences in real life.
- 2) Leisure-time activities--These items examine whether or not a respondent usually watches television or spends his time in some other activity.
- 3) Control systems in the household--This area examines which members of the family have the most influence in determining what shows are watched in the home. Other items ask about the existence of rules concerning how late the respondent can stay up watching television and whether or not deprivation of television privileges is used as punishment in the household.
- 4) Television viewing--This section is a gauge of how much time the respondent spent watching television on a particular day.

The population under consideration has three distinct features. The respondents are all teen-agers; they all live in an urban area; and they all come from families whose social background can be categorized as belonging to the "lower" class. Each of these factors, the respondents' age, where they live, and how they live, will have a bearing on the development of hypotheses.

The ghetto

The hypotheses presented below are directly dependent on the different environments that surround a lower-class urban Negro and a lower-class urban white. The most obvious difference between the two is, of course, the discrimination that confronts the young Negro. The most striking manifestation of this discrimination surrounds the Negro teen-ager and influences him all of his life. This is the ghetto.

The ghetto is not an exclusively Negro phenomenon. Other minority groups--Irish, Jews, Poles--have come to the large cities and have chosen to live in clustered city areas. For the most part, however, these groups were able, over time, to disperse and to be assimilated into the larger population. But unlike the earlier immigrants, the Negro failed to disperse among the population. The earlier white ethnic groups were typically absorbed into the larger society. Many left their predominantly ethnic area and moved to outlying areas to obtain better housing and better schools. Others scattered over the suburban area. Still others established new ethnic clusters but these rarely contained only one ethnic group.

As a result, most middle-class neighborhoods have no distinctive ethnic character--except that they are white.

The expansion of America's urban Negro population has not followed this pattern. Most Negro families have remained in primarily Negro areas because racial discrimination has effectively excluded them from white residential areas. Another form of separation which isolates the Negro population is "white flight"--withdrawal from or refusal to enter neighborhoods into which large numbers of Negroes are moving or already residing. Thus, Negro settlements expand almost entirely through racial transition at the edges of existing all-Negro neighborhoods rather than by a gradual dispersion throughout the metropolitan area.

Residential segregation is generally more prevalent with respect to Negroes than for any other minority group, including Puerto Ricans, Orientals, and Mexican Americans. Moreover, it varies little from city to city and between center city and suburbs. Nor can this pattern of discrimination be explained by solely economic factors. Analysis of 15 representative cities by the Kerner Commission found that white upper and middle-class households are far more segregated from Negro upper and middle-income households than from white lower-income households.

The fact of social discrimination is also brought out for the Negro youngster in the schools that he attends. Generally, Negro children go to schools near the ghetto area which are predominantly

Negro. In Cleveland, for example, 60% of the elementary schools and 58% of the high schools are segregated--white or Negro. In the central city of Detroit, more than 40% of the public school children are Negro. In Philadelphia, the figure is 50%; in Washington, D.C., 75%. In Harlem, virtually all of the schools in the area are composed of Negro students. The trend is increasing. According to a report issued by the Civil Rights Commission (cited in Clark, 1965), by 1975, if the present policies continue, 80% of all Negro students in the 20 largest cities will be attending schools with enrollments consisting of 90 to 100% Negro students.

Perception of reality

All these factors emphasize to the young Negro his isolation from white society. Research has shown (summarized in Clark, 1965) that this physical separation has an effect on the personality of the ghetto residents. One effect, documented by Clark and others (Clark, 1965; Henry, 1965) is the difficulty among Negroes in establishing an accurate perception of reality. Research done by Clark and others suggests that a child's personality is influenced by racial considerations at the relatively early age at which he learns about racial differences and racial preferences. As early as the second grade, children from minority groups have already developed negative feelings about themselves and personal conflicts concerning identification with their racial or religious groups.

As children develop an awareness of racial differences and of their own racial identity, they also develop an awareness of and acceptance of the prevailing social attitudes and values attached to race and skin color. Studies have shown that Negro children, when asked to choose a skin color that is closest to their own, frequently reject the color brown and may choose a lighter shade. This early rejection of skin color is part of the combination of attitudes and beliefs of the child who knows that he must be identified with something that is being rejected by society as a whole--and something that he himself may reject. This pattern introduces early in the formation of the personality of these children a fundamental conflict about themselves and a tendency to resolve this conflict by distorting their conception of reality to conform to a more favorable situation. Clark (1965) and Henry (1965) both contain references to examples of Negro children and adults who attempt to resolve this conflict in two ways:

- 1) by escaping either physically or psychologically from the situation.
- 2) by denying the conflict exists through a process of reality distortion until the situation is seen as more favorable than it really is.

Everyday life in the ghetto should remind the young Negro of his position in a group which is the target of social discrimination. We should expect to find, therefore, evidence of both defense mechanisms mentioned above.

Evidence of the first is easy to find. Many forms of escape exist for the ghetto resident. Drug usage is disproportionately high there. The "numbers racket", providing an easy way out if you win, makes substantial profits. Fortune tellers, dream books, and other mystical items are common. Bars, liquor stores and other such establishments are numerous. These forms of escape, however, may be too extreme for the Negro teenagers. It is at this point that television must be taken into consideration.

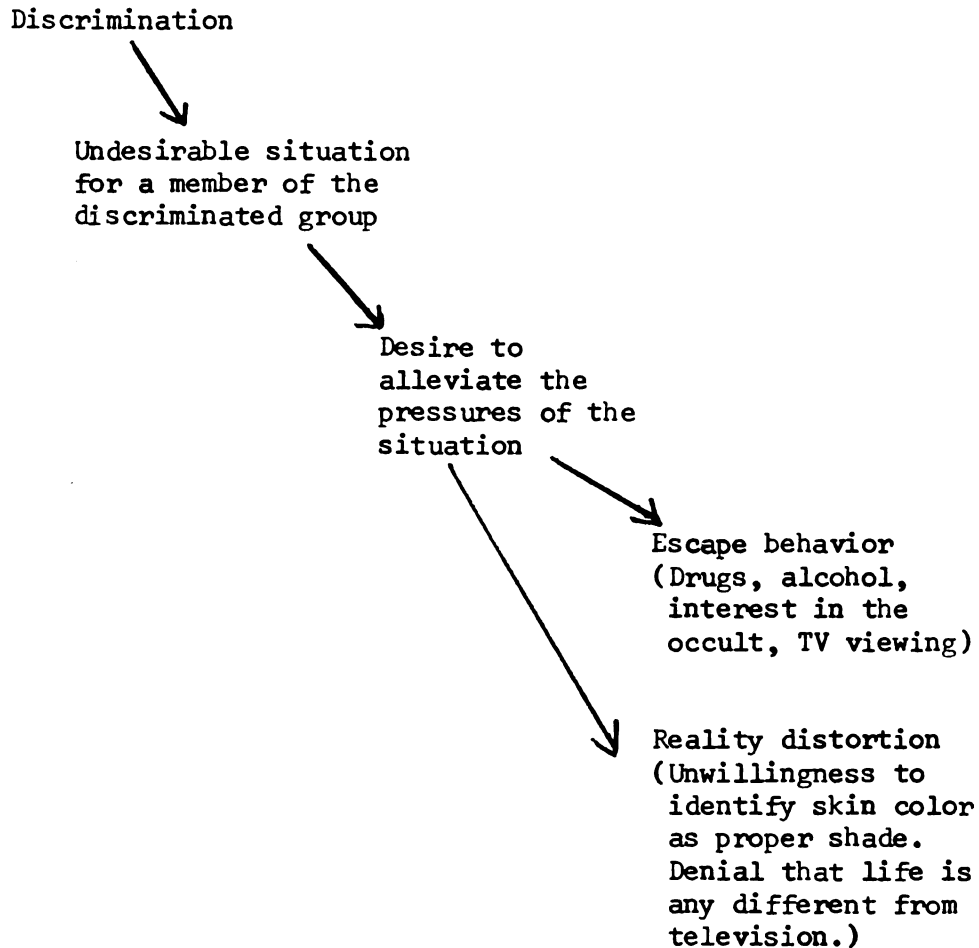
It seems that TV plays a unique role in the functioning of both these defense mechanisms. In the first place, it offers a means of forgetting, even though temporarily, the life of the ghetto. This seems to indicate that there should be more TV viewing done by the ghetto residents. More will be said of this later. What is being suggested at this point is that the young Negro teen-ager watches TV as a means for escape from ghetto life, and that television presents to him a false ideal of the way life should be. Further, he uses this false depiction as a model for viewing his own surroundings. The end results of this process is that reality becomes distorted to conform to the world that is pictured on TV.

What we are suggesting is some evidence of a reaction against negative racial status by the Negro adolescent operating in the way he views reality. The social pressures of discrimination which have kept the teen-ager confined to the ghetto should prompt the Negro youngster into some kind of behaviors which will attempt to minimize the negative effects of belonging to a minority group. Escape is postulated as one of these behaviors. Television watching is an example of one of many forms of escape.

Further, television plays a part in the operation of another defense mechanism which we are calling reality distortion. This mechanism operates even after the TV set has been turned off. Negro youngsters should show more of a tendency to escape the ghetto by distorting the reality of the world around them into a world that corresponds closely to that presented on television. It is not surprising that the TV world would appeal to the Negro youngster. The Negroes he sees there, though few in number, are portrayed as successful. The whites who inhabit this world seldom show any discrimination or rejection toward Negroes. The TV world does not possess the ugliness of the ghetto. It seems likely that a kind of "wishful-thinking" on the part of the Negro teen-ager occurs which distorts his perception of the world around him into a form that is more compatible with the appealing world shown on television. Thus, some of the unpleasant feelings generated by life in the ghetto are relieved.

This rationale is similar to one suggested by Kardiner and Ovesey (1962). The model presented below is based on a modification

of one suggested in their earlier work. Diagrammatically, what is postulated is this:



This model should not hold for whites of the same social class. They are not restricted by skin color into living in a ghetto. They are not members of a minority group and are not subject to the discrimination that is encountered by the Negro youngster. There should be less evidence of the defense mechanisms of escape and reality

distortion at work since the pressure caused by discrimination is absent.

Further, lower-class white youngsters are more apt to have more contact with middle-class society. They would probably have friends or schoolmates who are from middle-class backgrounds since they would more likely have attended a school where the middle-class is represented. They would also be more likely to be living in or near sections of the city where they would have middle-class families as neighbors. In sum, their range of experience should be greater than that of the Negro youth concerning middle-class life. With this increased amount of contact, they should be more likely to perceive discrepancies between the middle-class world of television and the middle-class world they have seen in person. Thus, it is hypothesized:

H1: Within the lower socio-economic class,
 Negro teen-agers see a greater degree
 of congruity between the world portrayed
 on television and their own perceptions
 of the world than white teen-agers.

Television viewing

Television has penetrated the walls of the ghetto and now permeates them. In January, 1967, for example, 88% of all Negroes in the U.S. had at least one television set. A 1967 study of low-income Lansing, Michigan, Negroes found that 98% of the persons interviewed had TV. A 1967 study of a New York poverty area found 95% of the sample with television. Allen's 1967 study of the Pittsburgh ghetto reported that 95% of the residents had at least one TV.

This hypothesis derives from a combination of factors. The first is the pressure to escape the life of the ghetto. Television is a handy and inexpensive way to escape momentarily from the surroundings of the ghetto. There is less social sanction placed on TV viewing than on the usage of drugs or alcohol. Secondly, the restricted range of recreational activities (see below) and the lack of suitable areas for recreation outside the home should mean that more Negroes spend more time in or near the home and thus have easy access to a television set. Further, even among the lower class, there is an economic differential present. The Kerner Commission reports that the salaries of urban Negroes are still below those of poor, urban whites. This economic difference means that Negro families would have less to spend on other leisure-time activities and would spend more time with TV simply because it costs little.

Finally, the larger family size among Negro families and the lack of adequate housing in the ghetto suggests that more people would be in a Negro household at any one time. This condition would create more of an opportunity to have someone in the house turn on the TV set. The Kerner Commission, for example, found that 25% of urban non-white households were over-crowded according to the guidelines set down by the Census Bureau compared with only eight per cent of the white households. In a Chicago census tract, among dwelling units with the same rent, almost four times as many non-white dwellings were found to be overcrowded. Moreover, the houses rented by non-whites tended to be almost one room smaller than those rented by whites.

All of this suggests that in a small, crowded dwelling, the Negro youth has more of a chance of being in the same room with an active TV set. In fact, it seems likely that most youths would have to leave the house in order to escape the set. These factors lead to the hypothesis:

H2: Among the lower-class, Negro teenagers spend more time watching television than white teen-agers.

Leisure-time activities

The next dependent variable has to do with how much TV is a part of the respondents' spare time activities as opposed to other activities. The specific activities under consideration are:

TV watching vs. reading a book

TV watching vs. doing homework

TV watching vs. going out with friends.

Again it is the ghetto which is the major influence in postulating differences in these activities. Concerning the first two--TV watching vs. book reading or doing homework, the current emphasis on social reforms and educational programs geared to alleviate ghetto conditions has an influence on predictions. One of the roads to obtaining "upward" mobility and escaping the ghetto is for a youth to stay in school and to get a good education. Advertising campaigns and local actions programs have taken an active role in urging all youths, particularly the Negro, to stay in school and to "learn, baby, learn." The Haryou program in New York, with its Reading Mobilization

Campaign, is an example of this emphasis on the local level. The probable results of this campaign should be an increased awareness on the part of the Negro youth of the importance of staying in school and getting an education as a way to escape the ghetto.

The same campaigns would not be as relevant to lower-class white youths, who, as pointed out by Clark (1965), still believe that they can achieve economic success and have no barrier caused by skin color to overcome. Further, the particular sample of teenagers under consideration are predominately 10th graders with an average age of about 16--the age at which it becomes legal to drop out of school. Given the large differential drop-out rates between Negroes and whites at all economic levels, (In New York, for example, in 1962, only one-seventh of the students in Harlem received academic diplomas compared with about one-half of the other students in the city), we would expect to find that only those Negroes who are serious about their education and who have ambitions to better themselves would have come this far. The saliency of education and all that goes with it should have a greater degree of relevance for this group of Negro youths. This means that reading of books, even though scarce in the ghetto, and doing homework, both activities related to education and self-enrichment, would be more highly regarded among this group.

It is hypothesized, among the lower-class:

- H3: There should be a greater tendency among Negroes to report that they usually read a book instead of watching television.

and:

H4: There should be a greater tendency among Negroes to report that they usually do their homework instead of watching television.

The third spare-time activity, going out with friends, has to be considered within the context of the ghetto environment. Teen-agers in the ghetto have less to do when they go out with friends. The ghetto is usually ugly with dirt and refuse. Parks, if there are any, are usually seedy from lack of care and are unsafe after dark. The streets are crowded with people and cluttered with trash. They, too, are dangerous. Crime rates in the ghetto are much higher than in white neighborhoods. Recreation facilities are meager. In all of Watts, for example, there are no movie theaters and only three small swimming pools. The Kerner Commission found that the complaint of inadequate recreational facilities was a major one in 15 cities.

This should not be so much the case for the lower-class white teen-agers. This group should have access to the parks, theaters, and athletic fields of middle-class society. Their neighborhoods would be generally cleaner and more attractive and more safe for them to travel in. With this background, it is hypothesized:

H5: Among the lower class, there should be a greater tendency for Negro teen-agers to report that they usually watch television instead of going out with their friends.

Control Systems

The last dependent variable has to do with whether or not there are rules in the home about TV watching and the amount of active participation engaged in by members of the respondents' households in restricting television viewing. Specifically, the abandonment of the home by Negro fathers should affect the presence or rules in the household in general and rules about television watching in particular.

The exodus of Negro fathers from their families is a well-documented fact. According to the Kerner Commission, the proportion of households with female heads is much greater among Negroes than among whites at all income levels, and has been rising in recent years. From 1950 to 1960, the increase in the proportion of households with females as their heads rose 0.2% among whites and 5.2% among Negroes.

This disparity between white and non-white families is far greater among the lowest income families--those that are most likely to reside in disadvantaged big city areas--than among higher income families. In 1966, among families with income less than \$3,000, the proportion with female heads was 42% for Negroes but only 23% for whites.

The problems of fatherless families are intensified by the tendency of Negroes to have large families. This is characteristic of poor families in general, but Negro families still tend to be larger. The average poor, urban, non-white family contains 4.8 persons as compared with 3.8 for the poor, urban whites.

As a result of this condition, many mothers must work to provide support for the family. The percentage of women in the labor force is higher at all ages among non-whites. With the father absent and the mother working, the household is left without an authority figure for large parts of the day. It seems likely that this condition should affect whether or not there are rules about watching television in the household. Specifically, we should expect less parental control among the Negro families since one or both parents is absent from the household for greater lengths of time than are white parents.

This lack of control should manifest itself in three ways:

- H6: There should be a greater incidence among Negro families of children having a greater influence over what programs are watched by the family.
- H7: There should be fewer instances of rules concerning how late a respondent can stay up watching television in Negro households.
- H8: There should be fewer reports of punishment by being deprived of television-watching privileges by the Negro teen-agers.

CHAPTER II

METHODS

Respondents and procedure

The questionnaire was administered to eight English classes of tenth and eleventh graders attending South Philadelphia High School on May 6, 1968. The administration was done during regular morning class periods of 45 minutes. All respondents finished the questionnaire in the allotted time. Classes in the lowest ability level in the high school were not interviewed since the school system felt that they had insufficient reading skills to complete the questionnaire.

South Philadelphia High School is located on the outskirts of a Negro ghetto from which it draws almost all its Negro students. It is also located near a low-income white residential area which contributes a large proportion of its white enrollment. The racial distribution in the entire school is about 60% white and 40% Negro.

Completed questionnaires were obtained from 206 teen-agers. Of these, 60% were from white students and 40% from Negroes. On the next day, the same questionnaire was administered to 100 middle-class, white teen-agers attending George Washington High School in north Philadelphia. While no hypotheses were made in this present study concerning social-class differences, comparative data from this sample are in Appendix B.

The percentage of males vs. females in each of the three samples was approximately 50-50. These data are contained in Appendix C. Interjudge coding reliabilities are in Appendix D.

Operational definitions

Four main variables were the focus of this study. These are operationalized below.

Perception of reality

Three items were constructed to measure the variable labelled "perception of reality." These were:

1. "The programs that I see on TV tell about life the way it really is."
2. "The people I see in TV programs are just like people I meet in real life."
3. "The same things that happen to people on TV often happen to me in real life."

The response categories were a modification of the conventional Likert responses:

- ___ I agree (scored 3)
- ___ I'm not sure (scored 2)
- ___ I disagree (scored 1)

The items intercorrelated significantly with one another. Subsequently, item scores were summed for each respondent, yielding a single score on this variable. The higher the score, the greater the degree of

agreement with the statements. A score of nine indicated the highest possible agreement with the items while a score of three meant total disagreement.

Leisure-time activities

The respondents were given the following items:

In your spare time--when you don't have anything special to--

Do you usually:

___ watch TV or ___ read a book?

Do you usually:

___ do your homework or ___ watch TV?

Do you usually:

___ watch TV or ___ go out with your friends?

A respondent was assigned a score of "1" if he checked "watch TV," and a score of "0" if he checked the alternate activity.

Control Systems

Three separate items were used. The first was an attempt to isolate which family member had the most influence in determining what television programs were watched. The item was:

Who in your family has the most say-so about what programs you get to watch on TV?

(CHECK ONE)

- ☐ My mother
- ☐ My father
- ☐ Myself
- ☐ My brothers or sisters

The second item concerned staying up watching television.

Are there rules in your house about how late you can stay up watching television?

- ☐ Yes
- ☐ No

The last item in this section was an attempt to measure the respondent's perceptions of whether or not television was being used as a means of punishment.

Are you ever punished for something by not being allowed to watch TV?

- ☐ Yes
- ☐ No

Television viewing

The respondents were given a reproduction of the television schedule for Sunday, May 5, 1968, the day before the interviewing. They were asked to go through the schedule and circle all the shows they had seen on Sunday. If they had not watched television at all on Sunday, they left the TV schedule blank and proceeded with the rest of the questionnaire. Viewing time was tabulated by adding the time encompassed

by all programs the respondent had circled. Credit was given for viewing the entire program if it was circled. This might lead to a slightly inflated total viewing time. A respondent who circled a movie, for example, was given credit for watching the entire movie, unless his schedule indicated he had switched channels before the movie was over. While this method may lead to larger absolute time estimates, viewing times were determined the same way for all respondents.

Social Status

A check was made of the relative socio-economic status of our respondent groups. The index of social status used was the Trolldahl occupational prestige scale. (Trolldahl, 1965). To use the scale, coders judged whether the reported job of the main wage earner had the same or more prestige than 12 standard jobs. The standard jobs, with the prestige level in parentheses, are: more prestige than a lawyer (12), lawyer, (11), assistant public school superintendent (10), consulting chemical engineer, (9), sales engineer for an electronics parts company (8), soil conservation worker (7), credit manager for an advertising service (6), rate clerk for a transportation company (5), auto mechanic (4), boiler operator for a pickle factory (3), waitress (2), bean and berry picker (0). The mean values of occupational prestige for the samples were: Negro sample, South Philadelphia High School, 4.18; white sample, South Philadelphia High School, 4.07; white sample, George Washington High School, 6.54 (See Appendix C).

CHAPTER III

RESULTS

The results are divided into four major sections: (1) the respondents' perception of reality; (2) television viewing time; (3) leisure-time activities; and (4) the presence or absence of systems that regulate television viewing.

Perception of reality

It was hypothesized that Negro teen-agers would see a greater degree of correspondence between life portrayed on television and their own idea of the way life is. The results of this analysis are contained in Table 1. The range of possible responses across the three items was from three (perfect disagreement) to nine (perfect agreement). The results support the hypothesis. At test for uncorrelated means yielded a significant difference between the two groups in the predicted direction.* The Negro youths showed a greater degree of agreement with the items than did the white youths.

One possible criticism is that the results can be explained by an acquiescent response set operating in the Negro sample. It might be claimed, for example, that they tended to agree with all the items, regardless of content. This criticism cannot be ruled out fully, since

* $p < .001$ (two-tailed).

Table 1. Mean Scores of Reality Items

	Lower-class Negro Sample	Lower-class white Sample
Mean	6.08	5.08
Variance	3.30	3.23
N	83	124

t value 3.76*, df = 206. Critical t (p = .001) is 3.29

*p < .001

the items were worded in such a way that an "agree" response indicated greater perceived correspondence between television and reality. There is, however, some refutational evidence. First, the frequency of response for each category shows that the distribution among the Negro sample was almost equal. About one-third of the sample fell into each of the three response categories. There was no piling up in the "agree" response. Further, in areas where the same bias could be expected to operate, the scores of the Negro sample were the same as or less than the white sample (e.g., the section on control systems, below).

Television viewing

More television viewing was predicted for Negroes than for whites. This hypothesis was supported. The Negro youngsters watched an average of 6.26 hours of television on Sunday (Table 2A). The white teen-agers reported watching 4.58 hours on the same day. A t test yielded a result of 2.75 ($p < .01$, two-tailed).

The Negro teen-agers were more apt to be watching during all parts of the day. Table 2B includes the percentages of the sample who reported watching TV during the specified times. Large differences exist during the morning and both early and late evening hours. A Negro teen-ager was almost twice as likely to have watched television after midnight.

Table 2A. Television Viewing

	Negro sample	White sample
Mean	6.26	4.58
Variance	20.9	15.0
N	84	124

t value is 2.75; df = 207; $p < .01$ (two-tailed test)
 Critical t value ($p = .01$) is 2.62.

Table 2B. TV watching by time of day

(% of sample who reported watching during this time)		
	Negro sample	White sample
6 A.M.-Noon	52%	31%
Noon - 6 P.M.	61%	54%
6 P.M.-midnight	86%	70%
Midnight-3 A.M.	26%	14%

While no hypotheses were made concerning differences in the content of what was watched, data were collected concerning this topic. Respondents were asked to name their three most favorite TV shows. The list of the top ten shows named by each group is contained in Table 3. The top five shows for each sample are nearly alike with the exception of "Rowan and Martin's Laugh-In." This show was named as a favorite by about 18% of the white sample but only two Negroes listed it as one of their favorites. Others that made the Negro top ten but received less than four mentions among lower-class whites were "Big Valley," "Garrison's Gorillas," and "The Doctors."

Leisure-time activities

Three hypotheses were made concerning the relative usage of television versus other activities. Specifically, it was predicted that the Negro teen-agers would express more of a tendency to read a book and to do homework than watch television. This same group, however, should express more of a preference to watch TV than go out with their friends. Tables 4A, 4B, and 4C contain the results of this analysis.

There was no significant difference between the samples in their choice between watching TV and reading a book. Among the Negro sample, 21% chose book-reading over TV. The corresponding percentage among whites was 13%. While the difference is in the right direction, the Chi square value was 1.92 ($p < .20$).

Table 3. Favorite TV programs

"What are the names of your three most favorite TV shows?"

Negro sample

<u>Program name</u>	<u>% of sample naming show</u>
1. Mission Impossible	30%
2. Dark Shadows	29%
3. It Takes a Thief	22%
4. Movies	18%
5. Big Valley	17%
6. Garrison's Gorilla's	11%
7. Lost in Space	10%
8. The Doctors	8%
9. Star Trek	8%
10. (Tie between the Invaders, The Untouchables, General Hospital, and HY Lit--a local teen-age dance program)	7%

Lower-class white sample

1. Mission Impossible	30%
2. Dark Shadows	24%
3. Rowan-Martin Laugh-In	18%
4. It Takes a Thief	14%
5. Movies	13%
6. Star Trek	13%
7. That Girl	11%
8. Peyton Place	10%
9. Carol Burnett Show	9%
10. (Tie between Hy Lit and Smothers Brothers Show.)	6%

Table 4A. Leisure-time activities

	Negro sample	White sample	Total
read a book	16	14	30
watch TV	66	108	174
Total	82	122	204

Chi square (corrected) = 1.92; df = 1; $p < .20$

Table 4B.

	Negro sample	White sample	Total
do homework	44	42	86
watch TV	38	77	115
Total	82	119	201

Chi square (corrected) = 5.96; df = 1; $p < .02$. Critical Chi square ($p = .02$) is 5.41.

Table 4C.

	Negro sample	White sample	Total
go out with friends	57	100	157
watch TV	25	20	45
Total	82	120	202

Chi square (corrected) = 4.60; df = 1; $p < .05$. Critical Chi square ($p = .05$) is 3.84.

There was a significant difference concerning whether or not the respondents usually did their homework or watched television. Among the Negro sample, 55% reported they usually did their homework while 38% of the whites reported the same behavior. (Chi square = 5.96, $p < .02$.)

The third hypothesis was also supported. Seventy per cent of the Negroes and 84% of the whites said they usually go out with their friends instead of watching television. The percentages in both groups who usually go out with friends are large in the absolute sense, but the difference between the two groups is significant. (Chi square = 4.60, $p < .05$).

In summary, there was no difference between the two samples in the relative frequency with which they chose book-reading over television watching. The Negro teen-agers, however, were more apt to report that they usually did their homework instead of watching television. They were also more likely to choose watching television instead of going out with their friends.

Control systems

Three hypotheses were made concerning the amount of control exerted over the television viewing of the respondents. The first predicted a greater degree of influence exercised by the Negro youngsters over what programs are watched by their families. Table 5A contains the results of this analysis. Respondents who answered "my mother" or "my father" were included in the first category--parents having the most influence. All those who responded "myself" or

"my brothers or sisters," were included in the second category-- children having the most influence. A Chi square test yielded no difference between the two samples. Among the Negro teen-agers 39% reported that their parents had the most influence while 52% reported that they or their brothers or sisters had the most say-so. Nine per cent named some other member of the family or did not answer the question. Among the lower-class whites, 42% reported that their parents had the most influence and 52% named themselves or their brothers or sisters. Six per cent did not answer or named someone else.

While the hypothesis was not supported there is some evidence available to suggest a difference between the samples concerning which parents has the most to do with determining viewing. If those respondents who named a parent as having the most influence are examined (those in the first category in Table 5A), there is an indication of the effects of the absence of the father in the Negro families. Only 33% of these Negro teen-agers credited their father with having the most influence while 55% of the lower-class whites named their fathers. The results of this analysis are in Table 5B. The Chi square value was 2.93, significant at the .10 level.

The other two hypotheses concerned specific instances of regulations placed on TV viewing. The first had to do with whether or not some rules existed in the household that set up a time after which no television viewing was allowed. It was predicted there would be fewer such rules in the Negro sample. Table 6A contains this analysis.

Table 5A. Relative influence of parents in TV viewing

	Negro sample	White sample	Total
parents having most influence	33	51	84
children having the most influence	44	64	108
Total	77	115	192

Chi square = .04; df = 1. Not significant.

Table 5B. Influence of particular parent in TV viewing

	Negro sample	White sample	Total
Mother has most influence	22	23	45
Father has most influence	11	28	39
Total	33	51	84

Chi square (corrected) = 2.93; df = 1; $p < .10$.

Forty-six per cent of the lower-class whites reported some rules in this area while 35% of the Negroes reported the same thing. While this difference is in the predicted direction, it is not significant. (Chi square = 1.88, $p < .20$).

The second hypothesis predicted that the Negro teen-agers would report less instances of punishment whereby they were deprived of their television viewing privileges as a penalty for something they did. The results of this analysis are in Table 6B. In fact, the Negro youngsters reported slightly more instances of punishment than did their white counterparts. Twenty per cent said they were punished for something by not being allowed to watch TV. The corresponding percentages among whites was 12%. This difference was not significant. (Chi square = 1.06).

Table 6A. Frequency of rules concerning how late a respondent can stay up watching television.

	Negro sample	White sample	Total
Rules exist	29	56	85
No rules exist	54	56	110
Total	83	112	195

Chi square = 1.88 (corrected); df = 1; $p < .20$.

Table 6B. Frequency of television deprivation used as punishment.

	Negro sample	White sample	Total
Was punished by not being able to watch TV	15	15	30
Was never punished by not being able to watch TV	67	109	176
Total	82	124	206

Chi square (corrected) = 1.06; df = 1; not significant.

CHAPTER IV

DISCUSSION

Summary

Eight hypotheses of racial differences in four areas of television viewing behavior were made. The dependent variables were 1) the amount of perceived congruity between the world as portrayed on television and the way the respondent actually believes the world to be. 2) the amount of television viewing done by respondents on a single day. 3) the popularity of television watching as compared to other leisure-time activities. 4) the presence of control systems in the household which regulate what programs are seen or when viewing takes place.

Questionnaires were administered to two groups of 10th and 11th grade Philadelphia public school students. One group consisted entirely of Negroes from lower socio-economic families. The second group consisted of whites from similar families.

The hypotheses that Negro teen-agers should see a greater degree of congruence between life as portrayed on television and the way they believe life to be was supported. The second hypothesis--that there should be more TV viewing among the Negro sample--was also supported.

Two of three hypotheses concerning the relative popularity of television as a leisure-time activity were supported. More Negro youths reported that they usually did their homework instead of watching television and more reported watching television instead of going out

with their friends. There was no difference between the two groups in their choice between watching TV or reading a book.

With regard to control over TV usage, no significant differences were found between the two groups in any of the items. Both Negro and white youths reported that their parents had virtually the same amount of influence in determining what shows were watched by the family. Moreover, there was no significant difference in the existence of rules regulating how late the respondent can stay up watching TV and no difference in the reporting of the use of television as a punishment device.

Discussion

The first thing that should be pointed out is that the sample is not a random sample of all ghetto-area teen-agers. The data were collected in a high school on a Monday morning. It is not inconceivable to suggest that those teen-agers who were not interested in school or in education would be absent that day. Many youths, especially those who cared little for school, would have already reached 16 years of age and may have already dropped out. Many girls of this age might already be raising children. Further, the sample did not consist of the lowest ability level present in the school--those who lacked the reading skills to complete the questionnaire. The sample, therefore, probably over-represents Negro and white youths who are relatively serious about their education. Evidence of this is contained in the responses to an item in the questionnaire which asked if the respondents expected to finish high school. Only one Negro youth and three whites answered that they did not expect to finish.

The failure to find any differences in the area of control systems may be partly attributed to an omission. No data were gathered to find out how many families in our sample owned more than one television set. It seems logical to expect that the youths in our sample would name themselves as having the most say-so about TV viewing if they had their own set or a set in their rooms. Data from Lansing and Pittsburgh indicate that 33% and 47% respectively of the low-income samples had more than one working television set. These percentages are large enough to affect the results.

The rationale used to predict differences was based upon the relative presence or absence of parents in the household. The questionnaire items, however, were worded so that the existence of any control system, enforced by a parent or by someone else, would be detected. It may be that some other family member, an aunt, grandmother, or older brother or sister, might take over some of the rule-making functions of the parent concerning television viewing. No data were gathered to determine who in the household had the authority in this area. Perhaps the hypotheses about fewer rules regulating staying up late with television and fewer instances of TV used as punishment would hold if the focus were narrowed to strictly parental control systems.

Implications

The main conclusion from this research is that lower-class Negro youths watch more television than their white counterparts and are more prone to agree that what they see on television is an accurate

representation of the way the world actually is. This finding is interpreted as evidence for the existence of two particular defense mechanisms--psychological escape and reality distortion--which function among Negro teen-agers as responses to their positions as members of a discriminated minority. We should expect to find, then, less evidence of their operation as discrimination toward Negroes decreases. There should be little or no evidence of escape or reality distortion, for example, among Negroes who have escaped the ghetto and are now integrated into the middle class when compared to whites of the same socio-economic class.

The next question is what programs or what parts of programs are the Negro teen-agers responding to when they agree that television programs "tell it like it is." The answer requires a research effort that narrows its scope from questions about "television" in general to program-types, or to single programs, or down to individuals appearing in the programs. When the Negro teen-ager, for example, agrees that the people he sees in real life are just like the people he sees on TV, who are the people he has in mind? Does he believe the people around him are like Bill Cosby or Ivan Dixon simply because they are also Negroes? Or is he agreeing that the violence often done by TV characters corresponds closely to the violence done by people around him in the ghetto? These are questions that warrant further investigation.

These data should also hold some implications for the television producer. The portrayals he is sending out are being accepted as true with greater frequency among Negro teen-agers. The question comes as to whether or not the medium has some responsibility to tell these youths what is actually happening both inside and outside the ghetto. Does television have a duty, in other words, to show life and to show people the way they really are? The stock answer to this question as usually given by some media personnel is that this is what television is already doing. The quote below is taken from the testimony of a senior vice-president in charge of programming for one of the major networks given before the New York City Commission on Human Rights. He was asked why there were so few roles for Negroes in television. His answer in part:

[Television] likes to deal with America as it is for the most part. And for the most part there are not that many Negro judges, Negro Governors, Negro executives, or Negro Senators. The producer or writer approaches the conceptual fact so as to reflect the scene as it is. [Writers] seek to avoid artificial situations.

The rebuttal is given by Harry Belafonte:

The answer contains the lie...that television likes to show life as it really is... The medium is filled with cowboys chasing after Indians and killing them for high moral purpose... One need but read any accurate text of American history to know that that does not portray what really happened. It also doesn't seem that hillbillies striking it rich in the oil fields and taking over Beverly Hills is life as it really is. Or perhaps he, [the vice-president], was referring to "Cowboy in

Africa," "Tarzan," "I Dream of Jeannie,"
 "Daktari," "The Invaders," "Lost in
 Space," "Green Acres,"..."Star Trek,"
 "Petticoat Junction," or "Dream House,"
 when he stated that writers seek to
 avoid 'artificial situations.'

The list given by Belafonte could be expanded, of course, by opening up a copy of TV Guide at random and reading off the names of any dozen programs. This same kind of dissatisfaction is expressed more succinctly by one of the Philadelphia teen-agers in the Negro sample. He, too, is writing about television. "Just once," he writes, "I'd like to see a Negro Tarzan aiding uneducated white people in the jungle." The present research suggests that television producers should give a hard look at the part they should play in the present racial situation.

These data do, however, contain some signs for optimism. The finding that Negro teen-agers prefer doing homework over watching TV indicates that the current programs emphasizing education and staying in school may be having an effect--at least on some Negro teen-agers. Other data, however, suggest that this may not be enough. Research done by Cloward (1965) indicates that the importance of education among the lower class is influenced by occupational aspirations. Perhaps more stress should be given to the importance of education as a means of getting a good job. A campaign of this nature would have maximum effect if directed to both teen-agers and to adults.

The data also indicate the presence of few control systems that regulate television viewing. The most prevalent of these rules regulated how late a respondent could stay up watching television and even here the existence of rules was not overwhelming. Only about one-half of each sample reported some rules in this area.

Research extension

Some research questions have already been touched upon in this discussion. Two different approaches appear most promising. The first would extend some of the same variables used in this project to other populations. The second approach would keep the comparison between two groups of the same social class intact and introduce new variables.

Concerning the first variable, reality distortion, it would be enlightening to see if this process is also in existence to a greater degree among lower-class Negro adults when compared to their white counterparts. The rationale used above would predict the same results for adults as well as teen-agers.

On the other hand, the same reasoning would predict little or no difference between Negro members of the middle-class and white members of that level. The barriers of discrimination have been overcome by members of this group and, consequently, they should feel less pressure to escape or deny the reality that surrounds them.

The rationale would hold not only for Negroes but for any members of a group toward which discrimination exists. We should expect to find a difference, therefore, within the same social class if we compared a

sample of Orientals, Mexican Americans, or Puerto Ricans from an area characterized by discrimination with whites from the same area.

Further, the rationale does not specify that the discrimination be racial in character. One other such alternative might be economic discrimination. This would lead us to predict differences between members who belong to two different socio-economic classes. Discrimination can also be based on age. It seems our reasoning would predict a difference if we compared the responses of residents in homes for the aged or rest homes for the elderly with respondents of the same age who are not so confined. The residents of these places are usually faced with surroundings that they find undesirable and many people are there because they are forced to be there. Their situation holds many parallels to that of life in the ghetto. In any case, the reasoning offered here would predict more reality distortion by this group.

Further, the rationale is not dependent on any particular medium. The same process should also occur with regard to other mass media. Frazier, for example, (1957) has accused the Negro press of portraying a society that doesn't exist--a society that is a distortion of Negro life as it really is. It pictures mainly middle-class Negroes and others who have "made it" into middle-class society. In many ways it pictures a world similar to that seen on TV. Our prediction would be that we should be able to find the same kind of results if we substituted the word "magazines" in place of "television" in the items.

The second line of research would again focus on racial differences among groups within the lower socio-economic class. One variable which has garnered much attention lately is the effects of media violence on children. It appears a case may be made that Negro children, surrounded by more violence in the ghetto and more violence in the home, might become less sensitive to violence seen on the media. They would have, in effect, built up a high tolerance for violent behavior so that what may be labelled as a violent act by middle-class standards would not be perceived as violent by the Negro children. Differences between social classes might also exist. The more severe penalties against aggression in the middle-class might inhibit its expression after exposure to a violent stimulus in this group of children more so than in the lower class. These are questions which call for controlled laboratory experiments.

Another question is what effect on Negroes is being made by the increased frequency of Negroes appearing on television? Is the young, Negro, for example, able to identify with these people or have they become part of the middle-class society which is foreign to him? Do Negroes believe the portrayals given on television to be accurate depictions? Are these shows popular with middle or lower-class Negroes? Further, what is the white perception of the same trend? Does it serve to polarize existing attitudes toward Negroes or does it promote attitude change toward them? These questions call for extensive and intensive research of both an experimental and descriptive nature.

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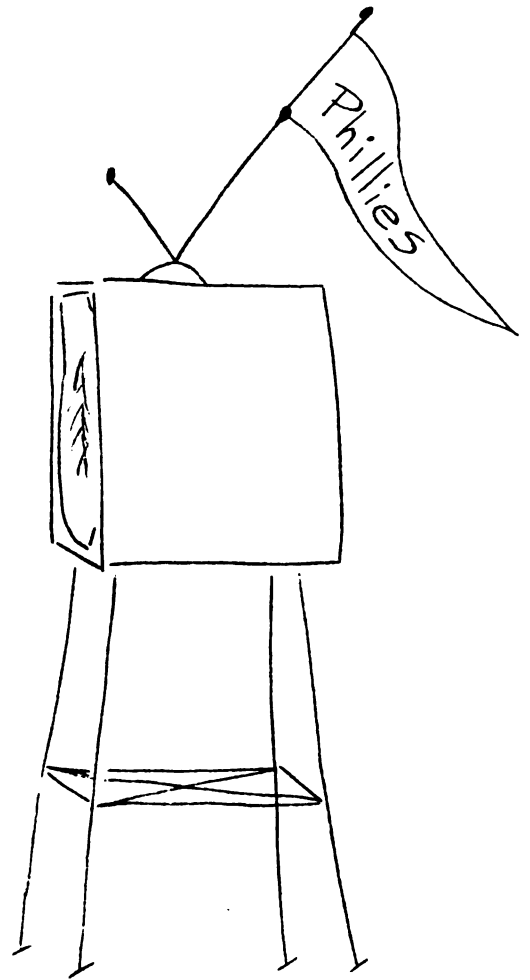
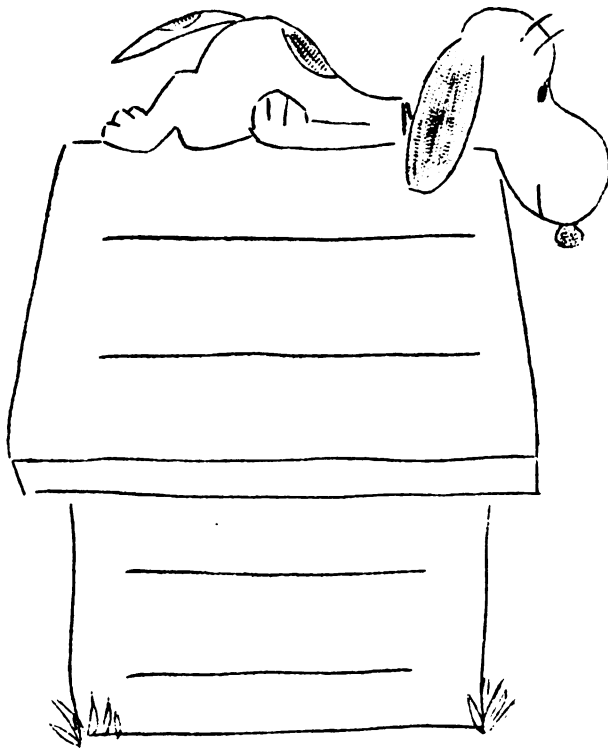
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APPENDIX A

QUESTIONNAIRE

WE'D LIKE TO KNOW SOMETHING ABOUT WHY YOU WATCH TV...



Today we'd like to ask you what you think about television. Parents are often asked what they think about TV and we feel that it is about time somebody asked young people what they think about it. We are asking these questions not only in your school but in several other high schools in Philadelphia.

This booklet takes about half-an-hour to fill out. This is not a test, so there are no right or wrong answers. What we want is your honest opinion on each question. Don't tell us what you think your teacher or your parents think about these questions. Just tell us what you honestly think and feel.

To make sure that your answers are kept private, please do not even put your name on this booklet.

Please answer every part. If you have a question or do not understand something, please ask us.

Please put X's in the spaces that are next to the answers. Do not use check marks. Thank you very much for co-operating with us. Your help is greatly appreciated.

GO THROUGH THE BOOKLET AT YOUR OWN SPEED... PLEASE MAKE AN X IN THE SPACES. DO NOT USE CHECK MARKS... IF YOU HAVE ANY QUESTIONS, PLEASE ASK US.

1. What are the names of your three most favorite TV shows?

a. _____

b. _____

c. _____

2. Did you watch TV at all on Sunday?

___ Yes (IF YOU SAID YES, TURN TO THE NEXT PAGE. THERE YOU WILL FIND A LIST OF SUNDAY'S TV SHOWS. PLEASE GO THROUGH AND DRAW A CIRCLE AROUND ALL THE SHOWS THAT YOU WATCHED ON SUNDAY.

FOR EXAMPLE, IF YOU WATCHED A MOVIE ON CHANNEL 5 AT 9:00 P.M. LAST NIGHT, YOU WOULD MARK LIKE THIS...

9:00

5--Movie

8--News

3--Scoreboard

___ No, I didn't watch any TV on Sunday. (IF YOU SAID NO, TURN TO PAGE 4.)

1. The Commission has not received any information from the Government of the Republic of the Philippines regarding the alleged human rights violations in the Philippines.

[illegible][illegible]

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SUNDAY DAYTIME AND EVENING TELEVISION PROGRAMS -----May 5, 1968

7:00 A.M.

3--Marketing & Business
6--Guidepost
10--Official Report

7:30

3--Frontiers of Faith
6--Christian Answer/This is the Life

8:00

3--Captain Fathom
10--Underdog
17--Faith for Today
29--Rev. McKinley Williams
6--Living Word/NASA Reports

8:30

3--Lorenzo
6--New Testament & Modern Man
10--Bill Bennett Show
17--Christopher Program
29--Rev. Bert Hare
48--Film Feature, "A Day to Remember?"

9:00

6--Menorah/Christopher Program
10--Three Faiths
17--Revival Hour
29--Robin Hour
48--Kimba

9:30

17--Fury
29--Milton the Monster
48--Gigantor
6--This is the Navy

10:00

3--It's Happening
6--Linus
10--Lamp unto My Feet
17--Movie, "The Outriders"
29--Supercar
48--Hy Lit

10:30

3--Opinions Expressed
6,27--Bugs Bunny
10--Look Up and Live
29--Commando Cody

11:00

3--International Zone
6--News Conference
10,15,21,43--Camera Three
29--Bullwinkle

11:30

3--Mayor Tate
6,27--Discovery '68

Noon

3--Electric Essay
6--Larry Ferrari
10--TV 10 Man in the News
17--Wells Fargo
29--McKeever and the Colonel
48--Movie, "The Window"

12:30

3--PA. News Conference
10--Face the Nation
17--Bat Masterson
29--Timmy and Lassie

1:00

3--Meet the Press
6--Baseball Warm-up
10--Movie, "Tarzan and the Slave Girl"
17--Upbeat
29--Lone Ranger

1:30

3--G-E College Bowl
6--Baseball
29--Movie, "Pals of the Saddle"
48--Hawaii Calls

2:00

3--Wild Kingdom
10--Stanley Cup-Hockey
17--Movie, "The Secret Garden"
48--McVie, "Disorder"

2:30

3--Movie, "The Frogmen"
29--Movie, "When Johnny Come Marching Home"

3:00

12--French Chef

3:30

12--TV 12 Garden Club

4:00

3--Experiment in Television
6--Golf Tournament
12--Playing Guitar
17--Roller Derby
29--My Hero
48 --Wagon Train

4:30

12--Cities of the World

5:00

3--War This Week
10--Explorer 10
12--News in Perspective
17--Phil Silvers

5:30

3--Movie, "Bird of Paradise"
10--Amateur Hour

6:00

6--Movie, "Dinosaurus!"
10--21st Century
12--In Fashion
17--Gilligan's Island
29--Monroes

SUNDAY PROGRAMS (con't)

6:30

17--Flipper
10--News, Weather and Sports
12--World Press Review
48--McHale's Navy

7:00

10--Lassie
17--Hollywood and the Stars
29--Wilburn Brothers
48--Perry Mason
3--News and Sports

7:30

3--Walt Disney's World
10--Ed Sullivan
12--NET Festival
17--Suspense Theatre

8:00

6--FBI
29--Bill Anderson

8:30

3--Mothers-In-Law
12--PBL-News and the Arts
17--Charlie Chaplin
29--Gospel Jubilee

9:00

3--Bonanza
6--Movie, "Ships of Fools"
10--Smothers Brothers
17--Movie, "The Outriders"

9:30

29--Conversation

10:00

3--High Chaparral
10--Mission: Impossible
29--Harry Bristow Show
48--Joe Pyne

10:30

12--Creative Person

11:00

3--News, Weather and Sports
10--News
17--Movie, "The Lucky Stiff"
29--Californians

11:30

3--Movie, "Diplomatic Courier"
10--Movie, "This Earth is Mine"
29--Stryker
48--Firing Line

12:15

6--Movie, "Girls Town"

12:30

48--N. J. Roundup

1:10

3--News

1:45

10--Movie, "Smuggler's Island"

2:15

6--News

2:30

6--Peter Gunn

3:15

10--News

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WE'RE INTERESTED IN WHY TEEN-AGERS WATCH TV. BELOW ARE SOME REASONS THAT OTHER TEEN-AGERS GAVE FOR WATCHING TV. WE WANT TO KNOW HOW MUCH EACH REASON IS LIKE YOU. HERE IS THE FIRST REASON:

1. I watch TV because it gives me a thrill.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

2. I watch TV because it keeps my mind off other things

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

3. I watch TV because with TV I can learn a lot without working very hard.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

4. I watch TV because some of the TV characters are examples of what I wish I was.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

5. I watch TV because I can understand things better when I can see as well as hear them.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

6. I watch TV because it shows me how other people solve the same problems I have.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

7. I watch TV because I learn things on TV that I don't learn in school.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

8. I watch TV because it excites me.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

9. I watch TV because it keeps me from arguing with my family.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

10. I watch TV because it's almost like a human companion.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

1. The first of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

2. The second of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

3. The third of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

4. The fourth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

5. The fifth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

100

6. The sixth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

7. The seventh of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

8. The eighth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

9. The ninth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

10. The tenth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

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11. The eleventh of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

12. The twelfth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

13. The thirteenth of the above mentioned items is a copy of the report of the
Committee on the subject of the proposed amendment to the Constitution of the
State of New York.

11. I watch TV because it shows what life is really like.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

12. I watch TV because I can just sit back and watch and not think.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

13. I watch TV because it helps me learn about myself as a human being.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

14. I watch TV because I have nothing better to do.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

15. I watch TV because I get to know all about people in all walks of life.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

16. I watch TV because without it I wouldn't know much about the world.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

17. I watch TV because it's something to do instead of doing homework.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

18. I watch TV because I get to see what people are like.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

19. I watch TV because it's free.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

20. I watch TV because it stimulates my emotions -- it makes me laugh or cry.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

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... (1956) ... (1957) ...

... (1958) ... (1959) ...

21. I watch TV because you can learn from the mistakes of others.

How much is this like you? (CHECK ONE ONLY)

☐ a lot like me
 ☐ a little like me
This is: ☐ not much like me
 ☐ not at all like me

22. I watch TV because it relaxes me.

How much is this like you? (CHECK ONE ONLY)

☐ a lot like me
 ☐ a little like me
This is: ☐ not much like me
 ☐ not at all like me

23. I watch TV because when I'm alone it helps me forget that I'm alone.

How much is this like you? (CHECK ONE ONLY)

☐ a lot like me
 ☐ a little like me
This is: ☐ not much like me
 ☐ not at all like me

24. I watch TV because it's entertainment I don't have to leave home for.

How much is this like you? (CHECK ONE ONLY)

☐ a lot like me
 ☐ a little like me
This is: ☐ not much like me
 ☐ not at all like me

25. I watch TV because it lets me forget my problem.

How much is this like you? (CHECK ONE ONLY)

☐ a lot like me
 ☐ a little like me
This is: ☐ not much like me
 ☐ not at all like me

1. *Staphylococcus aureus* (Gram positive, cocci, catalase positive, coagulase positive)

2. *Streptococcus pneumoniae* (Gram positive, cocci, catalase negative, coagulase negative)

3. *Escherichia coli* (Gram negative, bacilli, catalase positive, coagulase negative)

4. *Pseudomonas aeruginosa* (Gram negative, bacilli, catalase positive, coagulase negative)

5. *Acinetobacter baumannii* (Gram negative, bacilli, catalase positive, coagulase negative)

6. *Legionella pneumophila* (Gram negative, bacilli, catalase positive, coagulase negative)

7. *Mycobacterium tuberculosis* (Gram negative, bacilli, catalase positive, coagulase negative)

8. *Candida albicans* (Gram positive, yeast, catalase positive, coagulase positive)

9. *Aspergillus fumigatus* (Gram positive, filamentous, catalase positive, coagulase negative)

10. *Trichoderma reesei* (Gram positive, filamentous, catalase positive, coagulase negative)

11. *Penicillium chrysogenum* (Gram positive, filamentous, catalase positive, coagulase negative)

12. *Saccharomyces cerevisiae* (Gram positive, yeast, catalase positive, coagulase positive)

13. *Debaryomyces hansenii* (Gram positive, yeast, catalase positive, coagulase positive)

14. *Yarrowia lipolytica* (Gram positive, yeast, catalase positive, coagulase positive)

15. *Kluyveromyces fragilis* (Gram positive, yeast, catalase positive, coagulase positive)

16. *Geotrichum candidum* (Gram positive, filamentous, catalase positive, coagulase negative)

26. I watch TV because it's a habit.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like you
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

27. I watch TV because it brings my family together.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

28. I watch TV because I need to know what's on TV in order to talk to my friends.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

29. I watch TV because I like to forget everything and live in a different world.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

30. I watch TV because it calms me down when I'm angry.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

1. The first of these is the

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31. I watch TV because I want to know what's going on in the world.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

32. I watch TV because the programs give lessons for life.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

33. I watch TV when I'm bored.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

34. I watch TV because it keeps me out of trouble.

How much is this like you? (CHECK ONE ONLY)

This is: ☐ a lot like me
 ☐ a little like me
 ☐ not much like me
 ☐ not at all like me

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NEXT, WE'D LIKE TO ASK YOU SOME QUESTIONS ABOUT NEWSPAPERS, RADIOS,
AND MOVIES.....

1. On Sunday, how many hours did you listen to the radio?

(CHECK ONE ONLY)

☐ more than 4 hours
☐ 4 hours
☐ 3 hours
☐ 2 hours
☐ 1 hour or less
☐ I didn't listen

2. In the last week, how many magazines have you read or looked at?

(CHECK ONE ONLY)

☐ more than 3
☐ 3
☐ 2
☐ 1
☐ none

3. In the last month, how many times did you go see a movie?

(CHECK ONE ONLY)

☐ more than 3
☐ 3
☐ 2
☐ 1
☐ not at all

4. About how often do you read a newspaper?

(CHECK ONE ONLY)

☐ not at all
☐ less than once a week
☐ once a week
☐ 2 times a week
☐ 3 times a week
☐ 4 times a week
☐ 5 times a week
☐ 6 times a week
☐ Everyday

5. On Sunday, how many hours did you listen to a record player?

(CHECK ONE ONLY)

☐ more than 3 hours
☐ 3 hours
☐ 2 hours
☐ 1 hour or less
☐ not at all

NOW WE WANT YOU TO READ SOME THINGS THAT OTHER TEEN-AGERS HAVE SAID ABOUT TELEVISION. WE WOULD LIKE TO KNOW IF YOU AGREE OR DISAGREE WITH WHAT THEY SAY. HERE IS THE FIRST ONE:

1. "The programs that I see on TV tell about life the way it really is."

What do you think about that? (CHECK ONE)

☐ I agree
☐ I'm not sure
☐ I disagree

2. "The people I see in TV programs are just like people I meet in real life."

What do you think about that? (CHECK ONE)

☐ I agree
☐ I'm not sure
☐ I disagree

3. "The same things that happen to people on TV often happen to me in real life."

What do you think about that?

☐ I agree
☐ I'm not sure
☐ I disagree

After the President had finished his speech, the
 President said to the people of the United States: "I am
 proud to be your President."

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 proud to be your President."

NOW HERE ARE SOME QUESTIONS ABOUT TELEVISION AND YOUR FAMILY...

1. Who in your family has the most say-so about what programs you get to watch on TV?

(CHECK ONE)

- ☐ My mother
☐ My father
☐ Myself
☐ My brothers or sisters
☐ Some other person in my family

2. Are there rules in your house about how late you can stay up watching television?

☐ Yes
☐ No

3. Does anyone in your home ever tell you there are some kinds of TV shows that they wish you wouldn't watch?

☐ Yes
☐ No

4. Are you ever punished for something by not being allowed to watch TV?

☐ Yes
☐ No

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NEXT WE'D LIKE TO ASK YOU SOME QUESTIONS ABOUT HOW YOU FEEL ABOUT WATCHING TELEVISION...

In your spare time---when you don't have anything special to do--

1. Do you usually:

___ watch TV or ___ read a book?

2. Do you usually:

___ listen to the radio or ___ watch TV?

3. Do you usually:

___ do your homework or ___ watch TV?

4. Do you usually:

___ watch TV or ___ go out with your friends?

Journal of Management Education

Volume 34 Number 1 January 2010

ISSN 1053-4269

DOI: 10.1177/1053426909350001

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1053-4269(201001)34:1;1-1

1053-4269(201001)34:1;1-1

HERE ARE SOME QUESTIONS ABOUT TELEVISION, RADIO, AND NEWSPAPERS...

1. Suppose you got different stories about the same thing from radio, television, and the newspaper. Which one would you believe?

(CHECK ONE ONLY)

I'd believe:

☐ the radio
☐ the newspaper
☐ the television

2. Let's say you could keep only one of these things: radio, television, newspapers. Which one of them would you keep?

(CHECK ONE ONLY)

☐ radio
☐ television
☐ newspaper

3. Who do you think does his job the best?

(CHECK ONE ONLY)

☐ the reporter for the newspaper
☐ the news announcer on television
☐ the news announcer on radio

...RECEIVED IN, DEPT. OF, WASH. D.C. BY

JOHN ROY BIRD, JR. (1914-1980) (1914-1980) (1914-1980)

JOHN ROY BIRD, JR. (1914-1980) (1914-1980) (1914-1980)

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JOHN ROY BIRD, JR. (1914-1980) (1914-1980) (1914-1980)

HERE ARE SOME WAYS THAT OTHER TEEN-AGERS SAY THEY WATCH TELEVISION. WE WOULD LIKE TO KNOW HOW YOU WATCH TELEVISION. HERE IS THE FIRST STATEMENT:

1. "I usually turn on the TV set whenever I feel like it and change channels until I see something I like."

Is this the way you watch TV? (CHECK ONE ONLY)

This is: ☐ always what I do
☐ usually what I do
☐ sometimes what I do
☐ never what I do

2. "I usually watch programs that are recommended to me by my friends or by grownups in my family."

Is this the way you watch TV? (CHECK ONE ONLY)

This is: ☐ always what I do
☐ usually what I do
☐ sometimes what I do
☐ never what I do

3. "I usually just turn on the TV set and watch whatever is on."

Is this the way you watch TV? (CHECK ONE ONLY)

This is: ☐ always what I do
☐ usually what I do
☐ sometimes what I do
☐ never what I do

4. "I usually read TV Guide or the TV listings in the newspaper and see if there's some program I want to watch."

Is this the way you watch TV? (CHECK ONE ONLY)

This is: ☐ always what I do
☐ usually what I do
☐ sometimes what I do
☐ never what I do

5. "I usually watch whatever programs other people in my home are watching or want to watch."

Is this the way you watch TV? (CHECK ONE ONLY)

This is: ☐ always what I do
☐ usually what I do
☐ sometimes what I do
☐ never what I do

EN .MOBILIZED NOTAW YHT YAL BANDA-KUNT AGAL . . .
 .TUMMATAZ AGAL YHT SI BAHEN .MOBILIZED . . .

On 11/11/1964, the following information was received from the Bureau of the Federal Bureau of Investigation, Washington, D.C.:

(TIME AND SOUND) THE ABOVE MAY BE 40

10 I tsaw eyawla
 11 I tsaw yilawa
 12 I tsaw eyawla
 13 I tsaw eyawla

[illegible]

19. 6. 1962. 9.00 dotsu moy y u 4.00. 10.00. 11.00.

1. I am a member of the
2. American Legion
3. and have been for
4. many years.

1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 26

DATE: 11/11/11 TIME: 11:11 AM

oh I know you will
oh I have given up
oh I have submitted
oh I have given

1990-1991: The first year of the program, with a focus on the development of the curriculum and the recruitment of students. The program was established in the Department of Education, and the first cohort of students was enrolled in the fall semester. The program was designed to provide students with a comprehensive understanding of the field of education, and to prepare them for careers in the field. The curriculum was developed by a team of faculty members, and the program was approved by the Department of Education. The first cohort of students was enrolled in the fall semester, and the program was a success. The students were well-prepared for their careers, and the program was a valuable addition to the Department of Education.

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Figure 1. The effect of the number of trials on the number of correct responses.

1. I am a _____
 2. I am _____
 3. I am _____
 4. I am _____

FINALLY HERE ARE SOME QUESTIONS ABOUT YOU...

1. How often do you go to church or synagogue?

- ☐ every week
- ☐ 2 to 3 times a month
- ☐ once a month
- ☐ less than once a month
- ☐ never

2. Do you think you will graduate from high school?

- ☐ no
- ☐ maybe
- ☐ yes

3. Do you think you will go to college?

- ☐ no
- ☐ maybe
- ☐ yes

4. Compared to the rest of the kids you know, do you think you worry more about school work, less, or about the same?

I think I...

- ☐ worry more about school work than the other kids I know
- ☐ worry about the same amount
- ☐ worry less

5.. In most things you try to do, do you usually expect to come out as a winner or a loser?

I expect to come out...

- ☐ a winner
- ☐ I'm not sure
- ☐ a loser

6. Please tell us whether you're a

- ☐ boy
- ☐ girl

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7. How many clubs or groups (like band, choir, neighborhood clubs, and so on) do you belong to?

CIRCLE THE NUMBER OF CLUBS YOU BELONG TO

0 1 2 3 4 5 6 7 or more

8. Do you have a best friend?

☐ no
☐ yes

9. Compared to the rest of the kids you know, would you say you have more friends, less, or about the same number?

I think I have...

☐ fewer friends than the other kids I know
☐ about the same number of friends
☐ more friends

10. Would you say your family generally knows where you are when you're not home?

☐ always
☐ sometimes
☐ never

11. When you are going out, does your family generally ask you where you are going?

☐ always
☐ sometimes
☐ never

12. Does your family keep tabs on whether you've got your homework done?

☐ always
☐ sometimes
☐ never

13. When you have money to spend does your family keep track of how you spend it?

☐ always
☐ sometimes
☐ never

14. Do you have any brothers or sisters?

☐ No

☐ Yes

Are you the oldest child in the family,
youngest, or in the middle?

☐ I'm the oldest

☐ I'm in the middle

☐ I'm the youngest

15. What kind of job does the adult in your family have who earns the
most money? What does he or she exactly do?

16. On an average day, how much time do the adults in your family spend
watching television?

☐ 6 hours or more

☐ 5 to 6 hours

☐ 3 to 4 hours

☐ 1 to 2 hours

☐ less than an hour

17. When you have a problem, how easy is it for you to talk with some
grownups in your family about it?

☐ very difficult

☐ somewhat difficult

☐ somewhat easy

☐ very easy

HERE IS THE LAST QUESTION WE'D LIKE TO ASK YOU...

1. If you were the person in charge of all television in the United States, what changes would you make?

(WRITE YOUR ANSWER BELOW)

APPENDIX B

COMPARISON OF LOWER-CLASS AND
MIDDLE-CLASS RESULTS

Comparison of Lower-Class and Middle-Class Results

<u>Reality Index</u>	Lower-Class Negroes	Lower-Class Whites	Middle-Class Whites
Mean	6.08	5.08	4.47
Standard Dev.	1.80	1.81	1.70
N	84	124	98

<u>Television Viewing</u>	Lower-Class Negroes	Lower-Class Whites	Middle-Class Whites
Mean hrs.	6.26	4.58	3.67
Standard Dev.	4.57	3.87	3.10
N	84	124	98

<u>Control Systems</u>	Lower-Class Negroes (N=84)	Lower-Class Whites (N=124)	Middle-Class Whites (N=98)
----------------------------	----------------------------------	----------------------------------	----------------------------------

"Who has the
most say-so
about TV programs..."

Mother	26%	19%	14%
Father	13	23	20
Myself	31	35	40
Bros. & sis.	21	17	19
Other person	4	5	0
NA	5	2	6

"Are there rules... about how late you can stay up watching television?" (% yes)	35%	46%	47%
--	-----	-----	-----

<u>Control Systems</u>	Lower-Class Negroes	Lower-Class Whites	Middle-Class Whites
"Are you ever punished for something by not being allowed to watch TV?" (% yes)	20%	12%	19%

<u>Leisure-Time Activities</u>	Lower-Class Negroes (N=84)	Lower-Class Whites (N=124)	Middle-Class Whites (N=98)
Do you usually watch TV or			
--read a book	79%	87%	54%
--do homework	45%	62%	57%
--go out with friends	30%	16%	15%
(% choosing TV)			

APPENDIX C
DEMOGRAPHIC DATA

Occupational Prestige

	LOW Income Negro (%)	Low-Income White (%)	Middle-Income White (%)
12 high prestige	0	0	0
11	1	0	2
10	0	0	3
9	3	3	15
8	1	3	16
7	4.5	3	16
6	9	4	14
5	13.5	22	14
4	25.5	33	14
3	18	18	5
2	12	10	1
1	7.5	1	0
0 low prestige	0	0	0
Mean	4.18	4.07	6.54

Sex

Male	49%	48%	52%
Female	51	52	48

APPENDIX D

INTERJUDGE CODING RELIABILITIES

To measure agreement between coders, a 25% random subsample was drawn from both samples. Eight different coders completed the first coding. Two different coders independently recoded the reliability check subsamples. Interjudge reliabilities were computed from the following index:

$$\text{Percentage Agreement Index} = \frac{\text{\# of times 2 coders agreed}}{\text{Reliability sub sample size}}$$

In most cases, the criteria for agreement was a "point agreement" or agreement on the actual code. The criteria was relaxed, however, where a great deal of judgment was involved. The criteria for "amount of TV viewing" was agreement within one-half hour of viewing time. The agreement criteria for occupational prestige was agreement within 1 point on the occupational prestige scale.

Interjudge Coding Reliabilities

Variable	Low-Income Negro Sample	Low-Income White Sample
Reality perception	100%	97%
Leisure time activity		
Watch TV vs. read a book	100%	100%
Watch TV vs. do homework	100%	97%
Watch TV vs. go out with friends	95%	100%
Control Systems		
Program determination	100%	100%
Rules about staying up	100%	100%
Punishment with TV	100%	100%
Television viewing	91%	94%
Occupational prestige	95%	94%

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