

A STUDY OF THE EFFECTS OF AMERICAN TELEVISION
PROGRAMS ON CHILDREN IN FORMOSA

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ABSTRACT

A STUDY OF THE EFFECTS OF AMERICAN TELEVISION PROGRAMS ON CHILDREN IN FORMOSA

by

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This is an attempt to study how television affects Formosan children's time and cultural outlook.

Since a substantial proportion of the programming of Taiwan Television Company comes from the United States, the effects of American TV programs on the attitude of Formosan children has been an area of concern. An attempt is made to relate fundamental and specific culture values to the television viewing habits of Formosan children.

For the study of the problem it is hypothesized that: A TV viewing child will be more likely to hold American cultural values than non-TV children.

To explore this hypothesis, an equal number of the fifth grade TV and non-TV children were selected in Formosa. They were matched in age, sex, family background, and intellectual ability. Both TV and non-TV children took the same self-administered questionnaire in the classroom situation. The questionnaire had three parts; matching

and TV-viewing questions, fundamental culture value-orientation questions, and specific culture value orientation questions.

Analysis of variance and t-tests were used to analyze differences in viewing habits among the various subgroups of viewing children. The same statistical methods were used to analyze differences in attitudes between TV and non-TV children toward American cultural values.

The analysis of the data shows that the subjects in this study spent 11-24 hours viewing TV per week, as do American children. Most of them select their own programs and watch many adult programs. The difference in school performance makes a significant difference in the selection of American or Chinese programs. A child with good school performance watches more American programs than a child with poor school performance.

In the culture value-orientation test, the analysis of data shows that there is no significant difference between TV and non-TV children; but, there is a significant difference on the specific attitudes toward American cultural values. Since the TV-viewing of American programs seems to affect children's specific attitudes toward the American cultural values, one might speculate in the long run, over much viewing, a more fundamental change might occur. At present, however, these more fundamental values appear to be intact.

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By

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CHAPTER I

THE PROBLEM AND THE HYPOTHESIS

When television engrosses children for large blocks of time, natural concern arises about its effect. When a substantial proportion of the programing comes from another culture, the concern is heightened and the question of the effect is more complex.

The purpose of this study is to explore the effect of American TV programs on the attitudes of Formosan children. An attempt is made to relate fundamental and specific cultural values to the television viewing habits of children.

When Taiwan Television Company (TTV) put its first program on the air on October 10, 1962, there were only 3,000 TV sets in use in Formosa. Three years later, the number of sets had increased 50 times. There were 150,000 TV sets in use at the end of 1965 (1). TTV increased programing hours from 35 hours a week in 1962-63 to 50 hours a week in 1964 (2).

Due to a lack of talent and experience in program production, TTV used eighteen and one half hours of American programs in its 50-hour weekly programing schedule in 1964. These were American programs such as "Bonanza", "Gunsmoke",

"Combat", "Andy Williams Show", "Lassie", "Branded", "Bat Masterson", "Citizen Soldier", and "Cartoons". These programs were welcomed by Formosan children.

TTV was the only station on the air. Therefore, these American programs had a good chance of being watched. What are the Formosan children's reactions to viewing these programs? Do American programs change Formosan children's world view? Do American programs influence Formosan children's judgement of the American culture and their own?

There are several studies in Western countries and Japan about children's behavior and reactions to viewing TV (3); there are also several documented facts about the way children spent their time before TV came on the scene in England, Canada, the United States, and Japan (4). These studies provide general information about children's viewing habits; but, there are few documented facts available about children's reaction to viewing foreign television programs. The possible effects of these foreign television programs, which were carried on TTV, were of concern to the Formosan public. However, the problem has not been systematically investigated.

There is an urgency about this research, not only because of public concern about the potential effects of foreign TV programs, but also because the rate of buying television sets and programing hours are increasing so

3.

rapidly. TV is becoming a dominant leisure time activity in the daily life of Formosan people. If such a study, based on a comparison of television-viewing children with non-television-viewing children had been left too much later, it would not have been possible to do it at all. In the first three years, TTV's programs were received only by the people in north part of Taiwan. Since October 10, 1965, TTV has extended service areas by three satellite transmitters toward to the middle and the southern parts of Taiwan.

Since October 10, 1964, Taiwan Television Company has carried six hours of programing every evening, one hour every noon on weekdays, and two hours on Sunday (from 12:30 to 2:30 p.m.).

According to TTV's programing schedule on March 1965, these programs can be categorized into entertainment programs and non-entertainment programs. TTV carried 53 percent entertainment programs (5). The entertainment programs are defined as the programs designed to amuse or provide relaxation from the daily life; the programs are not intended to directly instruct audiences in something new. Although, it is impossible to draw a line precisely between entertainment and non-entertainment programs, in this study, entertainment programs are roughly classified as adventure, situation comedy, popular music, westerns, comedy-variety, crime, and drama.

These entertainment programs were presented at noon and in the evening from 6 p.m. to 9 p.m. These hours were convenient for children, though they were mostly planned for adult audiences. The term "adult", as used in this study, is not narrowly limited, and may be taken to refer to a person's psychological maturity in relation to the complicated life in the world. Therefore, an adult program is defined as a program reflecting complicated conflicting situations in adult life, in which the view of life is assumed too complex and subtle for most children.

Several studies in western countries, Himmelweit in England (6), and Wilbur Schramm in Canada and the United States (7), established that children watched mostly adult programs. Himmelweit found in England that "from the age of 10 onwards, at least half the children watched adult programs in the first half of the evening." (8) Schramm found in a suburban community in the United States that "children were devoting 79 percent of their viewing time to adult programs as children's programs." (9)

From the indications in these western studies, it is assumed that Formosan children are watching a substantial proportion of adult programs. What kinds of adult programs are available for Formosan children?

According to TTV's programing schedule in the last week of October in 1965, TTV presented 33 and one half hours

of entertainment programs, and 16 and one half hours of non-entertainment programs. These entertainment programs are classified into 15 hours of Chinese programs and 18 hours and one half hours of American programs. Most Chinese programs are Chinese opera, Chinese ancient costume drama, and variety shows. These programs are presented in later hours in the evening, and are intended to appeal to "older" audiences only. On the contrary, American programs are likely to attract both adult and child audiences. Most American programs are popular music, situation comedy, crime, westerns, movies, and cartoon which are presented at convenient hours for children (see Appendix A).

However, under the one channel situation, the viewers have only one choice: to watch or not to watch. When children turn on the TV set during their most convenient hours, the American programs are more likely to be watched. What is the effect of this exposure to American programs?

Himmelweit inquired into the effects of BBC television programs, which presented the way of life of other countries, on children. The finding was that child viewers of BBC were in general influenced to form an image of specific national, religious, and racial groups by the way such "people had been presented on BBC television." (10)

Since TV-viewing children in Formosa are very likely to be exposed to a high proportion of American programs,

attitudes toward the American culture may be affected.

For the purposes of this study, a culture is defined as a way of life; a culture is a scheme for living by which a number of interacting persons favor certain ways rather than others for satisfying these motivations. Attitude toward a culture is defined as the extent to which a child is predisposed to favor or to accept a new or an opposing way of life from his own.

Preference is an essential human characteristic. Under a given culture, people have a universally preferred way to solve common human problems. In Kluckhohn's book, "Variations in Value Orientations" (11), five problems of all human groups are considered as the fundamental ones. These five problems are stated in the form of questions by Kluckhohn as follows:

1. What is the character of innate human nature?
(Human-Nature Orientation)
2. What is the relation of man to nature (and super-nature)? (Man-Nature Orientation)
3. What is the temporal focus of human life?
(Time Orientation)
4. What is the modality of human activity?
(Activity Orientation)
5. What is the modality of man's relationship to other men? (Relational Orientation)

Since these value orientations are universal and basic, if they could be measured, the result would represent an index of fundamental attitudes to a culture.

Except for the problem of Human Nature Orientation, Kluckhohn gives each problem a range of variability which can be scaled. Therefore, the problem of Human Nature Orientation will not be examined in this study.

The Man-Nature Orientation is divided into three categories: Subjugation-to-Nature, Harmony-with-Nature, and Mastery-over-Nature. Kluckhohn has developed items to test these different orientations. In the American society, people generally believe that the human being can conquer all natural phenomena and put them to the use of human beings. Hence there is the great emphasis upon technology. In Chinese society, however, people are more likely to be oriented to Harmony-with-Nature. "There is no real separation of man, nature, and supernature. One is simply an extension of the other, and a conception of wholeness derives from their unity." (12)

The Time Orientation is broken into a three-point range of Past, Present, and Future. China is a typical society which respects the past and old people. Ancestor worship and a strong family tradition are both expressions of this preference. In the American society, people generally emphasize the Future. Americans generally believe the Future will be bigger and better. This preference is expressed in high valuation of "change", and Americans do not want to be called "old fashioned." (13)

The range of variation in the Human Activity category is threefold: Being, Being-in-Becoming, and Doing. However, Kluckhohn has developed items to measure only the preference between the Doing and the Being alternatives. The Doing orientation is the dominant one in American society. This feature is expressed mostly in self-judgment or judgment of others by a measurable accomplishment. "Getting things done" and "Let's do something about it" represent high values for American. Chinese are more likely in the Being orientation. The Activity emphasizes spontaneity and gratification of the "given" in the human personality (14).

The Relational Orientation is broken into three subdivisions: the Lineal, the Collateral, and the Individualistic.

A dominant Individualistic orientation is likely found in the American society. When the Individualistic principle is dominant, individual goals have primacy over the goals of specific Collateral or Lineal groups. As Kluckhohn defines it:(15)

Individuality and individualism are both results of attention being given to the 'autonomy' of the individual. It means simply that each individual's responsibility to the total society and his place in it are defined in terms of goals (and roles) which are structured as 'autonomous', in the sense of being independent of particular Lineal or Collateral groupings.

The Lineal principle is dominant in Chinese society. Group goals are primary conditions, as is continuity through time. A Lineal emphasis is based squarely upon hereditary

factors such as a kinship structure. This preference is expressed in a strong family tradition in historical China.

Considering the assumed differences between the Chinese and American cultures would be reflected in the American TV programs, we would hypothesize that for the child who watches many American TV programs, the values of American culture will be dominant.

These American culture value orientations are indexed by Kluckhohn's variant value orientation schedule. Kluckhohn's five value orientations as mentioned above make up the basic cultural attitude. These five fundamental factors for evaluation of a culture are assumed consistent within a culture.

In addition to the study of the effects of TV on the fundamental attitudes of a culture, specific attitudes toward American culture are examined. For the purposes of this study, specific attitudes are defined as the extent to which a child is predisposed to like or dislike an event or an object which typically belongs to a culture.

From these concepts of attitudes toward a culture, we would hypothesize that the child who watches many American TV programs will be more favorable to American specific cultural values.

The specific attitudes toward American culture are indexed by a series of questions dealing with visiting America, evaluation of American people and American cultural products.

CHAPTER II

METHODOLOGY

The Design of the Study

The study has three general purposes: 1) to describe the viewing habits of TV-viewing children; 2) to analyze viewing habits in terms of demographic variables assumed to be related to viewing; 3) to compare cultural attitudes of TV-viewing children with similar children who do not have the opportunity for viewing TV.

Sampling and Matching for the Study

In designing the total sample, we profited most from the studies of Himmelweit, Schramm, and Klapper (3,4,7). From these studies, we know that the child's reactions to television programs relate to his age, sex, intellectual ability, and family background (16). These possible factors effecting television viewing should be controlled in our design of the study.

The matching of age, sex, intellectual ability, and family background between TV-viewing children (experimental group) and non-TV-viewing children (control group) was essential for the third purpose of this study above. This was to explore what differences, if any, existed between

viewers and controls; and to be reasonably sure that the differences were associated with TV viewing.

For comparing the differences which may be associated with TV viewing, it is required that viewers and controls be composed of equal numbers of children in age, sex, school performance (representing intellectual ability), and social class factors. To find non-viewers, it was necessary to go outside Taipei, concentrating on schools in areas where one was able to find enough non-viewers to match the viewer in Taipei. Changhwa was selected as the ideal area, because TV was not available there. Therefore any differences which might come from unwillingness or inability to purchase TV sets were avoided.

Changhwa is an industrial and a cultural center of Formosan island. But, Changhwa was out of TTV's service area until two months before this study was conducted, that was, until October 10, 1965 when TTV extended its services to Changhwa by a satellite transmitter after three years service to the Taipei area.

Though Taipei and Changhwa are similar in educational, entertainment, and transportation facilities, one may still argue that some unspecified differences in the communities might significantly affect the child's world outlook. We hope that these differences have been minimized by the standardized text books, teaching methods, and school systems under the educational system in Formosa.

In our main survey, the fifth-grade children of Taipei Nhi-Su-Fu-Shiaw (Nhi-Su Elementary School) were selected as our experimental population. There were three reasons for picking this school for our main experiment. They are as follows:

1. Student come from heterogeneous family backgrounds.
2. The school master of Taipei Nhi-Su-Fu-Shiaw was willing to give full cooperation to the study.
3. The PTA of Taipei Nhi-Su-Fu-Shiaw had launched an investigation of their children's TV viewing and its influence.

Taipei Nhi-Su-Fu-Shiaw has ten fifth-grade classes. Each class has 40 to 43 students who are divided approximately evenly between the two sexes and all within a few months of twelve years of age. We eliminated the one class which was selected for our pre-test, because the pre-test might have influenced subsequent responses.

Five classes were randomly selected from the remaining nine classes. A self-administered research instrument was distributed at the same time in each of the five classrooms. The teacher in each classroom was not allowed to explain the items except unreadable printed words. There were 198 students taking the test. Two students were absent on the day we tested.

From the questionnaires, we obtained the information about children's characteristics which we needed for our factorial design. The TV-viewer was defined as a child who

watched TV programs at least twice and a total of four hours a week.

School performance was dichotomized into high and low school performance. If a child's grade was in the upper half of his class, he was arbitrarily designated a high performer; if his grade was in the lower half of his class, he was designated a low performer.

We divided children's family background into the merchant class (doctor, engineer, businessman, and others) and official class (teacher, officer in the Army Forces, and public employee). These are meaningful and distinct classes in the Formosan culture. Lower or working class families were not commonly TV owners. In accordance with a quota of 10 subjects for each of the eight factorial cells, appropriate subjects were randomly selected.

In Changhwa, we administered the instrument to 400 fifth-grade students in three schools; Pen-ho Elementary School, Min-sheng Elementary School, and Nan-shien Elementary School. We defined the non-TV viewer as a child who was not watching TV programs at all. Then, according to the same definition of school performance and family background, we selected the non-TV children who were randomly selected from their cells in equal numbers with matching viewers. Table I shows the distribution of our samples.

Table I. A quota sample

	Boys				Girls			
	Merchant		Official		Merchant		Official	
	High*	Low*	High*	Low*	High*	Low*	High*	Low*
Viewers	10	10	10	10	10	10	10	10
Controls	10	10	10	10	10	10	10	10

* High stands for upper half in school performance.

* Low stands for lower half in school performance.

The Research Instruments

The instruments used for the testing of the general hypotheses in Chapter One are the matching questions, the questionnaire for viewing habits, the Kluckhohn's value-orientation items (17) for measuring the basic cultural attitudes, and this writer's own items which attempt to measure the specific attitudes toward American culture.

Because highly trained interviewers were not available in Formosa for this study, questionnaires were self-administered. Considering the lack of trained interviewers, we assumed an advantage for the self-administered method in its ability to avoid the interviewer's influence and sensitization of the children in the administration process. The age group studied was capable of following the directions and responding in the desired fashion. Hence none reported difficulty and none was detected in the scoring.

In order to analyze viewing habits in terms of meaningful personal and situational variables, the questionnaires

asked about home life, general leisure interests, vocational aspirations, length of television ownership, viewing habits, preferred programs, and school performance (see Appendix B).

In addition to the background factors, a program recall list was used to indicate preferred TV programs, kinds of programs watched and amount of viewing (see Appendix A). The program-recall list can be depended upon to reliably record viewing habits according to Schramm and Himmelweit's study (18).

Kluckhohn has developed a schedule of twenty-two items to measure value-orientation (19). The items are divided among the orientations as follows: Relational Orientation, seven items; Man-Nature and Time Orientation, five items each; Activity Orientation, five items which can be counted as six since one has two parts. The items used for testing Relational, Man-Nature, and Time Orientations have three alternatives; the items for Activity Orientation have only two alternatives.

It was assumed that Kluckhohn's items might not be understood by Formosan children. In addition, the reliability of the Chinese version of Kluckhohn's English items needed to be checked. Therefore, the pre-test of the research instrument was necessary.

For the pre-test, 30 fifth-grade students, aged 11 to 12, were randomly selected from ten classes of the same grade. These 30 fifth-grade students answered the Chinese version of Kluckhohn's items by means of self-administration in a classroom.

By item analysis, we were only able to get two items in each value-orientation. Of course, many reasons could be offered for this situation: for example, the difficulty of translation into a Chinese schedule which could be understood by young children, and the inherent difficulties of using the schedule, which was developed for use with Western adults, for a measure the structure of Formosan children's outlook.

The eight items selected were slightly rewritten where the subjects in the first pre-test had difficulty understanding. After one and a half months, the eight rewritten items were tested on the same subjects again. The result of the test proved that these items were reliable (see Appendix C).

There is no unequivocal answer to the question of the number of items needed for testing cultural orientation.

Kluckhohn answered this question as follows: (20)

We considered that five to seven items for each orientation, distributed to some degree over the different behavior spheres, would be adequate for the main purposes of the research program... Five to seven sets of rankings are sufficient for the demonstration by usual statistical measures that an emergent pattern could not be simply a chance occurrence.

In our pre-test, we were able to select two items for each orientation. Statistically, it meant that we reduced the chances of obtaining significant results for the ranking of preferences among the value-orientation alternatives.

In this experimental study, our purpose is testing for

differences in the ranking of value-orientation preferences which might be attributed to the values and the ideas in American TV programs. Whether or not the schedule is testing fully for intra-cultural variation, is not a central issue of this study. In spite of the defficiency of the generalization of this instrument, it may still be sufficient to test our main purposes.

Besides testing general cultural value-orientations, specific attitudes toward the American culture were tested. The items can be roughly categorized as: Cosmopolitan-Local inclination, three items; Attitudes toward American people, three items; Attitudes toward American cultural products, three items. These items were developed by this writer in Chinese. Each item tells subjects to rank preference orders of the alternatives in each item (see Appendix D).

The Method of Scoring

In the cultural value-orientation scale, a respondent is asked to rank three alternatives in each item of the value-orientation from most preferred, to next preferred to the least preferred. One of the items in Time Orientation is shown as an example:

Some people were talking about the way children would be brought up. Here are three different ideas.

- A. [Past] Some people say that children should always be taught well the traditions of the past (the ways of the old people). They believe the old ways are best, and that it is when children do not follow them too much that things go wrong.

- B. [Present] Some people say that children should be taught some of the old traditions (ways of the old people), but it is wrong to insist that they stick to these ways. These people believe that it is necessary for children always to learn about and take on whatever of the new ways will best help them get along in the world of today.
- C. [Future] Some people do not believe children should be taught much about past traditions (the ways of the old people) at all except as an interesting story of what has gone before. These people believe that the world goes along best when children are taught the things that will make them want to find out for themselves new ways of doing things to replace the old.

I most prefer statement _____.
 Next, I prefer statement _____.
 I prefer least, statement _____.

Here are the possible rank orders for the Time Orientation item:

Future over Present over Past
 Future over Past over Present
 Present over Future over Past
 Present over Past over Future
 Past over Future over Present
 Past over Present over Future

These possible preference rank orderings for all other orientations are similar. To obtain a score, we designate for each response a numeral; as 3 for Future, 2 for Present, and 1 for Past. A respondent will answer one of the following patterns (where ">" means "is preferred to"):

3>2>1 3>1>2 2>3>1
 2>1>3 1>3>2 1>2>3

These six ranking pattern are scored according to the degree of closeness to the values of American culture. According to our theory of the American culture, we classify these six patterns into four rank orders. The higher the score the more favorable response to the American culture. The scores are given as follows:

3>2>1	4 points	the first order
3>1>2 2>3>1	3 points	the second order
2>1>3 1>3>2	2 points	the third order
1>2>3	1 point	the fourth order

By the same token the scores of the rank orderings in other orientations are similar except the Activity Orientation which has only two alternatives (Doing and Being) for ranking between most preferred and least preferred. If we assign the numeral; as 3 for Doing and 1 for Being, then, we have two ranking patterns: 3>1 and 1>3. We score 4 points for the order of 3>1, and 1 point for the order of 1>3. The scoring of the resultant responses is consistent across all the items.

The items of the specific attitude test are scored differently from item to item. There are an item in question 12 in which the response is either right or wrong. We scored 2 points for the right answer and 1 point for the wrong answer. In questions 10 and 11, a respondent is asked to choose one of four responses. We scored them from 4 points

to 1 point according to the degree of support for the statement. The higher the score the more favorable the response to the American culture. If a respondent failed to answer, he was arbitrarily given 3 points. Similarly, a respondent is asked to choose one of six responses in items 15, 16, and 17. We scored the scales from 6 points to 1 point according to the degree of agreement. We arbitrarily gave 4 points for no answer.

In question 9, a respondent is asked to rank 16 alternative cities from the most desirable for visiting to the least desirable. We categorized these 16 cities into four groups according to the distance from Formosa; four cities for the arthest group, three cities for the second farthest group, five cities for the third farthest group, and four cities for the nearest group. We scored every city in the farthest group 4 points, 3 points for every city in the second farthest group, 2 points for every city in the third farthest group, and 1 point for every city in the nearest group. If a respondent selects four cities from the farthest group into four alternative orders, he has 16 points: a respondent gets 4 points, if he selects 4 cities from the nearest group. Here, the higher the score the more favorable the response to the American culture.

Item 13 has nine countries which are categorized into three groups according to the geographical location; two countries in American group, three countries in European group, and

four countries in Asian group. We scored 3 points for every country in American group, 2 points for every country in European group, and 1 point for every country in Asian group. The possible scores will range from 8 points to 3 points. The higher the score the more favorable the response to the American culture.

In item 14, we classified five kinds of music into three groups: two kinds in the American music group, two kinds in Japanese and classic music group, and one in Chinese music group. We scored 3 points for every kind of music in American music group, 2 points for every kind in Japanese and classic music group, and 1 point for Chinese music group. A respondent is asked to rank the three most preferred kinds of music. The possible score will range from 8 points to 3 points. The higher the score the more favorable the response to American culture.

To give equal weight to each item above, we converted our raw scores into z-scores. We can then make a direct comparison of the total scores of TV-children's specific attitudes to non-TV children's.

CHAPTER III

FINDINGS

An Analysis of Viewing Habits

A TV viewer, as we have determined, is watching TV programs at least two times for four hours a week. In accordance with this definition of TV viewers, we found that 72 percent of our 198 fifth grade students in the main survey from Taipei Nhi-Su-Fu-Shiaw (Nhi-Su Elementary School) were TV viewers. Among these 143 TV viewers, 56 percent were boys, and 44 percent were girls.

In order to control the independent variables which may be associated with TV viewing, a method of quota sampling was conducted to select 80 TV viewers from our main survey. These 80 TV viewers were assigned to the cells of the factorial design in equal numbers. Then, the viewing habits of these 80 viewers were compared across the different cells of sex, school performance, and family background.

We asked, "How often do you watch TV programs?" We found that 60 percent of our main subjects watched TV everyday, 19 percent watched three times for six hours a week, and 21 percent watched twice for four hours a week.

The average child in our sample viewed from one and a half hours to three and a half hours a day, or 11-24 hours a week. The figure shows that our samples watched about the same number of hours as do American children, but slightly more than British children do (21).

When we asked "Who selects the programs for you?", we found that only 19 percent of our TV children had their programs selected by their parents, two percent ~~were~~ selected by their brothers and sisters, but 79 percent of our TV children selected their own programs.

Except for cartoon programs which are intended for children, our TV-children watched mostly adult programs. As ranked from our program recall lists, we found that the first five favorite programs were Cartoon (American), Combat (American), Wagon Train (American), Gesture Quiz (Chinese), and The Saint (American). These figures present a picture of children who develop their ~~own~~ tastes and preferences for TV programs without much guidance by parents as previous studies have found in America, Canada, and England (22).

On the other hand, Himmelweit found that TV children spent less time listening to radio or going to movies than non-TV children. In our study, we found it was true for radio listening, but was not true for movie-going. Another different finding from Himmelweit's study was that there was no significant difference of TV children's career aspirations from non-TV children's (23).

TV children in our sample preferred to watch American programs to Chinese programs. We found that only eight percent of our TV-children preferred to watch Chinese programs; but, when we checked this eight percent's program-recall lists, we found that even these children watched many more American

programs than Chinese.

The analysis of our data shows that the boys watched more TV programs than the girls, but the difference was not significantly greater than chance. We also found that there was no significant difference of viewing TV between high and low school performers, and between students from official and merchant families. Table II and III give the analysis of variance for TV viewing hours in the factorial treatment. Each cell has ten subjects.

Table II, TV Viewing Hours in Each Cell

			Chinese*		American*	
			Mean	s.d.	Mean	s.d.
Boys	High*	Official*	49.58	1.18	133.33	1.38
		Merchant*	97.42	2.30	144.17	1.66
	Low*	Official*	81.66	4.20	119.17	1.66
		Merchant*	93.92	1.89	124.16	1.53
Girls	High*	Official*	37.33	0.81	76.66	1.20
		Merchant*	72.91	1.24	124.00	1.26
	Low*	Official*	69.41	1.27	100.00	1.74
		Merchant*	71.75	2.40	121.66	2.90

*Chinese stands for Chinese programs.

*American stands for American programs.

*High stands for High performers in school.

*Low stands for Low performers in school.

*Merchant stands for Merchant family.

*Official stands for Official family.

In Table III, we have the factorial treatment of TV viewing in our sample. The .05 level of significance to

reject the null hypothesis was predetermined.

Table III, 2X2X2X2 Factorial Treatment

Variance due to	d.f.	ss	ms	F	P
Between Groups	15	1779.96	118.66	3.95	0.005
American vs. Chinese	1	851.69	851.69	16.06	0.005
Boys vs. Girls	1	179.54	179.54	3.39	0.05
High vs. Low	1	101.74	101.74	1.92	0.10
Official vs. Merchant	1	63.79	63.79	1.20	0.10
Interaction Variables	11	583.19	53.01	1.76	0.10
Error	144	4320.58	30.00		
Total	159	6100.54			

Due to the complexity of the statistical model for the present study data, the individual analysis between two groups was tested according to t-test.

The Relationship of the Viewing Habits
and Demographic Variables

In Himmelweit's study in England, it was found that the amount of viewing was greatly influenced by intelligence. She said: "The duller the child, the more he viewed." (24) But, according to the Table III, we found no relationship to viewing hours due to high or low school performance. Of course, the intelligence and the school performance are not identical; but, we believe that one's intelligence and one's school performance are highly correlated.

If we hold all the factors but the sex factor constant, we found in Table III that boys tended to watch both Chinese

and American programs a few more hours than girls, but the difference was not important.

By the same token, Table III shows there are no significant differences of TV viewing due to family backgrounds as Himmelweit found (25).

Children in our sample watched TV 12-24 hours a week. They watched between 3-11 hours of Chinese programs, and between 8-14 hours of American programs. To give more meaning to these results, we may compare them to the total available amount of programs on the air and to the American, Canadian, and British data.

TV children in our sample watched between 44-76 percent of the total American programs which were available on the TTV program schedule. When these figures are compared to the 13-43 percent viewing of the total available Chinese programs, we are able to see that the figures certainly present a picture of important viewing differences between American and Chinese programs in our sample (see Table III). Table IV gives a distribution of viewing hours for American and Chinese programs between the individual groups.

Rather surprisingly, the amount of viewing between American and Chinese programs were significant differences in the students in the high school performance. The students in high school performance watched many more American programs than Chinese. The students in low school performance watched a few more American programs than Chinese, but there were no

significant difference.

Table IV, Comparing Viewing Hours for American and Chinese Programs

		Boys			
		High		Low	
		Official	Merchant	Official	Merchant
Chinese	Mean	4.96	9.74	8.17	9.39
	s.d.	1.18	2.30	4.20	1.89
American	Mean	13.33	14.41	11.91	12.42
	s.d.	1.38	1.66	1.66	1.54
t-test scores		5.23	2.35	1.54	1.64

		Girls			
		High		Low	
		Official	Merchant	Official	Merchant
Chinese	Mean	3.73	7.29	6.94	7.18
	s.d.	0.81	1.24	1.27	2.40
American	Mean	7.67	12.40	10.00	12.17
	s.d.	1.20	1.26	1.74	2.90
t-test scores		2.77	3.23	1.71	2.17

Null Hypothesis: $M_1 = M_2$

Two alternative hypotheses: $M_1 \geq M_2$

Significant level: .05

Critical region: 2.26

The Analysis of Variet Value Orientations

The theoretically postulated differences between controls (non-TV viewers) and viewers (TV-viewers) in ranking patterns of preferences among the alternatives of orientations are analyzed by the methods which the preceding section explains. In presenting the details of the findings we shall divide our scale into two parts: the fundamental value orientation test and the special attitude test. The results of analyses are presented by the items one by one.

In the presentation of the data, the items of the schedule will usually be referred to only by the number and the short title in Table V, and VI, Each item's mean, standard error, and the result of t-test are presented in Table VIII.

Table V, The Fundamental Value Orientation Scale

Orientations	Items No.	Short Title of Items
Relational	1.	Well Arrangement
	5.	Choice of Delegates
Time	2.	Child Training
	3.	Expectation about Change
Man-Nature	4.	Live Stock Dying
	7.	Length of Life
Activity	6.	Ways of Living
	8.	Nonworking Time

Table VI, The Special Attitude Scale

Attitudes	Items No.	Short Title of Items
Cosmopolitan-Local	9.	Preference Cities to Visit
	12.	Knowledge of UN Location
	13.	Preference Countries
American Cultural Productions	10.	Opinions of Cowboy Clothes
	11.	Reading American Magazines
	14.	Preference Music
Evaluation of Americans	15.	American Soldier
	16.	American People
	17.	World Peace Maintainer

The Analysis of the Fundamental Value Orientations

Relational Orientation. We failed to reject the null hypothesis of $M_1=M_2$ for item 1. No significant difference of ranking of the preference orders on this item was found. For item 5 of the same orientation the null hypothesis of $M_1=M_2$ was not rejected.

The results of analyses of the data reveal that the exposure to American TV programs do not seem to affect the relational value orientation on our sample of children. There is, in other words, no differences of preference ranking patterns of the relational value orientation between viewers and controls in our study.

Time Orientation. For item 2 of this orientation the null hypothesis of $M_1=M_2$ was rejected. There were significant differences of ranking the preference orders in this item at the .01 level. Children exposed to American TV programs seem to have a different view of the child training methods.

For item 3 of this orientation we failed to reject the null hypothesis of $M_1=M_2$. No relationship between TV-viewing and the preference orders of this items was found in our sample.

Man-Nature Orientation. For the items of this orientation --items 4 and 5-- we failed to reject the null hypothesis of $M_1=M_2$. The analysis of data reveals that exposure to American TV programs is not related to the preference of alternatives on both items in this orientation.

Activity Orientation. For items 6 and 8 of this orientation the null hypothesis of $M_1=M_2$ failed to be rejected again. No significant differences of ranking the preference orders on these two items was found between viewers and controls. Again, TV viewing was not related to the ranking of the preference orders of these two items of Activity Value Orientation.

Findings Compared to Predictions. The result of the statistical analysis of the total score of eight items presents a clear picture to us. There is no significant difference between viewers and controls on the fundamental value orientation. Table VII shows the result of t-score when all items are combined.

Table VII, The Value Orientation Score

	Mean	Variance	Subjects	t-score
TV-children	2.78	0.1831	80	1.072
Non-TV-children	2.71	0.1545	80	

Null Hypothesis: $M_1=M_2$
 Alternative Hypotheses: $M_1 \geq M_2$
 Significant Level: .05
 Critical Region: 1.99

There is a low degree of correspondence between the prior prediction and the observed results. We expected to find a difference in the preference rank orders in each item of orientation between viewers and controls; but, the analysis of the data reveals this expectation was not valid. Table VIII

shows the result of t-test of each variant value orientation item.

Table VIII, The Result of t-test of Each Value Orientation Item

Item No.	TV		Non-TV		d.f.	t-scores
	Mean	s.d.	Mean	s.d.		
1	2.32	0.10	2.28	0.10	1	0.28
2	3.46	0.07	3.01	0.09	1	3.75
3	2.76	0.10	2.63	0.09	1	0.94
4	2.31	0.09	2.39	0.09	1	0.63
5	2.52	0.09	2.60	0.09	1	0.63
6	3.25	0.13	2.89	0.15	1	1.83
7	2.66	0.10	2.80	0.11	1	1.32
8	3.22	0.13	3.31	0.13	1	0.49

Null Hypothesis: $M_1 = M_2$

Two Alternative Hypotheses: $M_1 \leq M_2$

Significant Level: .05

Critical Region: 1.98

The Analysis of the Special Attitudes

Cosmopolitan-Local Attitude. The result of the statistical analysis of the total score of three items in this attitude test presents a significant difference between viewers and controls. Table IX shows the result of t-test when all items are combined.

Table IX, The Attitude of Cosmopolitan-Local Score

	z-score	Variance	t-score	p
Viewers	3.577	2.212	4.886	< 0.01
Controls	-4.66	3.471		

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For item 9 of this attitude test, we expected that an average TV-viewing child would like to visit more distant places than an average non-TV child. The analysis of the data reveals this to be true in our sample (see Table XIII).

The analysis of item 12 reveals that more TV-viewing children know the location of the United Nations than non-TV viewing children. The result of a statistical analysis indicates that our expectation is true.

For item 13 of this attitude test, we find that there are significant differences in the preference ranking for countries between TV viewing and non-TV viewing children. As we have expected, TV viewing children are much more inclined to prefer America, and Canada than non-TV children.

The Attitude to American Cultural Products. The result of the statistical analysis of the total score of three items in this attitude test shows that there is no significant difference between viewers and controls. Table X shows the result of t-test when all items are combined.

Table X, The Attitude to American Cultural Products Score

	z-score	Varience	t-score	p
Viewers	0.521	3.517	1.246	>0.05
Controls	-1.844	3.687		

For item 10, the opinions of cowboy's clothes, we see that TV children think the cowboy's clothes are attractive while non-TV children think they are not attractive.

Item 11 deals with the preference of reading translated American magazines. TV viewing was not related to the preference for reading American magazines.

Item 14, music preference, indicates that more TV children favor American popular music than non-TV children.

The Attitude to American People. The result of the statistical analysis of this attitude test presents no significant differences between viewers and controls. Table XI shows the result of t-test when all items are combined.

Table XI, The Attitude to American People Score

	z-score	Variance	t-score	p
Viewers	-0.826	0.306	3.069	> 0.05
Controls	0.798	0.254		

For the items 15, 16, and 17 of this attitude test, we failed to reject the null hypothesis. TV viewing did not seem to affect the image of the role of American soldier in VietNam. Item 15 stated that American soldiers were "bad guys" in Viet Nam war, both TV and non-TV children gave "a little disagree" answer.

For item 16, we found there were only a small difference in the opinion of the politeness of American people. On average of child from TV viewing and non-TV viewing gave "a little agree" answer.

For item 17 which stated that only American were able to maintain peace in this world, we found little difference of opinion on this statement between TV and non-TV children.

An average child in our sample responded "a little disagree" on this statement.

Findings Compared to Predictions. The result of the statistical analysis of the total score of nine special attitude items reveals that there is a degree of correspondence between the prior predictions and the observed result. Overall there is a significant difference on the special attitude toward the American culture. Table XII shows the result of t-test.

Table XII, The Special Attitude Score

	z-score	Varience	t-score	p
Viewers	1.09	4.956	2.409	< 0.05
Controls	-1.902	7.383		

We expected to find a great preference for America compared to other countries, and expected also to find TV viewing children much more in favor of American cultural products than non-TV children. The analysis of the data reveals these expectations were true in our study, to the extent specified above. Table XIII shows the result of each item.

Table XIII, The Result of the Special Attitude Items

Item No.	TV		Non-TV	
	Mean	s.d.	Mean	s.d.
9	12.25	0.25	9.01	0.29
10	3.16	0.08	2.88	0.11
11	2.81	0.08	2.84	0.09
12	1.48	0.05	1.14	0.03
13	6.44	0.10	6.07	0.09
14	6.65	0.09	6.03	0.07
15	3.03	0.20	3.07	0.19
16	4.06	0.16	4.36	0.15
17	3.14	0.17	3.63	0.19

CHAPTER IV

CONCLUSIONS

The observed results are remarkably in accord with the predictions ventured as to the preferred programs in our TV-viewing sample. We expected to find a great emphasis upon the American programs in the total viewing hours of our TV-children, and also expected to find that they watched the same amount of time as TV-children in Western cultures. We found that both predictions were true in our sample.

Himmelweit found in her study that the child's intelligence was the most important factor in determining number of viewing hours. But, we failed to support her findings using school performance as an index of intelligence. There were no significant differences in amount of viewing hours between the high and the low school performers in our sample. However, an interesting result was found between the two school performance groups. There were significant differences in selection of programs between American and Chinese. We found that the students high in school performance were significantly watching more American programs than Chinese. Why did they watch many more American programs?

Himmelweit found that children viewed TV programs selectively, and children watched many adult programs (26). The results of our data tended to support these findings. We found that the 79 percent of TV-children in our sample

selected their own programs. Their five most favorite programs were four American programs (Cartoon, Combat, Wagon Train, and Saint), and one Chinese program (Gesture Quiz). These programs are intended to entertain adult audiences except Cartoon for children.

In Himmelweit's study, she found that the more intelligent a child was, the more likely he was critical about the TV programs (27). Therefore, we might speculate that American programs may be able to satisfy the needs of the high performers in school who may have more critical attitudes toward TV-programs than the low performers in school. In addition, we might assume that the high performers in school might have better ability to read complicated Chinese subtitles which are used to interpret American programs.

We know that the child's reaction to television programs are dependent on his needs, which in turn relate to his age, sex, intellectual ability, and home life (28). The analysis of our data and the previous Western findings show that the intellectual ability was the most important factor. We learned that the different needs of children did not affect viewing time but did affect program selection.

Since TV-children in our sample were more often exposed to the American programs which offered consistently different cultural values, effects of these programs on Formosan children's general and specific outlooks were predicted (29). From the results of the data presented so far, we have learned

that the exposure of American TV programs is not likely to influence the children's fundamental outlook; but, it is likely to influence the children's specific outlook. These findings correspond to the previous findings in communication research. (30)

From communication research we have learned that the effect of mass media depends on the reader and viewer's existing knowledge, attitudes, background, as well as the way in which the communication is presented.

These variables pre-determine a child's acceptance or rejection of the new value in a program. A child watches TV selectively. If the new views or the new stimuli in a program run counter central beliefs, that is, to existing knowledge, attitudes, and the home background, they may not be perceived or, if perceived, rejected. Our TV-children hold strongly to their existing views which are learned from the family, in school, and in other communication media. Even frequent, extensive exposure to the values of another culture, on television, do not influence this fundamental orientation.

It may be that the children are able to perceive TV programing, especially American programs, as fantasy. Therefore, the content, and the values represented, may not be cognitively related to the real world of Chinese values and Chinese people. The list of children's favorites (including Cartoon, Combat, Wagon Train, and Saint) probably all fall

into the fantasy classification.

It is argued that the effect of TV is cumulative (31). Since the American programs consistently present a different set of values, our children receive many cues pointing in the same direction and reinforcing one another. Theoretically, they can gradually modify their existing knowledge, if they are not exposed to the counter values at the same time. However, only one item of the fundamental value orientation that of "child training" in the Time Orientation--showed marked effect. We might suggest that the two-year TV viewing span has not been long enough to test the full effect of consistent exposure to a different culture.

On the other hand, the TV-children in our sample are significantly different on the specific attitudes from non-TV children. Himmelweit found that the supply of ITV programs to BBC programs affected children's tastes (32): "It lies, to some measure, within the power of TV to broaden or narrow children's tastes, to make it more, or less mature."

The supply of American TV programs on TTV programming schedule affects our TV children's specific attitudes which are reflected in their tastes. American TV programs have expanded the horizons of the tastes of the TV-children in our sample.

When the values of American TV programs impinge on Chinese children again and again, can they gradually modify their general outlooks in a long run? Our data show that the

TV-children in our sample have different taste patterns and specific attitudes from non-TV children. The difference in tastes and what might be called peripheral attitudes, may indicate a propensity for more basic differences which could be developed over the long term. For the present, however, the evidence suggests that American television has not precipitated a fundamental change.

The most serious deficiency of this study was to develop a good instrument to measure the outlooks of the children in our sample. Kluckhohn's variant value orientation schedule was adopted in measuring the general outlook. For the many reasons presented earlier, we were not able to use all the items in Kluckhohn's schedule. Therefore, our measure instrument was not able to reliably test the general outlook of the children in our sample. Further development of the research instrument is needed to define the outlook and confirm our findings more precisely.

Another difficulty is the reliability of the specific attitude scale. More items, in greater depth, would be desirable. Hopefully, however, we have pointed some directions for future research, and demonstrated the need for a longitudinal determination of the cumulative effects of heavy television exposure to different culture.

APPENDIX A

TTV Weekly Programing Schedule (October 25-31, 1965)

Monday, October 25th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	Weather Forcast
12:55--1:25	Internatioal Police Calling*
X	X X
5:15--5:30	Music and Program Report
5:30--6:00	Family Production
6:00--6:30	Golden Age (school programs)
6:30--6:40	Cartoon*
6:40--7:00	TV Hospital
7:00--7:15	English Classroom*
7:15--7:45	Variety (The Night of Green Island)
7:45--8:00	Cartoon*
8:00--8:20	News and Weather Report
8:20--8:25	World News (films)*
8:25--8:55	Our Miss Brooks*
8:55--9:55	Sunset Strips*
9:55--10:55	Chinese Drama (Taiwaness)
10:55--11:20	Interview
11:20--11:30	News and Weather Report
11:30--11:32	National Anthem

Tuesday, October 26th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	Weather Forcast
12:55--1:25	Bing Crosby Show*
X	X X
5:15--5:30	Music and Program Report
5:30--5:50	Chinese Shorthand
5:50--6:00	Science Reports*
6:00--6:30	IQ Test
6:30--6:40	Cartoon*
6:40--7:00	TV Music Hall*
7:00--7:15	English Classroom*
7:15--7:45	Gugs Bunny*
7:45--8:00	Cartoon*
8:00--8:20	News and Weather Report
8:20--8:25	World News (films)*
8:25--9:25	Bonanza*
9:25--10:25	Chinese Opera (Taiwanese)

* American Programs

10:25--10:40	Cartoon*
10:40--11:20	News Discussion
11:20--11:30	News and Weather Report
11:30--11:32	National Anthem

Wednesday, October 27th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	News and Weather Report
12:55--1:25	Gunsmoke*
1:25--1:30	Evening Program Report
X	X X
5:15--5:30	Music and Program Report
5:30--5:50	Woman Costume
5:50--6:00	Science Report
6:00--6:30	Puppet Drama*
6:30--6:40	Cartoon*
6:40--7:00	Cooking Class
7:00--7:15	English Classroom*
7:15--7:45	Variety (Chinese popular songs)
7:45--8:00	Cartoon*
8:00--8:20	News and Weather Report
8:20--8:25	World News (films)*
8:25--8:55	Room For One More*
8:55--10:05	Chinese Opera (Peking)
10:05--10:20	Cartoon*
10:20--11:20	Chinese Drama (Taiwaness)
11:20--11:40	Chees
11:40--11:50	News and Weather Report
11:50--11:52	National Anthem

Thursday, October 28th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	News and Weather Report
12:55--1:25	Folk song Show (Chinese)
1:25--1:30	Evening Program Report
X	X X
5:15--5:30	Music and Program Report
5:30--5:50	World of Arts
5:50--6:00	Science Report
6:00--6:20	TQ Test
6:20--6:30	Cartoon*
6:30--7:00	Andy William Show*
7:00--7:15	English Classroom*
7:15--7:55	Cosmopolitan World
7:55--8:00	Cartoon*
8:00--8:20	News and Weather Report
8:20--8:25	World News (films)*

*American Program

8:25--8:55	Branded*
8:55--9:25	Lassie*
9:25--10:25	TV Drama (Chinese)
10:25--10:40	Cartoon*
10:40--11:10	Sports Spectacular
11:10--11:20	Cartoon*
11:20--11:30	News and Weather Report
11:30--11:32	National Anthem

Friday, October 29th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	News and Weather Report
12:55--1:25	One Step Beyond*
1:25--1:30	Evening Program Report
X	X X
5:15--5:30	Music and Program Report
5:30--6:00	Children Music and Dancing Hours
6:00--6:10	Cartoon*
6:10--6:30	Government and People
6:30--6:40	Cartoon*
6:40--7:00	Religious Programs
7:00--7:15	English Classroom*
7:15--7:55	TV Drama (Chinese)
7:55--8:00	Cartoon*
8:00--8:20	News and Weather Report
8:20--8:25	World News (films)*
8:25--8:55	Western Popular Music Show*
8:55--9:25	Bat Masterson*
9:25--10:25	Combat*
10:25--11:20	Taiwaness Opera
11:20--11:30	News and Weather Report
11:30--11:32	National Anthem

Saturday, October 30th, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Cartoon*
12:40--12:55	News and Weather Report
12:55--1:25	Variety Show
1:25--1:30	Evening Program Report
X	X X
5:15--5:30	Music and Program Report
5:30--6:00	Hall of Wit
6:00--6:20	Off the Cuff
6:20--6:30	Cartoon*
6:30--7:00	Armed Forces Club
7:00--7:15	English Classroom
7:15--7:45	Taiwaness Popular Music
7:45--8:00	Newsreels

*American program

8:00--8:20	News and Westher Report
8:20--8:25	World News (films)*
8:25--8:55	Citizen Soldier*
8:55--10:20	Chinese Opera (Peking)
10:20--11:20	The Saint*
11:20--11:30	News and Weather Report
11:30--11:32	Natioanl Anthem

Sunday, October 31st, 1965

12:15--12:30	Music and Program Report
12:30--12:40	Interior Decoration
12:40--12:50	Weekly News Report
12:50--1:00	News and Weather Report
1:00--1:30	Variety Show
1:30--3:05	Afternoon Movies*
3:05--3:10	Evening Program Report
X	X X
5:20--5:30	Music and Program Report
5:30--6:00	Woody Woodpecker*
6:00--6:30	Weekend Theater
6:30--7:00	I Love Lucy*
7:00--7:30	Gesture Quiz
7:30--7:40	Cartoon*
7:40--8:00	News Roundup
8:00--8:20	News and Weather Report
8:20--8:35	Weekly International News Report
8:35--9:05	Invisible Man*
9:05--10:05	Wagon Train*
10:05--11:05	Taiwanese Drama
11:05--11:25	Chess
11:25--11:35	News and Weather Report
11:35--11:37	National Anthem

*American program

APPENDIX B

The Matching Questionnaire

First, please tell us a little about yourself.

1. Are you a boy or a girl? I am a boy____. I am a girl____.
2. How old are you? I am__years and__months.
3. How many brothers and sisters have you?_____.
4. What the kind of job you would like to do when you leave school_____.
5. Now, what is the name of your father's job?_____.
6. Have a radio at home? Yes____. No_____.
7. Have a TV set at home? Yes____. No____. If "yes", how long has there been a TV set in your home? _____.
8. Do you listen to the radio every day? Yes____. No_____.
9. How often do you go to the movies?
Every week____times.
Every month____times.
Every two month____times.
10. How often do you see TV (it may be at home or it may be in someone else's house)?
Once every day or more____.
Three times a week or more____.
Twice a week or more____.
Once two week____.
Less than once a fortnight____.
Never see TV_____.
11. Which sport do you like best_____.
12. What is your academic rank in your class last term?_____.
13. What kind of TV programs do you like best?
Western TV programs____.
Chinese TV programs_____.
14. Please mark down the programs which you often watch in the following program list.

APPENDIX C

The Simple Correlation of Kluckhohn's Value Orientation Items

Relational Orientation

- Item 1, Well Arrangement (R1 in Kluckhohn's schedule)
- Item 5, Choice of Delegate (R4 in Kluckhohn's schedule)

Time Orientation

- Item 2, Child Training (T1 in Kluckhohn's schedule)
- Item 3, Expectation about Change (T2 in Kluckhohn's schedule)

Man-Nature Orientation

- Item 4, Livestock Dying (MN1 in Kluckhohn's schedule)
- Item 7, Length of Life (MN5 in Kluckhohn's schedule)

Activity Orientation

- Item 6, Ways of Living (A3 in Kluckhohn's schedule)
- Item 8, Nonworking Time (A6 in Kluckhohn's schedule)

Simple Correlations

Items
No.

1.	1.000								
2.	0.000	1.000							
3.	-0.057	0.460	1.000						
4.	-0.320	0.000	0.165	1.000					
5.	0.433	0.154	-0.067	-0.052	1.000				
6.	0.000	-0.023	0.111	0.086	0.264	1.000			
7.	-0.107	-0.097	-0.033	0.480	0.012	0.066	1.000		
8.	-0.176	0.294	0.218	0.279	0.034	0.367	-0.068	1.000	
	1.	2.	3.	4.	5.	6.	7.	8.	

APPENDIX D

The Special Attitude Items

9. If you could go anywhere, which places do you like best to visit? Please, rank the following number of cities in the order of your preference.
- | | | | |
|--------------|--------------|----------------|-------------------|
| 1. Kau-shung | 5. Singapore | 9. New York | 13. Sun-Moon Lake |
| 2. Tokyo | 6. Paris | 10. Chicago | 14. Yea-Liu |
| 3. Hongkong | 7. Rome | 11. Hollywood | 15. Tai-tung |
| 4. Manila | 8. London | 12. Washington | 16. Berlin |
- Most prefer to go to ____.
- Second prefer to go to ____.
- Third prefer to go to ____.
- Fourth prefer to go to ____.
10. What do you think of the clothing of American cowboys? Please, mark the following number of choices in the order of your preference.
1. very attractive
 2. attractive
 3. unattractive
 4. very unattractive
11. Do you like to read translated western books, or magazine?
1. like very much
 2. like
 3. dislike
 4. dislike very much
12. Where is the United Nations located?
1. New York
 2. Paris
 3. London
 4. Geneva
13. Which country do you like best today? Please rank the following number of countries in the order of your preference in our three alternates.
- | | | |
|---------------|------------|------------|
| 1. Japan | 4. Germany | 7. Tailand |
| 2. Philippine | 5. France | 8. America |
| 3. Korea | 6. British | 9. Canada |
- I like ____ best.
- I like ____ second.
- I like ____ third.
14. Which kind of music do you like best? Please rank the following music in the order of your preference.
1. American songs (hit songs, folk songs)

2. Jazz
3. Chinese popular songs
4. Classical music
5. Japanese songs
- I like _____ best.
- I like _____ second.
- I like _____ third.

People have different ways of thinking about many things in this world. Here are some statements which some people believe so. Please read following statements carefully, and mark the following number of choices in the order of your preference.

15. American GIs are very cruel in the war in Viet Nam.
 1. strongly disagree
 2. disagree
 3. disagree a little
 4. agree a little
 5. agree
 6. strongly agree
16. American people are the most polite people in the world.
 1. strongly agree
 2. agree
 3. agree a little
 4. disagree a little
 5. disagree
 6. strongly disagree
17. Only American people are able to maintain the peace in this world.
 1. agree a little
 2. disagree a little
 3. disagree
 4. strongly disagree
 5. strongly agree
 6. agree

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