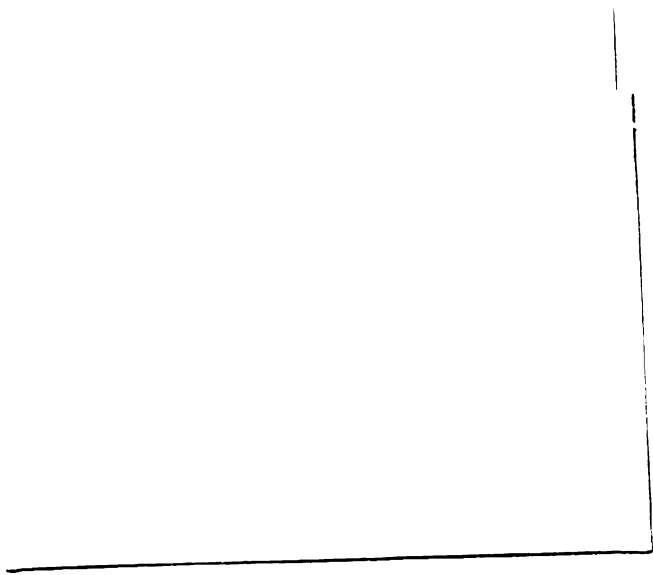


A STUDY OF THE TELEVISION VIEWING  
HABITS OF CHILDREN UNDER  
SIX YEARS OF AGE

Thesis for the Degree of M. A.  
MICHIGAN STATE UNIVERSITY  
Thomas Lee Banks  
1963

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## ABSTRACT

### A STUDY OF THE TELEVISION VIEWING HABITS OF CHILDREN UNDER SIX YEARS OF AGE

by Thomas L. Banks

This thesis inquired about young children's television viewing patterns. The purpose of the study was to discover information about children's viewing in five related areas: quantity of viewing, controls over viewing, viewing situations and children's responses, program preferences, and parental attitudes toward children's television programs.

In order to accomplish this purpose a telephone questionnaire was administered to the parents of two, three, four, and five-year-old children. A random sample of 700 children was selected from county birth records, telephone listings were secured for the parents of these children, and interviews were conducted with these parents.

Interviews and questionnaires were completed for 518 of the children and represented different age groups by the following numbers: 115 two-year-olds; 130

three-year-olds; 130 four-year-olds; and 143 five-year-olds. Most of the interviews were completed by the mothers of the children.

All completed questionnaires represented homes in which television was viewed by children. In only six other homes did parents report children watched no television.

Children of all age levels were found to be watching significantly large amounts of television daily. Viewing quantity ranged from a median low of one and three-quarters hours for the two-year-olds to a high of two hours and fifty minutes for four-year-olds.

Age was found to be the most vital factor in increases in viewing quantity. Seasonal changes, higher educational level of parents, and presence of older siblings in the home were influences which tended to decrease viewing quantity for the different age groups.

Control over program selection was in the hands of the child in almost half of the homes. Control lessened with age of the child and tended to increase where parents had higher education. Some programs were prohibited in over a fourth of the responding homes.

Children were found to prefer a viewing situation very close to the set. They usually watched with siblings

where more than one child resided in a home. This was particularly true for older members of the survey group.

Most children responded to performers' requests and used program content ideas in their play activity. Television commercial messages were reported as frequently repeated and mimicked and a majority of children had made requests for purchase of products advertised on television.

Children's program preferences were found to change from age to age, but, generally, the hosted children's variety program and animal cartoon films were of highest preference. Children's and parents' preferences for children's programs were reported as similar.

Parental attitudes toward children's television programming were rather favorable. A majority of the parents felt that programs had improved and were helpful. Only a minority reported prohibition of specific programs and less than a third cited programs they preferred their children not watch.

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1963

A STUDY OF THE TELEVISION VIEWING HABITS  
OF CHILDREN UNDER SIX YEARS OF AGE

By

Thomas Lee Banks

A THESIS

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Except for the direction, encouragement, and guidance offered by Dr. Gordon Gray, this thesis might not have been written. Dr. Malcolm S. MacLean, Jr. was of great assistance in constructing the questionnaire and in organizing and evaluating the tables included in this thesis.

Perhaps the greater debt is owed to my wife for the help she rendered in every phase of the study. The encouragement and the motivation she provided have resulted in this thesis.



TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
II. DESCRIPTION OF THE STUDY . . . . .	8
Purpose	8
Hypotheses and Questions	10
Limitations	12
Method	14
III. RESULTS . . . . .	20
Population Profile	20
Hypotheses Tested	23
Questions Answered	34
Additional Findings	55
IV. SUMMARY . . . . .	59
Review of Findings	59
Possible Research Applications	70
BIBLIOGRAPHY . . . . .	75

## LIST OF TABLES

Table	Page
1. Responding parents at different levels of education . . . . .	23
2. The number of daily viewing hours for children of different ages . . . . .	24
3. The number of daily viewing hours of five-year-old children related to kindergarten attendance . . . . .	26
4. Seasonal viewing differences by age groups . . . . .	27
5. Portions of children's programs viewed by different age children . . . . .	31
6. Parents prohibiting some children's programs related to parental education . . . . .	32
7. Sources of children's program control and tuning related to parental education . . . . .	34
8. Number of daily viewing hours related to parental education . . . . .	36
9. Ten programs most regularly viewed by all age children . . . . .	37
10. Parental selections of "the best" children's program for different ages . . . . .	41
11. Frequency with which children view adult programs for different ages . . . . .	43
12. Requests for specific programs by children of different ages . . . . .	47

Table		Page
13.	Frequency with which parents view their children's programs related to parental education . . . . .	48
14.	Children's use of program content ideas in play activities by different ages . . . .	53

LIST OF APPENDICES

Appendix		Page
I.	BIOGRAPHICAL INFORMATION . . . . .	76
II.	AMOUNTS, PREFERENCES, AND RESPONSES TO VIEWING . . . . .	88
III.	VIEWING SITUATION AND CONTROLS . . . . .	116
IV.	PARENTAL ATTITUDES AND VIEWING . . . . .	122
V.	SAMPLE QUESTIONNAIRE AND MAP . . . . .	135

## CHAPTER I

### INTRODUCTION

Most American children under six years of age have had exposure to and access to television programming for their entire lives. Over twelve years of accelerated growth in the television industry have provided these young children with hundreds of programs on hundreds of stations.

How attentive have youngsters become, and what do they prefer to watch on television? Who controls what they watch? What conditions attach to their viewing and what responses do their parents make to what is available for them to view? These questions are the focus of this research study.

There has been considerable study and research about the relationship of television viewing and children's reading, television viewing and schoolwork, the amount of television viewed by youngsters, their program preferences, and other similar topics of interest to parents, teachers, and broadcasters. The large bulk of these research materials, however, has plumbed the habits and responses of school age

children, both on the elementary and secondary level, while hardly touching on the television experiences of children under six years of age.

One research study offered some insights into the television attendance of children between two and five years of age; this study reported in 1961 that "a child who has begun to use television by age three typically uses it about forty-five minutes a weekday. By age five, this viewing has increased until, on the average, it is a little over two hours a day."<sup>1</sup> The same study indicated that 14% of the two-year-olds, 37% of the three-year-olds, 65% of the four-year-olds, and 82% of the five-year-olds had begun to use television.<sup>2</sup>

Several other studies which dealt almost exclusively with school age children's use of television mentioned that preschoolers used the medium, but they did not cite number of hours of viewing or other such statistics.<sup>3</sup>

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<sup>1</sup>Wilbur Schramm, Jack Lyle, and Edwin Parker, Television in the Lives of Our Children (Stanford: Stanford University Press, 1961), p. 30.

<sup>2</sup>Ibid., pp. 219-20.

<sup>3</sup>Paul Witty, for example, in "You and TV: End of the First Round," National Parent Teacher, LIV (November, 1959), pp. 8-9, writes, "Unfortunately, we have no statistics on the viewing habits of preschoolers."

Notable among such studies of school age children is one undertaken in the Chicago, Illinois, area each year since 1949. During the most recent year reported, 1962, children watched television "on the average of sixteen hours per week in grade two, twenty-three hours in grade four, and twenty-five hours in grade five."<sup>4</sup> Although these children's ages range from seven to ten and eleven, considerably above those of concern to this study, a progressive increase in viewing can be noted for these elementary school children. An earlier study reported in 1956 supported the above figures for elementary school children: "Median televiewing time . . . is twenty hours a week. . . ."<sup>5</sup> It further noted that "secondary students spend about 20% less time than elementary pupils" with televiewing experiences.<sup>6</sup>

The Chicago study also reported on the program preferences of children in the early elementary grades. The five favorite programs cited by first through third grade

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<sup>4</sup>Paul Witty and Paul Kinsella, "Televiewing: Some Observations from Studies 1949-1962," Elementary English, XXXIX, No. 8 (December, 1962), p. 772.

<sup>5</sup>Arnold Leslie Lazarus, "Pupils TV Habits," Educational Leadership, XIII (January, 1956), p. 241.

<sup>6</sup>Ibid.

viewers in 1961 were, in order of their preference: "The Three Stooges," "The Flintstones," baseball games, "Bugs Bunny," and "Dennis the Menace."<sup>7</sup> The following year "The Three Stooges," "Top Cat," "Dick Tracy," "The Flintstones," and "Margie" were the five favorite programs for second and third graders.<sup>8</sup> As an indication that parents don't concur with children in their selection of programs preferred for their youngsters, it is interesting to note that in 1961 parents selected "Captain Kangaroo," "Father Knows Best," "Huckleberry Hound," "Shirley Temple Show," and "The Flintstones" as the most desirable.<sup>9</sup> Only "The Flintstones" is to be found on both lists.

The research into school age children's viewing is interesting and valuable, yet little transfer of this knowledge can be made to the preschooler. The maturity level difference between a three-year-old and an eight-year-old child is too great to allow transference of statistics, inferences, conclusions, or interpretations from the older

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<sup>7</sup> Paul A. Witty and Paul J. Kinsella, "A Report on Televiewing 1961," Elementary English, XXXIX, No. 1 (January, 1962), p. 27.

<sup>8</sup> Witty and Kinsella, "Televiewing: Some Observations from Studies 1949-1962," op. cit., pp. 773.

<sup>9</sup> Witty and Kinsella, "A Report on Televiewing 1961," op. cit., p. 27.



to the younger or vice versa.

Therefore, with the hope that a new body of knowledge would be made available which would complement that research now existing for the school age child and would offer a basis for interpretative judgments, decisions, and actions by parents, broadcasters, teachers, and students of child behavior, this research thesis into the nature of the viewing preferences and responses made by children two, three, four, and five years of age was initiated.

The results presented by this thesis could serve as a base of comparison for parents of young children. Parents might find appropriate levels of control for their own children's televiewing through studying the use habits of children of similar ages. The list of programs prohibited and disliked by those parents reporting in the survey could offer parents whose children are entering these age groups guidance in choosing better programs for their children, guidance based on the experience and knowledge these responding parents have acquired.

Broadcasters and producers of programs for audiences of preschool age may find, in this study, insights into the interest, attention span, and responses very young children make to television. The responses which children

make to particular programs could serve as a criterion for program content selection and choice. Advertisers should be very interested in knowing the frequency and response of children to television commercial messages. Likewise, these groups, after studying the sources of control of children's televiewing may want to review their present programming concepts and determine more direct means of improving program content quality. The attitudes of parents toward present programming should be an indication for the broadcaster of the relative success or failure of his appeal to this vital family member.

Teachers may wish to review the conclusions of the study in an effort to examine more fully the nature of concepts and understandings children bring to school and class situations after prolonged preschool exposure to televiewing experience. Where children use considerable quantities of television, educators and teachers may wish to study at greater length the nature of the content, understandings, and opportunities for learning this medium presents children before they reach the classroom. Perhaps television, as a medium which interests and holds the attention of very young children, can serve as a vital educational tool in preschool learning. In this area,

educators and broadcasters may find joint means of serving this young public.

Students of child behavior and psychology may wish to review the results which report on the social situation for viewing, the concentration children apply to televiewing experience, and the responses children make to requests for such responses.

This study should prove of value to many who deal with the activities and interests of the preschool child.

The second chapter of this thesis describes the purposes of the research study, sets forth the hypotheses and questions, states the limitations attached to the study, and defines the method by which the study was executed. The third chapter offers the results obtained through the research. It includes a survey profile and an answering and testing of the hypotheses and questions. The last chapter is devoted to interpretative summations of the results encountered in Chapter II and includes suggestions for possible applications to future research or to current practical uses. Appendices containing tables, charts, geographical descriptions, questionnaires, and other materials are attached at the conclusion of the thesis.

## CHAPTER II

### DESCRIPTION OF THE STUDY

#### Purpose

This study was undertaken in an attempt to delineate, document, and offer new research information in the area of young children's television viewing patterns. In order to investigate the nature of children's use of television, a research design was chosen which sought to learn of these uses through telephone interviews with the parents of young children.

The specific purpose of the study was directed toward discovering information in five related areas of interest.

The first of these areas was that of quantity or amount of viewing in which these children engaged. Earlier studies, involving older children, have described the extent and quantity of children's televiewing.<sup>10</sup> The amount of time

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<sup>10</sup>Two of the more complete studies of American children's televiewing were reported by Witty and Kinsella, in "Televiewing: Some Observations from Studies 1949-1962," op. cit., pp. 772-79 and by Schramm, op. cit., p. 30. British school children have been extensively studied and reported by Hilde Himmelweit,

children spend watching television programs is a gauge of their interest in the medium as well as an indicator of the time they are not spending in play or in other activities. Quantity of televiewing was a primary concern of this study.

Related to, and perhaps regulating, the amount of television watched by these young children is the external control exercised over viewing. Determination of the existence and nature of this control was the second area probed. Sources of viewing control were seen as either self, parent, or sibling.

The third area with which this study concerned itself was an exploration of the conditions attached to the viewing experience. Insights were sought into the physical viewing situations, the nature of any involvement with the television presentation, and responses made following a viewing experience.

Although many of the children involved in this study were not of sufficient age to be cognizant of their own program preferences, a measure of their preference for particular children's programs was sought as the fourth area of interest. Preferences that were solicited were not

intended to reflect the desires of the children for future viewing experiences, but rather, the preferences for program materials currently available to them.

The fifth purpose of the study was to inquire into the attitudes parents hold toward the television programs intended for their children's consumption.

These five areas of interest constituted the direction and the purpose of this study and it was to the exploration of these areas that this thesis was committed.

### Hypotheses and Questions

In order to give coherence and direction to the fulfillment of this study's purpose, a list of hypotheses and questions was designed for testing and measuring. This original pre-survey compilation included the following seven hypotheses and eleven questions.

#### Hypotheses:

1. Most two year old children do watch television programs regularly.
2. The quantity of television viewing increases with age.
3. The quantity of viewing is seasonal and decreases during summer months.

4. Nursery school or kindergarten attendance tends to increase the amount of viewing for children of any given age.
5. Children prefer to be physically closer to the television set than do their parents.
6. Children's concentration on television experiences increases with age.
7. The more education that the parents have completed, the greater is the likelihood of parental control and selection of viewing material for children.

Questions:

1. What programs do children prefer to watch?
2. What programs do parents prefer that their children watch?
3. How frequently do young children watch programs designed for older children or adults?
4. At what age do children begin to react to commercial announcements, in that they imitate them or request items seen advertised?
5. At what age do members of the survey group develop a television program consciousness, in that they request the set be turned on or a channel selected for a specific program?

6. How many parents watch the content of programs their children are viewing?
7. Do parents with higher levels of education watch the programs their children are viewing more frequently than those parents with less education?
8. What are parents' attitudes toward children's television programming?
9. Do children use the content of television programs as a basis for play activities?
10. Do children respond to the requests of television performers to participate in the activities of a program?
11. In homes where there are older children, do the younger watch more, or less, television?

### Limitations

As a means of more sharply defining this study, several limitations were imposed. The physical age of the population to be sampled and employed in this survey was confined to children who were between two and five-and-a-half years of age on the last day of November, 1962. Thus, only those children born between June 1, 1957, and November 30, 1960, were considered for the purpose of this research



study. Random sampling was limited to the first six months of each age group, thereby using those just immediately within an age group to represent that age group.

Only those children of the survey age who were born within the City of Lansing, Michigan, or the Lansing Township adjacent to that city were included in this study. This area includes all metropolitan hospitals. These hospitals account for almost all births in the urban and suburban Lansing, Michigan, area, which includes portions of Ingham, Eaton, and Clinton Counties.

After names and addresses of the parents of the children of survey age were acquired, those children whose parents resided in and received telephone service from the Lansing, Michigan, calling area, as described in the Michigan Bell Telephone Company Lansing Area Telephone Directory, March, 1962, were included in the survey population.<sup>11</sup> Only those homes were called where listings were available in this directory or from the telephone company information operator.

The cities and towns in the Lansing, Michigan, local

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<sup>11</sup> See the telephone exchange map in Appendix V for specific geographical area included in the Lansing, Michigan, calling area.

calling area include Lansing, East Lansing, Bath, DeWitt, Dimondale, Grand Ledge, Haslett, Holt, Mason, Okemos, Potterville, and Williamston, Michigan. Residential telephones in these cities number 60,516.<sup>12</sup> The Michigan Bell Telephone Company, which services 54,897 of these homes indicates that "a recent research study shows approximately 95% of the homes in the Lansing area have telephone service."<sup>13</sup>

### Method

In order to meet the purpose of this study, refute or substantiate the hypotheses, and find answers for the outstanding questions about children's television viewing, thirty-five questions were designed to be asked of the parents of two, three, four, and five-year-old children. This instrument was the only means employed to so fulfill the purpose of this study. Telephone interviews using this questionnaire were viewed as a means of reaching a large number of parents over a relatively short span of time and at a cost which was in line with the resources available for execution of this study.

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<sup>12</sup>See letters from Michigan Bell Telephone Company and General Telephone Company in Appendix I.

<sup>13</sup>See letter from Michigan Bell Telephone Company dated May 9, 1963, in Appendix I.

The survey population of 700 two, three, four, and five-year-old children was selected at random from the Record of Births, City of Lansing and Record of Births, Lansing Township for the years 1957, 1958, 1959, and 1960.<sup>14</sup> These county records indicated that there were a total of 21,988 recorded births in Lansing and Lansing Township between June 1, 1957, and November 30, 1960. The births in all Lansing, Michigan, metropolitan area hospitals are reflected in these documents for the City of Lansing and for Lansing Township.<sup>15</sup>

To assure that each age group in the survey population was of the same proportion as that age group in the total population available for random sampling, every eighteenth four and five-year-old was selected and every twelfth two and three-year-old was selected. Thus sampled, this initial population was composed of 187 five-year-olds, 175 four-year-olds, 169 three-year-olds, and 169 two-year-olds; a total population of 700 children.

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<sup>14</sup>The county birth records include photostatic copies of all Certificate of Birth forms for Ingham County, Michigan. They are located in the office of the County Clerk at the Courthouse Building, Mason, Michigan, and are available for public use.

<sup>15</sup>See Appendix I, Table 1.

Information extracted from the birth records included the full name of the child, full name of both parents and the local family address at the time of birth of the child. Using these names and addresses of the parents, telephone listings were located, where possible, in the Michigan Bell Telephone Company Lansing Area Telephone Directory of March, 1962. The mobility of the population resulted in a large percentage of unsuccessful attempts to locate telephone listings, particularly in the four and five-year-old groups. In an effort to make the survey sample reflect accurately the percentage of homes with no telephone service, rather than those homes with no service plus those homes no longer listed due to population mobility, the birth records were re-sampled for additional lists until the proper survey population existed within each age group and the total survey population reached 700.

The questionnaire employed in the telephone interviews was constructed in a manner which, when administered, coded, and analyzed, would offer answers to the questions and hypotheses stated at the onset of the study.<sup>16</sup> The first series of questions was designed to gather biographical

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<sup>16</sup>A copy of the questionnaire used can be found in Appendix V.

information about the child and his home. The second group of questions dealt with the child's viewing preferences and the responses he made to televiewing. The third set of questions requested information about the physical and social situation in which the child's viewing occurred and the controls exercised over his viewing. The last segment of the questionnaire involved parent's attitudes toward children's television programs and secured information about parental education levels. Other initial sections of the instrument had included space for numerical and biographical identification, respondent's sex, and provision for recall records in the event of no telephone answer or a respondent asking for another, more convenient time, in which to complete the questionnaire. Answers for each question were precoded and this code information was contained throughout the instrument.

The administration of the questionnaire was under the direction of the author, with telephone interviewing handled by himself and five interviewers. These telephoned interviews were made beginning January 28, 1963, and continued seven days a week until February 21, 1963; a period of twenty-five days. Original calls were made between 9:00 A.M. and 11:30 A.M., 1:30 P.M. and 4:30 P.M., and 7:00 P.M. and 9:30 P.M. daily and Saturday, with telephoning

on Sundays from 2:00 P.M. to 4:30 P.M. and 7:00 P.M. to 9:30 P.M. Children were not accepted as respondents. In some instances when mothers and fathers both worked during daytime hours and adult baby sitters were available for interview, those sections of the questionnaire not dependent upon parental answers were administered to the sitters.

Telephone re-calls were made up to a total of four calls where no answer was the result of earlier calls. In situations where automatic answering devices indicated no such telephone number or a termination of service for the number dialed, efforts were made to obtain available corrected listings from the local telephone company information operator.

Questionnaires were not completed where a child did not have access to a television set. This information will be found reflected in Chapter III.

Each interview required from eight to fifteen minutes for completion, depending upon the interest and the nature of the response made by the parent.

With the questionnaire completed, coding was entered for each answer and all questionnaires were accounted for and inventoried. At the direction of the author and through

the facilities of the Communication Research Center and the Computer Center at Michigan State University, the coded information was entered on IBM cards and analyzed by computer. Upon receipt of the computer data, conversions were made from the numerically accounted responses to percentages which represented the numerical computations. These numerical and percentage findings were then set into tables and are presented in the following chapter of this thesis in the form of results.

## CHAPTER III

### RESULTS

The results reported herein are gathered from the completed questionnaires and represent 75% of the total survey sample of 700 children.

It should be remembered that this study's conclusions were drawn from a small portion of the youth population of a limited geographical area of central Michigan. Differences in cultural and behavioral patterns of children in separate sections of the United States are not likely to exert strong influence on the viewing behavior of this young age group; therefore, the relationships reported here may have broader and more general application for children of these age groups on a larger than local scale.

#### Population Profile

From the designated sample of 700 children, interviews were completed for 518 children. In addition, six questionnaires were partially completed by parents who indicated that their children did not watch any television.



The remaining 176 questionnaires were incomplete due to refusal, no answer after four calls, no television set in the home, no child of survey age, or no telephone service.<sup>17</sup>

The total completed questionnaires included 115 two-year-olds, 130 three-year-olds, 130 four-year-olds, and 143 five-year-olds. The interviews with the parents of these 518 children served as the basis for the greater amount of statements and tables reported herein.

Children in the 518 reporting homes had at least one television set for viewing; over 17% had two or more receiving sets at their disposal.<sup>18</sup> Television channels available for viewing ranged in number from one to nine. Over 95% of those with television could receive programming from more than one channel, and 65% viewed at least three channels.

The parental respondents were reporting for 252 girls and 266 boys.<sup>19</sup> Boys outnumbered girls at every age level except at the two-year-old level where 57% of the

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<sup>17</sup> See Appendix I, Table 3 for percentage of each category.

<sup>18</sup> Of the incompleting questionnaires, 2% represented homes with no television set in working order.

<sup>19</sup> See Appendix I, Table 5 for percentage of boys and girls in each age group.

respondents represented girls.

Most of the interviews were conducted with the mothers of the children.<sup>20</sup> Only thirty-four of the 518 completed questionnaires were the results of interviews with fathers.

Terminal education levels of each parent in the homes reporting were slightly higher for fathers than for the mothers. Average education for both parents was found to be high school graduation with 41% of the fathers and 30% of the mothers having some college instruction.<sup>21</sup>

The education level of the responding parent tended to follow more closely that of the mother due to the large number of questionnaires completed by females. This can be noted in Table 1 below.

This distribution of education levels was rather consistently followed for the four age groups.<sup>22</sup> A greater number of parents of five-year-old children were at the less-than-high-school-graduation level; a quarter of these

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<sup>20</sup> See Appendix I, Table 4 for the sex of the respondents.

<sup>21</sup> See Appendix I, Table 6 for a more complete parental education level reference.

<sup>22</sup> See Appendix I, Table 8 for age group distributions of education by levels.

Table 1. Responding parents at different levels of education.

N 518

Males 34

Females 484

	Education Level					
	8th Grade or Under	High School Atten- dance	High School Graduate	College Atten- dance	College Graduate	1 or More Year Grad. Study
Number	22	77	263	102	36	18
Per cent	4%	15%	51%	20%	7%	3%

parents were recorded at that level of education. The parents of the two-year-old children were lowest in that level: 15% reported less-than-high-school graduation. In all, over 80% of those interviewed were parents who had completed high school education.

#### Hypotheses Tested

The first hypothesis stated that most two-year-old children do watch television regularly. An initial and partially substantiating support for this hypothesis is found in the low number of two-year-olds reported as non-viewers of television. Of the six parents stating no televiewing, five were parents of two-year-olds.

In those homes reporting the viewing of two-year-old

children, almost one out of two children was seeing between one and two hours of television during an average day. Two-year-olds did tend to view fewer hours than did their older peers. Table 2 shows the distribution of viewing hours for children of each age group and indicates that two-year-olds had a larger percentage of their number in the lower viewing hour averages.

Table 2. The number of daily viewing hours for children of different ages.

N 518\*

Hours Viewed	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Less than 1 hour N 49 9%	21%	12%	4%	4%
1 to 2 hours N 143 28%	39%	28%	21%	24%
2 to 3 hours N 160 31%	24%	32%	32%	34%
3 or more hours N 165 32%	16%	28%	43%	38%

\*One respondent gave no answer to number of viewing hours.

Note: percentages total vertically

While the parents of the two-year-old children reported that their children viewed television regularly, they qualified this with reports that only one-third watched entire programs. Almost all of the two-year-old group watched half or more of the program being viewed. It would appear that children in this youngest age group do watch television regularly, although they tend to watch fewer hours per average day. Compared to older children, a smaller number of them watch entire programs.

The second hypothesis dealt with increases in viewing hours as a function of age; in other words, the quantity of televiewing increases with age. This proposition is supported by Table 2 which traces a rather steady path of increased viewing for progressive age levels. Daily median viewing for the two-year-olds falls at one and three-quarters hours; for the three-year-olds it rises to about two hours; for the four-year-olds it is up sharply to two hours, fifty minutes; and for the five-year-olds it recedes to about two hours and forty minutes.

As will be noted, this hypothesis tends to hold true through the first three age groups with an indication in the five-year-old group that attendance to television viewing is not as strong. A large number of five-year-old

children attended kindergarten. It seems quite reasonable that the absence from home and access to television may have accounted for some reduction in the amount of viewing for five-year-olds. This assumption is offered considerable support in Table 3 which reports the differences in daily televiewing averages of five-year-old children on the basis of attendance or non-attendance in kindergarten. The median daily viewing of those not attending kindergarten is just over three hours, while for those attending, it is just under two-and-one-half hours. It appears, therefore, that kindergarten attendance may be the important factor in the reduction of average viewing hours of the five-year-old children, rather than leveling of viewing due solely to an increase in age.

Table 3. Number of daily viewing hours of five-year-old children related to kindergarten attendance.

N 143

	No. of Hours Viewed Daily			
	Less than 1 hour	1 to 2 hours	2 to 3 hours	3 or more hours
Kindergarten attendance N 123 86%	4%	25%	36%	35%
No Kindergarten attendance N 20 14%	2%	20%	25%	53%

Note: percentages total horizontally.

The third hypothesis is rather dramatically proven in Table 4 which indicates that the large majority of children watch more television in the winter than in the summer; only 1% of the parents indicated greater viewing during the summer. The four and five-year-olds watched more television during the winter than the two and three-year-olds.

Table 4. Seasonal viewing difference by age groups.

N 518

	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Winter More N 463 89%	79%	89%	96%	93%
Summer More N 1 1%	0%	1%	0%	0%
No Difference N 36 7%	11%	9%	2%	6%
Don't Know N 18 3%	10%	1%	2%	1%

Note: percentages total vertically.

The response made by parents in support of this hypothesis may not have been stated nearly so strongly had the survey period not been during the coldest months of the

year or had the survey been made in a warmer, more moderate climate. Most children's outdoor play is tempered by the weather, which for Lansing, Michigan, during the January and February survey period was very cold. Temperatures were in the range of zero to twenty degrees Fahrenheit for most of that time.

The influence of kindergarten attendance has been discussed as it related to the viewing of the five-year-olds. The fourth hypothesis stated that nursery school or kindergarten attendance tends to increase the amount of television viewing for children of any age group. Reports of parents of two and three-year-old children only yielded four instances of nursery school attendance and only a small number of the four-year-olds were attenders.<sup>23</sup> Median viewing of the four-year-olds who attended nursery school compares closely with that of the five-year-old attenders which was cited earlier as being just under two-and-a-half hours. The nursery school non-attenders in the four-year-old group watched television for an average of over two hours and fifty minutes a day, while the five-year-olds

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<sup>23</sup>See Appendix II, Table 17 for four-year-old nursery school attendance and viewing.



who were non-attenders viewed over three hours daily.<sup>24</sup>

It would appear from the responses which parents made in answer to kindergarten and nursery school attendance and amount of daily televiewing, that there is a noticeable decline in average daily viewing for attenders in those age groups reported. This decline is probably due to increased hours away from home and the television set.

The fifth hypothesis stated that children prefer to be physically closer to the television set than do their parents. From the answers gathered in this survey, it appears that this hypothesis is rather strongly upheld. Most parents reported their preference for viewing distance as ten-or-more feet from the set, while children preferred distances closer than seven feet.<sup>25</sup> The preference for viewing distances varied with different age groups. The number of the two-year-olds who chose to sit within four feet of the television set was twice as great as the number of five-year-olds who wanted to view from that distance. Median viewing distances for all age groups fell within a

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<sup>24</sup>See Appendix II, Tables 17 and 18 for comparison of viewing of four and five-year-old children attending nursery school and kindergarten.

<sup>25</sup>See Appendix III, Tables 1 and 2 for specific distance preferences or for greater definition according to age group.

range of five to seven feet.

The sixth hypothesis suggested that children's concentration on their viewing experiences increases with age. Although not directly connected with quantity of televiewing, the concentration which children apply to their viewing experiences appears to have a strong link to the amount of time spent with the medium. Because there are more opportunities for concentrated viewing activities where more time and interest are given to televiewing, it would be expected that these young viewers watch greater portions of the programs they view and devote attention more exclusively to the viewing experience, rather than dividing their interest between viewing and other activity. Table 5 describes how children in progressive age levels tend to concentrate more on the programs they view. It would seem, therefore, that older children not only view more television daily, but also attend to larger portions of those programs.

Notice in Table 5 that of the two-year-olds, only 31% watched all of the program being viewed, while of the other groups increasingly greater percentages of them viewed all of the program until, at the five-year-old level, over 80% regularly watched all of the program.

The final hypothesis involved parental control

Table 5. Portions of children's programs viewed by different age children.

N 518

Portion Viewed	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Watch all N 302 58%	31%	52%	63%	82%
Almost all N 64 12%	11%	13%	18%	8%
About half N 122 24%	45%	27%	17%	9%
Very little N 30 6%	13%	8%	2%	1%

Note: percentages total vertically.

exercised over children's televiewing: the more education the parents have completed, the greater is the likelihood of parental control and selection of their children's television viewing material. The survey was able to test this in three areas. First, control of the selection of programming could be measured through parental prohibition of specific programs; secondly, control was exercised through the parent's practice of turning on the set and selecting a channel for the children; and thirdly, control was roughly gauged by the amount of televiewing for children

whose parents had differing education levels.

In the first area, parental control through prohibition of specific programs for children of all ages, prohibitive controls were exercised by almost a third of the parents.<sup>26</sup> Program prohibition, on the basis of parental education was greatest for the parents who were college graduates and prohibitions were mentioned considerably less frequently by those parents who did not complete high school. These results are described in the following table.

Table 6. Parents prohibiting some children's programs related to parental education.

	Education Levels			
	Less than High School Graduate N 99	High School Graduate N 263	College Attendance N 102	College Graduate N 54
Prohibit Programs N 151 29%	20%	27%	37%	41%
No Prohibition N 367 71%	80%	73%	63%	59%

Note: percentages total vertically.

<sup>26</sup>See Appendix IV, Table 12 for a more complete analysis of parental prohibition of children's programs for each age group.

Program prohibitions were mentioned by 151 parents who made 174 responses citing programs not permitted for viewing: an average of 1.15 responses were made per parent.

The second area of control of children's viewing involved channel selection or other manipulation of the set controls. The operators were reported as either the child, the parent, a sibling, or an adult other than the parent. Primary selectors and tuners for children of all ages, without concern for parental education levels, were the child (49%) and the parent (40%).<sup>27</sup> Table 7 shows slightly more child control of the set with parents of less-than-high-school-graduation level. In over half of these homes, children were exercising their own control.<sup>28</sup>

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<sup>27</sup> Appendix III, Table 4 serves to describe selector control of programming for different age groups.

<sup>28</sup> It might be pointed out at this point that without regard for education levels, selection and tuning control was greater for parents of two-year-olds (56%). Parents of the five-year-old children reported control in only a quarter of the homes. It will be recalled that the education level of parents of two-year-old children was reported earlier as 15% who were not high school graduates while of the parents of five-year-old children, 25% were in this same education group. Although age is shown to be a very substantial contributor to parental selection and tuning (Appendix III, Table 4), the education level of the parents may be equally as potent a corollary to parental control of children's televiewing.

Table 7. Sources of children's program control and tuning related to parental education.

N 518\*

Education Level	Source of Control			
	The Child N 252	The Parent N 202	A Sibling N 56	Other Person N 2
Less than High School Graduate N 99 19%	52%	37%	11%	0%
High School Graduate N 263 51%	49%	40%	10%	1%
College Non-Graduate N 102 20%	46%	41%	13%	0%
College Graduate N 54 10%	48%	45%	7%	0%

\*Six respondents gave no answer to the selector of programs.

Note: percentages total horizontally.

While Table 7 reflects no sharp and well defined indication that parental control rises with parental education, there is a steady increase in this control from the lower to the upper education levels. Accompanying the increase of parental selection and control, at higher educational attainment levels, is a narrowing of separation between child-parent selection. Children selected programs

and channels 15% more frequently than parents in low-education homes and only 3% more frequently in high-education homes.

The third area in which the hypothesis was tested was that of frequency: amount of daily televiewing. Children of parents who had graduated from college showed a daily median viewing figure of two hours and ten minutes, while those of parents who had not completed high school had a median viewing average of two hours, thirty-five minutes. This indicates that substantially more televiewing occurred in homes where parents were of lower-education-level. These figures are outlined in Table 8.

From this parental reporting of television set control through channel selection and set adjustment and through program prohibition, as well as from the figures on televiewing quantity, it seems reasonable to conclude that there is a somewhat greater likelihood of parental control and selection of children's viewing materials in homes where the education level of the parents is high.

### Questions Answered

The first of the eleven questions which were to be answered by the study asked: what programs do children prefer

Table 8. Number of daily viewing hours related to parental education.

N 518

Educational Level	No. of Hours Viewed Daily			
	Less than 1 hour	1 to 2 hours	2 to 3 hours	3 or more hours
Less than High School Graduate N 99 19%	8	24	30	38
High School Graduate N 263 51%	7	27	34	32
College Non-Graduate N 102 20%	13	34	27	26
College Graduate N 54 10%	16	29	27	28

Note: percentages total horizontally.

to watch on television?<sup>29</sup> The ten most regularly viewed children's programs recalled by parents are listed in Table 9. Six of the ten are programs composed entirely of cartoons.

There were changes in the order of preference for programs with changes in age.<sup>30</sup> "Captain Kangaroo" was

<sup>29</sup>Included in Appendix I are descriptive statements about the programs for which responses were made.

<sup>30</sup>For a more detailed listing of age by age preferences see Appendix II, Tables 29, 30, 31, and 32.



Table 9. Ten programs most regularly viewed by all age children.

N 518

Program Order	Per Cent Viewing Regularly
1. Captain Kangaroo	80
2. Mickey Mouse Club	68
3. Huckleberry Hound	64*
4. Romper Room	64
5. Yogi Bear	64*
6. Mighty Mouse	59*
7. Alvin	58*
8. Bullwinkle	42*
9. Felix the Cat	41*
10. Ranger Jim	35

\*Animated cartoons.

listed as first for children, two, three, and four years of age, but it was listed fourth for the five-year-old children. This same preference trend was followed for the "Romper Room" program which was the second most popular program for all ages except the five-year-old group, which ranked it seventh. The favorite program of the five-year-olds, "Huckleberry Hound," was fifth choice of the youngest group and it only moved up one position for the three and four-year-old children.

Some programs appeared on only one age group's list of ten most watched programs: "Land of Play," only the two-year-olds; "Bozo the Clown," only the two-year-olds; "Rin Tin Tin," and "The Flintstones," only in the choices of the

five-year-olds. "Felix the Cat" and "Ranger Jim" entered the lists of the three and four-year-old-groups, but were not included in the list for five-year-olds.

It appears that children do change their preferences with each age level and that only those programs with the more varied appeals, e.g., "Captain Kangaroo" and "Romper Room," retain their high rankings for this preschool group. Even these programs appear to be outgrown, if their drop in rank at the five-year-old level can be taken as an indication of the beginning of a trend away from them.

There were several programs which had progressively greater numbers of viewers as age levels increased. Notable among those not previously mentioned were "Allakazam," "Culver's Clubhouse," "King Leonardo," and "Fury." It appears that these programs which are growing in number of viewers among preschoolers might later be listed high within the elementary children's program preferences.

Several programs not cited earlier were watched by increasingly larger percentages of children of the two through four age groups, but dropped a large number of viewers in the five-year-age group. Included among these programs were: "Bugs Bunny," "Clutch Cargo Cartoons," "Davey and Goliath," "Deputy Dawg," "Frontier Circus,"

"Rae Deane and Friends," "Ruff and Reddy," and "Tam's Fun Time."<sup>31</sup>

Only two programs, "Magic Midway" and "Ranger Jim," were watched by continuously fewer percentages of children after the programs reached the height of their popularity at the three-year-old group. None of the programs listed in the questionnaire reached its peak percentage of viewers at the two-year-old level.

In answer to the question about children's program preferences, therefore, it would appear that the non-cartoon programs, represented by "Captain Kangaroo" and "Romper Room," are the strongest choices of two, three, and four-year-old children. The oldest group of children, however, expressed slightly greater preferences for the cartoons such as "Huckleberry Hound" and "Yogi Bear." For children of all ages in the survey group, the non-cartoon program was the first preference, but six out of the first ten programs listed were entirely cartoons. This majority may be due to the fact that cartoon programs are more numerous than are the non-cartoon programs.

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<sup>31</sup>A profile of each program listed in the questionnaire is traced in Appendix II, Table 27.

The second question which the study sought to answer was: what programs do parents prefer their children watch? The one children's program which ranked ahead of all others in its appeal to parents was "Captain Kangaroo." To the questionnaire's solicitation of "best program," it captured almost half of all responses. The second choice of parents was "Romper Room" with 17% of the responses. Three other programs were named with some frequency: "Mickey Mouse Club," "Land of Play," and "Discovery." Other programs named accounted for a tenth of the replies. There were a small number of parents who felt that there was no program which was "best" for their children. In Table 10 are detailed parental responses for each age group.

With the exception of "Discovery," all of the programs mentioned by parents were included in at least one age group's list of preferred programs.<sup>32</sup>

When parents were asked to list programs they preferred their children not watch, they headed the list with "The Three Stooges." Six other programs, each of which

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<sup>32</sup>

See Table 9 and Appendix II, Tables 29-32.

Table 10. Parental selections of "the best" children's program for different ages.

N 518

Programs Named	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Captain Kangaroo N 232 45%	38%	56%	48%	38%
Discovery N 19 3%	0%	4%	2%	8%
Land of Play N 20 4%	6%	5%	3%	1%
Mickey Mouse Club N 26 5%	6%	5%	1%	8%
Romper Room N 86 17%	21%	13%	23%	11%
Other Programs N 53 10%	6%	7%	13%	14%
No Program Best N 26 5%	9%	3%	2%	5%
No Opinion N 56 11%	14%	7%	8%	15%

Note: percentages total vertically.

received a small number of the responses, were named.<sup>33</sup>

These six included: "Comedy Matinee," "Lassie," "Li'l Rascals," "Mr. Magic's Open House," "Ranger Jim," and "Rin Tin Tin." Of these, the last two appear on at least one age group's list of ten preferred programs.<sup>34</sup>

Parents listed as their major objection to children's programming, "The Three Stooges"; a fifth of all parents prohibited their children from viewing it.<sup>35</sup> Other programs which were prohibited by three or more parents included: "Comedy Matinee," "Lassie," "Mr. Magic's Open House," "Our Gang," and "Ranger Jim." Only "Ranger Jim" appears on the children's program preference list.<sup>36</sup>

Parental preference for children's programming, in most cases, appears to be those programs which the children themselves choose as favorites. It seems that children of preschool ages generally choose, or have their viewing so controlled that they only see, those programs which parents approve.

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<sup>33</sup> See Table 11 in Appendix IV.

<sup>34</sup> See Appendix II, Tables 29, 30, 31, and 32.

<sup>35</sup> Appendix IV, Table 12 shows age by age prohibitions to programs.

<sup>36</sup> See Appendix II, Tables 30 and 31.

The third question was designed to explore the frequency with which young children watched either adult programs or ones prepared for older children. Parental responses to this question indicated that some children of all age groups had exposure to adult programming. Table 11 presents the variance with different age groups. Of two-year-olds, for example, 29% never watched adult programming, but only 4% of the five-year-olds never viewed it.

Table 11. Frequency with which children view adult programs for different ages.

N 518

Frequency	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
View Every Day N 121 23%	15%	20%	22%	34%
View Once a Week N 147 29%	26%	25%	26%	36%
View Seldom N 177 34%	30%	43%	38%	26%
Never View N 73 14%	29%	12%	14%	4%

Note: percentages total vertically.

For each increased year of age, greater percentages of children saw adult programs at least once a week. The adult presentations were viewed by one-third of the five-year-age group at least once a day.

When frequency of children's attendance to adult programs is related to parental education, it can be noted that fewer children of parents with high levels of education viewed adult programs once a day than did children of parents of low levels of education. Identical percentages of children of parents of both upper and lower educational levels viewed no adult programs. Differences in education levels of parents appear to be of some small significance in the frequency with which children view adult programming.<sup>37</sup>

The second half of this question asked the rate of recurrence of children's attendance to programs which older siblings view. It appeared that a significant majority of the young children with older siblings in the home watched the programs seen by the older ones at least once every day. Only a very few never watched the programs which the older children viewed.<sup>38</sup>

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<sup>37</sup>For a more complete analysis of adult program viewing by children see Appendix II, Table 26.

<sup>38</sup>For an age-by-age comparison of young children's viewing of sibling programs, consult Appendix II, Table 25.



It can be concluded, therefore, that a very large majority of young children are watching adult and older sibling program choices. While increase in age tends to increase the frequency of this viewing, differences in parental education levels do not appear to account for either significant reductions or increases in the frequency with which these young children attend to adult program materials.

The fourth question for which an answer was sought inquired: at what age do children begin to react to television commercials and imitate them or request items seen advertised? Parents reported that three-fourths of the children had repeated or imitated television commercial messages and almost half of the parents were able to recall a particular commercial which their child had repeated. Even a majority of the youngest group had repeated commercials. Imitation of these messages was highest for the four-year-old children.<sup>39</sup> The percentage of children who had requested purchase of products seen advertised on television was at approximately the same high level as was imitation of commercials. Over half of the parents recalled

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<sup>39</sup>Appendix II, Table 35 details television commercial imitation according to age groups.

a specific product that had been requested. Children's age levels played a very large part in requests for products: 67% of the two-year-olds did not request items, while 24% of the three-year-olds and only 12% of the four and five-year-olds made no requests.<sup>40</sup>

In answer to this question, therefore, the responses indicate that a majority of the children imitate and repeat commercials as early as two years of age with increases in age adding to that majority. Requests for purchases of products seen advertised are made by two-year-olds, but only by one out of three children in that age group. Increases in age radically change this until, almost nine out of ten four and five-year-olds request purchases.

The fifth question asked: at what age do children become selective in their viewing, in that they request specific programs? Table 12 reports the percentages of different age groups who requested that a set be tuned or a channel be selected for a specific program. Even a majority of the youngest children in the survey did request particular programs. As age increased, so did the requests.

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<sup>40</sup>Requests of different age groups are reflected in Appendix II, Table 36.

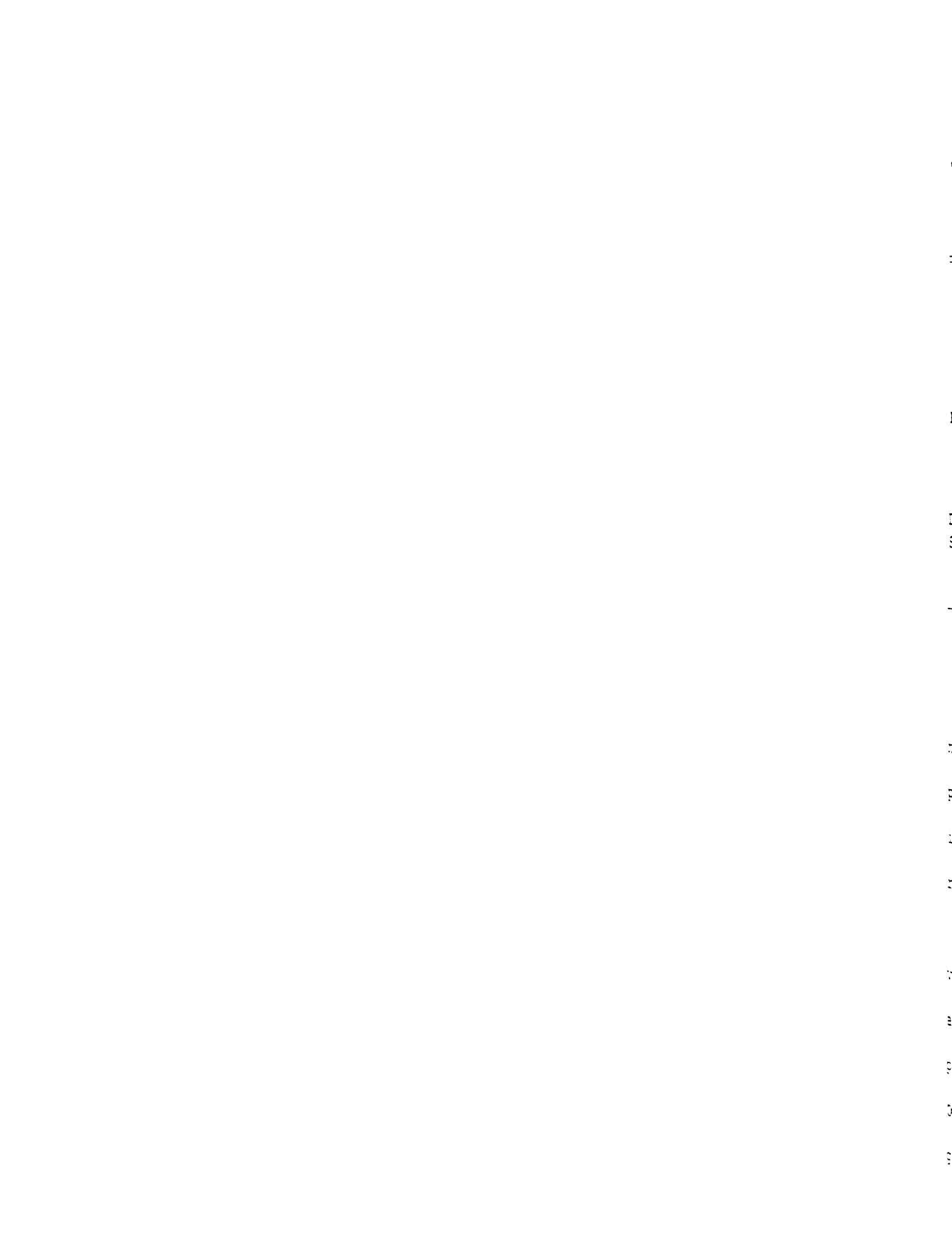


Table 12. Requests for specific programs by children of different ages.

N 518

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Request Specific Program N 369 71%	53%	68%	78%	83%
Do Not Request Specific Programs N 149 29%	47%	32%	22%	17%

Note: percentages total vertically.

The sixth and seventh questions were similar in nature. The sixth sought the number of parents who watched programs which the children viewed and the seventh inquired into the nature of the frequency of parental viewing as related to the education of the parents.

Responses concerning the frequency of parental viewing were in four categories: daily, weekly, seldom, and never. It was found that once a day 41% of all responding parents watched a program that their children were viewing. Only 8% replied that they never saw their children's programs. A description of these data is found in Table 13.

Table 13. Frequency with which parents view their children's programs related to parental education.

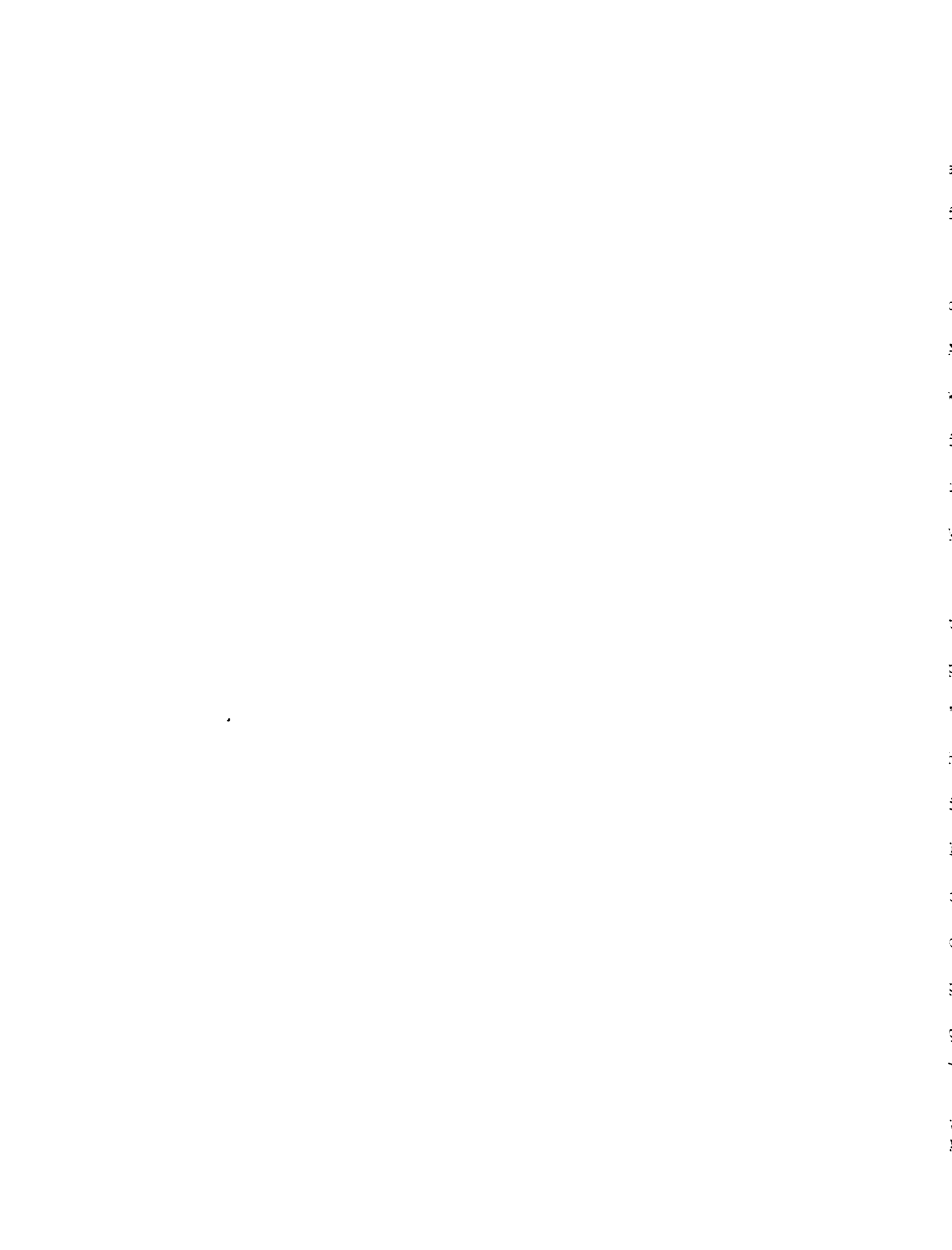
N 518\*

Education Level	Frequency of Parental Viewing			
	Daily N 210	Weekly N 123	Sometimes N 139	Never N 45
8th Grade or Under N 22 4%	32%	9%	46%	13%
High School Attendance N 77 15%	41%	23%	31%	5%
High School Graduate N 263 51%	40%	26%	24%	10%
College Attendance N 102 20%	42%	26%	24%	8%
College Graduate N 54 10%	45%	18%	32%	5%
All Respondents	41%	24%	27%	8%

\*One respondent gave no answer to frequency of viewing.

Note: percentages total horizontally.

Differences in education levels made noticeable variations in parental attendance to children's television programs. While college graduates watched programs as frequently as weekly in almost two-thirds of the homes, less than half of those with lowest education were watching



as often. This low education group also reported the most frequent non-attendance to their children's televiewing.

When parental viewing was compared on the basis of children's ages, rather small differences were found. Although more of the parents of five-year-old children watched their youngster's programs, they watched with less frequency. "Sometimes" and "weekly" viewing frequencies increased gradually between the two-year-olds and five-year-olds.<sup>41</sup>

The answers to questions six and seven seem to be that while the great majority of parents do watch children's programs, the frequency of their attendance lies in the "weekly" to "sometimes" ranges, and that parents with higher levels of education watch with somewhat greater frequency than do those parents with less education. The larger and more significant differences in frequency are obtained between parents whose education is eighth-grade-or-less and the other levels of education, but not between parents in groups between high school attendance and college graduation.

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<sup>41</sup>Tables are provided in the Appendix which show viewing frequency according to age and education. See Appendix IV, Tables 2, 3, 4, and 5.

The eighth question posed in this study was: what are parents' attitudes toward children's programming? The responses of parents, concerning their program prohibitions and programs which they preferred their children would not watch, offered some general answers to this question. Of the 518 parents who responded, 346 named no program which they wished their children would not watch.<sup>42</sup> This large part of the group, by its silence, accepted children's programs and voiced no concern. When the same parents were asked if they prohibited any children's programs, the great majority answered that they did not.<sup>43</sup> This, also, is a measure of parental acceptance of children's programs as being of sufficient quality for their youngsters to view.

Parents of children of all ages reported that programs were worse in only 1% of the responses made to a question about changes in program quality.<sup>44</sup> The largest group felt that programs had improved; a fourth found no change; and one-fifth had no opinion. Responses for different age groups of children showed that a majority of the parents

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<sup>42</sup>Appendix IV, Table 11.

<sup>43</sup>Appendix IV, Table 12.

<sup>44</sup>Appendix IV, Table 6.



of all age groups indicated an improvement in program quality.

When asked whether the majority of programs were "helpful" or "harmful" for their children, only a very few replied "harmful."<sup>45</sup> Almost two-thirds of the responding parents said "helpful" and one-third offered "no opinion." As in the improved-worse category, the two-year-olds had the lowest percentage in the positive attitude group, while the four-year-olds had the highest percentage of "helpful" replies. The rather high percentage of "no opinion" responses may have been due to the positive and negative strength of the words "helpful" and "harmful." Respondents may have used the "no opinion" as a middle ground between the two extremes which were offered.

Where these replies were studied with regard to parental education levels it was noted that the improved-worse reactions varied with the levels. At the eighth-grade-or-less level, one-third felt that programs had improved, but at the next level, high school attendance, two-thirds felt that they had improved. This variation was not accounted for by responses that the programs had gotten worse, but in a larger number of the lower education group

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<sup>45</sup> See Appendix IV, Table 7.

registering an undecided answer. Those parents who had completed a year or more of graduate study generally felt that programs had not improved or indicated that they were undecided as to any change in quality of programs.<sup>46</sup>

Although most of the parents found programs "helpful," this response varied with the education level of the parents. It ranged from just over half of those respondents who had attended college and those with a year or more of graduate study up to almost three out of four college graduates.<sup>47</sup>

In answer to question eight, results suggest that parents tend to regard children's programming as satisfactory and adequate. Parents in highest and lowest levels of education are less positive about changes or about the helpful nature of today's programs for children. Parents of two-year-old children are less positive about programming.

Question nine asked if children used, in their play activities, the content of programs which they viewed. Parents reported that over half of the children did use television experiences later in their play. The youngest

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<sup>46</sup>A table reflecting these and other education level responses is in Appendix IV, Table 8.

<sup>47</sup>See Appendix IV, Table 9 for education level responses to "harmful-helpful" programs.

children in the survey built on these situations in fewer of the homes, but the three-year-old children frequently used ideas derived from television. As Table 14 shows, no pattern of use seemed to develop from the younger to the older children.

Table 14. Children's use of program content ideas in play activities by different ages.

N 518\*

	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Use TV in Play N 294 57%	40%	66%	57%	62%
Do Not Use TV in Play N 223 43%	60%	34%	43%	38%

\*One respondent gave no answer to use of television in play.

Note: percentages total vertically.

The answer to children's use of television content in play activities seems to be "yes and no"; "yes" in a majority of homes for children three, four, and five years of age, and "no" in a majority of homes of children two years of age.

The tenth question was: do children respond to the television performers' requests to participate in programs? Results showed that most young children did respond to the television performers' requests and did participate when asked. The highest response was for the four-year-old group and the lowest was for the two-year-old group. The percentages reported for each age group increased until the age of five when response receded to match the three-year-old level. Disregarding age, a large majority of the parents reported that their children responded to the television performers' requests to participate in programs.<sup>48</sup>

The last question formally established in this research study inquired as to whether young children watch more or less television in homes where there are older children. There were 373 homes reported as having older siblings and 144 homes as having none. In those homes where older siblings resided, parents reported that the younger children's daily median viewing time was two hours, twenty minutes. In homes with no siblings, viewing was reported as two hours, thirty-five minutes.<sup>49</sup>

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<sup>48</sup>See Appendix II, Table 33 for tabular answer to question ten.

<sup>49</sup>Distribution of percentages of children falling into each hour category can be seen in Appendix II, Table 19.

There appear to be somewhat larger differences in viewing when age groups are considered. For example, two-year-old children with older siblings had a median daily viewing of one hour, forty minutes, and those without older siblings had a median daily viewing of two hours, ten minutes. Three-year-old children followed the same pattern with a slightly smaller difference.<sup>50</sup> These variations in younger children were not discernible in the viewing of four and five-year-olds.<sup>51</sup> It appears that, although the presence of older siblings in the home leads to less viewing on the part of the very young, by the age of four, differences in amount of viewing in homes with and without older siblings are not significant. The variance in amount of viewing of the young children may possibly be attributed to the control that older children exercise over program selection. This could result in a lack of interest on the part of the two and three-year-olds, in the programs designed for older viewers.

#### Additional Findings

In addition to providing the preceding answers to

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<sup>50</sup>Viewing for the two and three-year-olds with older siblings is recorded in Appendix II, Tables 20 and 21.

<sup>51</sup>Four and five-year-olds viewing with older siblings is indicated in Appendix II, Tables 22 and 23.

questions and hypotheses, the analyzed data offers information about the number of sets available and the amount of viewing, the number of channels receivable and amount of viewing, and the number of children viewing with other children, with parents, and alone.

For children of preschool age, more than one set in the home increases viewing slightly. Those children with one set available had an average daily viewing figure of two hours, twenty minutes, compared to those who had multiple sets and an average daily viewing figure of two hours, thirty-five minutes.<sup>52</sup>

Children of various ages change in their televiewing use pattern depending upon the number of sets they have available: two-year-olds watch less television daily with multiple sets, three-year-olds view slightly more, four-year-olds are at the same level whether single or multiple sets are in the home, and five-year-olds watch more television where multiple sets are available.<sup>53</sup> The figures for two-year-olds were based on only fourteen homes with multiple sets and probably do not adequately represent the

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<sup>52</sup>Appendix II, Table 6 details viewing distribution with one and with more than one set.

<sup>53</sup>Comparison of Tables 7, 8, 9, and 10 in Appendix II.

two-year-old population.

Comparisons made in amount of televiewing where two and five channels were available, showed somewhat greater daily median viewing with the larger number of channels. Comparisons were made of these numbers of channels because an approximately equal number of homes reported receiving two or five channels. Average daily viewing for children of all ages was two hours, twenty minutes for homes with two channels and two hours, forty minutes in homes with five channels.<sup>54</sup>

Age of the child had little influence on more or less viewing with two or five channels, except for a rise in the number of hours viewed in both receiving situations. For each age group, daily median viewing is greater in homes where five channels are received than in homes with two channels.<sup>55</sup>

Viewing experiences which children share with siblings, parents, or others were also reported in the

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<sup>54</sup> Appendix II, Table 11 contains percentages of viewing per channel.

<sup>55</sup> Comparison of Tables 12 through 15 in Appendix II will reflect amounts of viewing with single and multiple channels for different age groups.

questionnaire answers. Televiewing with siblings is the normal situation in a majority of the homes with parents or other adults watching with the young children in only a very few of them. In just over a third of the homes, children usually watch alone. Increases in children's ages generally tend to increase viewing with siblings.<sup>56</sup> Likewise, age increases account for a decline in percentage of television viewing done alone. Viewing with parents also tapers off with greater age.

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<sup>56</sup>Appendix III, Table 3 shows shared viewing experiences on an age-by-age basis.



## CHAPTER IV

### SUMMARY

In an earlier chapter the purpose of this study was outlined as fourfold: first, to discover the quantity of television viewing of young children; secondly, to determine the sources of and amount of control exercised over children's viewing; thirdly, to investigate the nature of the conditions under which televiewing occurs and the responses or reactions children express in their attendance to the medium; and lastly, to seek from parents their feelings and attitudes toward programming materials offered their children.

These purposes have been answered in varying degrees by the results presented in the preceding chapter. There follows a review of and comments on the findings and a statement of possible research applications.

#### Review of the Findings

The surveyed population consisted of 518 parents who represented 252 female and 266 male children between two and six years of age. Television was available to all these

children (75% of the total original population of 700) and it was viewed in all homes where questionnaires were completed. The terminal education level of over 80% of those interviewed was at least high school graduation.

Quantity of Viewing.--Children of even the youngest age group were found to be watching significantly large amounts of television daily. Televiewing ranged from a median daily attendance of one and three-quarters hours for the two-year-olds to a high of two hours and fifty minutes for the four-year-olds.

Although this study was able to substantiate the viewing of the youngest group of children, a point of separation between those who view and those who don't remains to be established. It appears that viewing patterns have been developed for the two-year-olds and they are well on their way to increasingly greater uses of the medium. The point at which children first begin attending the medium and responding to its offerings appears to be lower than age two. This is even more emphatically brought to focus when it is remembered that those children included in the two-year-old group were not from all levels of two-year-age, but were those in the first six months of the

age group. Apparently, viewing begins at some level between the one and two-year period. Some serious question might well be raised as to the understanding level of the two-year-old viewers and this question would be even more appropriate for those of lesser age.

The materials which interested and held the attention of the two-year-old were somewhat different from those which held the older groups. This same difference might be suspected between the two-year olds and those of less age. Although not accounted for in the questionnaire responses, several parents of the two-year-olds mentioned the interest which these youngsters took in commercial messages. Since the commercials are of much shorter length than the program segments, involve in many cases sounds and sights not in other programming, and are highly designed to attract attention, it might follow that these are the early viewing interests of those who are two and less than two. The author, prompted by unstructured parental responses, suspects that this is the case and suggests that further research be conducted in this area.

Increases in the age of children increased viewing, except at the highest age level. The reduction in viewing at this level was due in large measure to kindergarten

attendance and the lack of time which these children had available for viewing. Those non-kindergarten five-year-olds continued the upward trend in viewing quantity.

Since kindergarten is part of the public school system in Michigan, the large majority of the five-year-olds were found to be in attendance. The daily length of the session is between two and three hours. Children generally attend either a morning or an afternoon class. Those in a morning attendance pattern were in school during two hours when stations provide an abundance of children's programming. Those in the afternoon sessions were absent from home during a period when children's programs are almost non-existent. Almost one-fifth of the kindergarten child's day is spent in a situation of no access to television. The author feels that the lack of access to television programs was the most significant cause of a reduction in the daily viewing hour averages for the five-year-old children.

In addition to kindergarten attendance, three other factors retarded viewing quantity: education level of the parents, presence of older siblings in the home, and seasonal change. Almost 20% less viewing occurred in homes where education levels were highest. Reduction in televiewing where siblings resided was substantial for the two and

three-year-old groups. The lower level of viewing due to parental education was expected and can be explained partially on the basis of larger parental involvements in young children's decisions and choices. This, in fact, was borne out by the study since viewing control was greater with greater amounts of education.

The reduction in viewing where older siblings were present was somewhat unexpected. The author began this study with the notion that younger children with siblings in the home would more frequently follow the activity patterns of the older siblings; it was reported that the older youngsters viewed sixteen hours per week in the second grade, twenty-three in the fourth grade, and twenty-five hours a week in fifth grade.<sup>57</sup> This, evidently, is not the case for the youngest group of children. The explanation for this phenomenon, however, may lie in the separation in maturity levels which likely exists in these homes.

As has been shown in the preferences children show for particular programs, age and maturity increases tend to change viewing preferences. If the older siblings' program preferences are different, the young children may

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<sup>57</sup>Witty and Kinsella, "Televiewing: Some Observations from Studies 1949-1962," op.cit., p. 772.

prefer not to enter into televiewing because of a lack of interest in, and boredom with, the preferences of older siblings. This reasoning presumes older sibling control of the television set. This would seem very likely for the two and three-year-old children. It is supported by the survey results, also, in that sibling selection of programs and channels was reported highest at the two and three-year-old levels.

Although no fine measure of viewing differences due to seasonal change was obtained through the study, a highly noticeable decline in viewing does occur during the summer months.

Program Preferences.--Program preferences for these young children were found to coincide rather closely with those which their parents chose as best for them. Three of the first five programs named by parents as "best" were ones children included within the first five programs in their own list of preferred viewing choices. This contrasts rather sharply with preferences reported for parents and school age children in 1961.<sup>58</sup> These reports, cited for

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<sup>58</sup>Witty and Kinsella, "A Report on Televiewing, 1961," op. cit., p. 27.

elementary grades one through three, only reflect one program choice of children which parents also made within the first five selections of each group.<sup>59</sup> The difference, in adult and child concepts of preferred programs, for elementary pupils and preschool children is probably due to a relaxation of parental viewing controls for school age children. As this study established, parental control recedes with increased age. A continuation of this trend into the school age years would help explain the variance between parental-child program selection and preference.

The types of programs which the young children watched most regularly, in age groups up to five, were variety programs offering entertainment and instruction on a quiet, low-key level, with adult performers providing stories, games, music, and activities on a level commensurate with preschool understanding. A trend toward cartoon programs begins at the five-year level as the variety, hosted-presentation recedes in popularity. At the age of five a program with a story line and actors appears in the list of ten preferred programs. An earlier study reported that second and third grade children included three cartoons, three situation comedies, and adult programs in their

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<sup>59</sup>Ibid.

program preferences.<sup>60</sup>

Gradual transitions in children's program selections and preferences appear to be occurring from age two through nine. Viewing preferences begin with children's variety programs featuring "live" adult talent, progress to cartoons with animal characters, to situational dramas including animals or children, on to situation comedies of a light adult nature, and by age nine include rather adult dramatic presentations.

Viewing Control.--The sources of control over children's television viewing were divided between the parent and the child, and depended upon both the age of the child and the education of the parent. The child at two years of age selected channels or turned on a set in almost half of the homes. There were indications that he met parental restrictions which prevented him from viewing specific programs in less than a third of the homes. As age increased, the number of children who controlled the television set and selected programs increased, until at the five-year-old level only one-fourth of the parents usually helped in the selection of viewing channels.

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<sup>60</sup>Witty and Kinsella, "Televiewing: Some Observations from Studies 1949-1962," op. cit., p. 773.



While parental control lessens with increased age of the child, control grows in homes where parental education levels are high. The prohibition of particular children's programs was highest among parents of higher education levels. Also, children of parents with high education attainment watched almost 20% less television than those with lowest levels.

The education of parents and the age level of children appear to modify differences in sources of control and program prohibitions just as they do amounts of tele-viewing. The major controlling variable tends to be increased age of the child, with greater education of the parents acting as a corollary to age. Increases in age are accompanied by increases in maturity and the assignment of more responsibility for the child. Parents of higher education evidently regard increases in maturity and age as requiring lesser amounts of child responsibility than do parents of lower education.

Viewing Situations and Responses.--Viewing situations vary for children of different ages, but by adult standards, children prefer to view television programs from a position very close to the set. This desire on the part of the children may be an attempt on their part to identify more

closely with the performer or an unconscious need to sit close in order to eliminate visual distractions which would be noticed from greater distances.

The content of television programs and commercial announcements both prompted responses from children. The commercials were repeated and acted upon by a majority of the children. Greater numbers of the older children responded to commercials. This is probably due to a larger awareness, on the part of four and five-year-olds of the link between announcements and products, brought about by increasing exposure to the source of products when they accompany parents to stores. While the younger child is not generally aware of the process of acquisition of goods and services and, further, cannot verbalize his requests in a forceful manner, the older child can express his desires, knows that items are purchased, and can connect the product in the commercial with the item on the shelf. This larger awareness on the part of the older children probably accounts for the numerous uses of commercial slogans in conversation and the requests most parents receive for purchases of advertised items.

Television program content was responded to and did provoke activity, both during and after the presentation,

for a majority of the children. The three-year-olds showed greatest use of television content ideas in play situations following viewing, and four-year-olds most frequently responded to performers' requests to participate in a television program.

The degree of participation in activity and use of program content in play may mean that performers have a high credibility rating with children of these ages. These performers, at times, are primary sources of information and children tend to hold them in high esteem. This theory is supported by the five-year-old who resists the programs which seek such identification and who tends toward programs which solicit passive attendance. Active involvement and content use may be a function of the younger child's ability to "believe in" the performer to a greater degree.

Parental Attitudes.--Responses of parents, which reflect their attitudes toward programs available to their children, show that a majority feel that children's programming has improved and that viewing materials are helpful to their children. Higher education levels tended to modify these attitudes, less in the direction of non-favorable response than toward response of a neutral "no change" in programs answer. A surprisingly large group of parents

allowed their children to watch any children's program and made no effort to prohibit particular programs.

### Possible Research Applications

Although the findings of this study do offer information and data not previously reported, this research effort was bound to specific limitations of geography, time, resources, and areas of inquiry. It is to be expected, therefore, that these results raise as many questions as they partially answer.

Several facets of the study, which were only briefly explored, could bear considerably greater probing and research.

Although this study yielded few responses indicating non-televieing and dealt almost exclusively with those who did view television, future research into the nature of cultural and social differences between the viewing and non-viewing child would seem appropriate. Do the non-viewers voluntarily absent themselves from television or do their parents prohibit televieing?

A complete area of study which deserves exploration is that of children's program content: the selectors and designers of content, the kinds of program materials which "involve" children in participation while viewing, the

frequency and nature of positive-negative appeals in children's programs, the nature of specific overt responses to program materials, and the motivations of programmers of children's television materials; all are areas which directly concern broadcasters and parents.

In-depth studies of children involved in viewing situations, where a variety of programs are presented, could offer the producer of children's programs guides to content choices.

Another area into which this study probed very briefly was that of seasonal viewing. Weather and program availabilities were thought to be the influencing factors. This assumption, although rather logically founded, is untested. A study which would explore viewing in other climatic situations during comparable programming periods would help determine the degree of influence weather maintains over viewing quantity. A study similar in content and design to the present one, if undertaken during the summer months, might disclose the degree of seasonal variations in tele-viewing.

Control of the viewing experiences of children was partially gauged in the responses made to questions about set control, program prohibitions, and amount of viewing,

but still lacks the definition which would result from a study involving exploration of the rules, regulations, direct supervision, and enforcement patterns which parents use to oversee their children's television attendance.

Parental attitudes toward the quality of children's programming materials were gathered on a very narrow positive-negative scale. A considerable minority of the parents responding to this study indicated program prohibitions. More searching questions which attempted to determine the motivations which prompt parents to prohibit children's programs would offer insights for producers and programmers of children's television.

The nature of young children's attendance and response to television, the attitudes and controls which parents apply to children's television programming, and social and cultural forces which attach to children's televiewing are largely un-researched. The present study is no final answer to these unknown quantities. It may, however, provoke new questions and help provide partial insights into the nature of children's televiewing experiences.

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## APPENDICES

**APPENDIX I**

**BIOGRAPHICAL INFORMATION**

DESCRIPTIVE STATEMENTS ABOUT PROGRAMS  
FOR WHICH VIEWING WAS REPORTED

The programs for which viewing was reported are here divided into five different groups in an effort to briefly indicate their type and general nature. The five categories include: children's variety; hosted cartoons; cartoon situations; cartoon anthologies; and drama-adventures.

Children's variety: These programs included performers and offered a variety of entertainment and informational features. They included:

"Allakazam"; a syndicated program offering stories and magic.

"Captain Kangaroo"; a network program with music, games, stories, pictures, puppets, and cartoon stories.

Very low-key.

"Culver's Clubhouse"; a local program with games, science subjects, animals, crafts, and information features.

"Discovery"; a network informational program with treatments of various subjects.

"Land of Play"; a local live program with games, music, finger-play, puppets, stories, and animals. Very low-key.

"Light Time"; a program considering religious topics with stories, puppets, and conversation-discussions.

"Magic Midway"; a circus variety show with widely differing acts and talent.

"Mickey Mouse Club"; a network program with guest performers and cartoons.

"Ranger Jim"; a local live program which included puppets, stories, and cartoons. (terminated during survey)

"Rae Deane and Friends"; a local live program involving puppets, stories, and cartoons.

"Romper Room"; a program built around nursery school format with local production of national scripting.

"Shari Lewis Show"; a network program including puppets, songs, dances, stories, and guest performers.

Hosted cartoons: These programs were generally built around a variety of different cartoon characters and motion picture short subjects. They included only limited entertainment and involved primarily introduction of cartoon subjects by performers. The programs in this group included:

"Action Theatre"	"Diver Dan"
"Bozo the Clown"	"Kookie Kat"
"Buckeroo Rodeo"	"Mr. Magic's Open House"
"Buffalo Bo"	"Sagebrush Shorty"
"B'wana Don"	"Sausage Sinema"
"Cartoon Carnival"	"Tam's Fun Time"
"Clubhouse Three"	

Cartoon situations: These programs were solely cartoon in content and treated the adventures of specific characters who reappear in almost each episode. These programs were:

"Alvin"	"The Flintstones"
"Beany and Cecil"	"Heckle and Jeckle"
"Bugs Bunny"	"Huckleberry Hound"
"Bullwinkle"	"King Leonardo"
"Clutch Cargo Cartoons"	"Mighty Mouse"
"Comedy Carnival"	"Popeye Theatre"
"Davey and Goliath"	"Quick Draw McGraw"
"Deputy Dawg"	"Ruff and Reddy"
"Felix and Spunky"	"Top Cat"
"Felix the Cat"	"Yogi Bear"

Cartoon anthologies: In several instances, these cartoons were similar to the hosted cartoons, but lacked a performer who appeared with them. They included the following programs:

"Cartoon Capers"	"Funews Cartoons"
"Comedy Matinee"	"Kid Comics"

Drama-adventure: These programs involved story lines with people or animals as their main characters:

"Frontier Circus"	"Rin Tin Tin"
"Fury"	"Superman"
"Lassie"	

## MICHIGAN BELL TELEPHONE COMPANY

Lansing 7, Michigan  
May 9, 1963

Mr. Thomas L. Banks  
5603 Buckingham  
Haslett, Michigan

Dear Mr. Banks

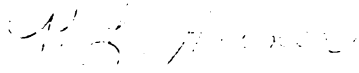
In reply to your request the following information will give the number of residence telephones in the Lansing exchanges:

- 1 - IVANHOE (Lansing) = 31,165 Main residence services
- 2 - OXFORD (Holt) = 1,922 Main residence services
- 3 - EDGEWOOD (E. Lansing) = 8,657 Main residence services
- 4 - FEDERAL (Haslett) = 1,294 Main residence services
- 5 - TURNER (Lansing) = 8,432 Main residence services
- 6 - MADISON (Dansville) = 309 Main residence services
- 7 - NIAGRA (Dimondale) = 731 Main residence services
- 8 - ORCHARD (Mason) = 2,219 Main residence services
- 9 - MITCHELL (Potterville) = 477 Main residence services

We do not have the exact percentages of telephone to the number of homes in these areas. A recent survey shows approximately 95% of the homes in the Lansing area have telephone service. The other exchanges in the Lansing calling area are serviced by companies other than Michigan Bell, therefore, we would not have any statistics on these telephones available to us. Williamston, Bath, and DeWitt are all serviced by General Telephone Company and Aurelius is serviced by the Aurilius and VeVay Telephone Company. We are sure these offices will furnish you with the information you need on these exchanges.

We hope these statistics will be of help to you. If you have any further questions call our business office, 489-9911.

Yours very truly

  
P. L. Werner  
Manager

GENERAL TELEPHONE COMPANY  
OF MICHIGAN

St. Johns, Michigan  
May 15, 1963

Mr. Thomas Banks  
5603 Buckingham Road  
Haslett, Michigan

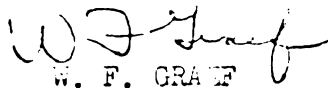
Dear Mr. Banks

As of March 31, 1963 the following General Telephone Company exchanges served main residence telephone as listed below. The figures exclude all business telephones and residence extensions.

Bath	559
Dewitt	973
Grand Ledge	2814
Williamston	1273

We welcome any opportunity to assist in studies such as yours. Please let us know if further information is needed.

Sincerely,

  
W. F. GRAEF  
District Manager

WFG ab

Table 1. Number of registered births for Lansing City and Township by age groups.

N 21,988

Place of Birth	Age of Children						
	2 year olds	2-1/2 year olds	3 year olds	3-1/2 year olds	4 year olds	4-1/2 year olds	5 year olds
Lansing	2,865	2,752	2,855	3,141	3,226	2,904	3,446
Lansing Township	228	262	266	28	0	3	2
Total Births	3,093	3,014	3,121	3,169	3,226	2,907	3,448



Table 2. Number of homes with residential telephone service  
in the Lansing, Michigan, local exchanges.

N 60,516

Exchange	City	No. of Telephones
Edgewood	East Lansing	8,657
Federal	Haslett	1,294
Ivanhoe	Lansing	31,165
Mitchell	Potterville	477
	Bath	559
National	Grand Ledge	2,814
Niagra	Dimondale	731
Northfield	DeWitt	973
Olympic	Williamston	1,273
Orchard	Mason	2,219
Oxford	Holt	1,922
Turner	Lansing	8,432

Table 3. Incompleted questionnaires by reason for non-completion.

N 176\*

	No Telephone Service or Unlisted Number N 53	No Answer (after 4 calls) N 22	No TV N 16	No Child Survey Age N 44	Refusal N 41
Per cent of Incomplete Questionnaires N 176	30%	12%	10%	25%	23%
Per cent of Original Sample N 700	8%	3%	2%	6%	6%

\*Percentage of total sample: 25%

Note: percentages total horizontally.

Table 4. Sex of respondents.

N 518

	Males	Females
Number	34	484
Per Cent	7%	93%

Table 5. Children of each sex for different ages.

N 518

Sex	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Girls N 252 49%	57%	48%	46%	46%
Boys N 266 51%	43%	52%	54%	54%

Note: percentages total vertically.

Table 6. Education of parents in survey homes by sex of parents.

N 1,036\*

	Parental Education Level					
	8th Grade or Under N 46	High School Attendance N 162	High School Graduate N 459	College Attendance N 198	College Graduate N 107	1 Yr. or More Grad. Study N 64
Fathers N 518	5%	16%	38%	19%	13%	9%
Mothers N 518	4%	15%	51%	19%	8%	3%

\*Both sexes for all completed questionnaires.  
Note: percentages total horizontally.

Table 7. Education of responding parents.

N 518

Males 34      Females 484

	Parental Education Level					
	8th Grade or Under	High School Attendance	High School Graduate	College Attendance	College Graduate	1 Yr. or More Grad. Study
Number	22	77	263	102	36	18
Per Cent	4%	15%	51%	20%	7%	3%

Table 8. Education of responding parents according to children's ages.

		N 518			
		Males 34	Females 484		
Education Level	Children's Age Groups				
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143	
Less Than High School Graduate N 99 19%	15%	18%	17%	25%	
High School Graduate N 263 51%	54%	53%	51%	46%	
College Non- Graduate N 102 20%	19%	21%	23%	16%	
College Graduate N 54 10%	12%	8%	9%	13%	

Note: percentages total vertically.

APPENDIX II

AMOUNTS, PREFERENCES, AND RESPONSES TO VIEWING

Table 1. Number of daily viewing hours for children of different ages.

N 518\*

Viewing Hours	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Less than 1 hour N 49 9%	21%	12%	4%	4%
1 to 2 hours N 143 28%	39%	28%	21%	24%
2 to 3 hours N 160 31%	24%	32%	32%	34%
3 hours or more N 165 32%	16%	28%	43%	38%

\*One respondent gave no answer to number of viewing hours.

Note: percentages total vertically.

Table 2. Portions of children's programs viewed by different age children.

N 518

Portion Viewed	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Watch All N 302 58%	31%	52%	63%	82%
Almost All N 64 12%	11%	13%	18%	8%
About Half N 122 24%	45%	27%	17%	9%
Very Little N 30 6%	13%	8%	2%	1%

Note: percentages total vertically.



Table 3. Viewing concentration of children of different ages.

N 518

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Play while Watching N 247 48%	56%	43%	52%	41%
Just Watch N 271 52%	44%	57%	48%	59%

Note: percentages total vertically.

Table 4. Seasonal viewing differences by age groups.

N 518

Seasonal Viewing	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Winter More N 463 89%	79%	89%	96%	93%
Summer More N 1 1%	0%	1%	0%	0%
No Difference N 36 7%	11%	9%	2%	6%
Don't Know N 18 3%	10%	1%	2%	1%

Note: percentages total vertically.

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Table 5. Number of daily viewing hours related to parental education.

N 518

Education Level	No. of Hours Viewed Daily			
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Less than High School Graduate N 99 19%	8%	24%	30%	38%
High School Graduate N 263 51%	7%	27%	34%	32%
College Non-Graduate N 102 20%	13%	34%	27%	26%
College Graduate N 54 10%	16%	29%	27%	28%

Note: percentages total horizontally.

Table 6. Number of daily viewing hours in homes with single and multiple sets.

N 518\*

Sets Available	No. of Hours Viewed Daily			
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Set N 426 82%	10%	30%	29%	31%
Two or More Sets N 91 18%	8%	19%	39%	34%

\*One respondent gave no answer to sets available.  
Note: percentages total horizontally.

Table 7. Number of daily viewing hours of two-year-old children in homes with single and multiple sets.

N 115\*

Sets Available	No. of Hours Viewed Daily			
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Set N 100 88%	19%	41%	24%	16%
Two or More Sets N 14 12%	36%	29%	21%	14%

\*One respondent gave no answer to sets available.  
Note: percentages total horizontally.

Table 8. Number of daily viewing hours of three-year-old children in homes with single and multiple sets.

N 130

Sets Available	No. of Hours Viewed Daily			
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Set N 103 79%	13%	29%	29%	29%
Two or More Sets N 27 21%	4%	22%	48%	26%

Note: percentages total horizontally.

Table 9. Number of viewing hours of four-year-old children in homes with single and multiple sets.

N 130\*

Sets Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Set N 101 78%	3%	23%	31%	43%
Two or More Sets N 28 22%	3%	14%	40%	43%

\*One respondent gave no answer to sets available.  
Note: percentages total horizontally.

Table 10. Number of daily viewing hours of five-year-old children in homes with single and multiple sets

N 143

Sets Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Set N 121 85%	4%	26%	34%	36%
Two or More Sets N 22 15%	4%	11%	39%	46%

Note: percentages total horizontally.

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Table 11. Number of daily viewing hours in homes with single and multiple channels.

N 518\*

Channels Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Channel N 25 4%	16%	38%	24%	22%
Two Channels N 155 30%	10%	31%	32%	27%
Three Channels N 144 28%	14%	28%	27%	31%
Four Channels N 86 17%	5%	23%	37%	35%
Five Channels N 83 16%	4%	26%	30%	40%
Over Five Channels N 20 4%	5%	20%	35%	40%

\*Five respondents gave no answer to channels available.

Note: percentages total horizontally.

Table 12. Number of daily viewing hours of two-year-old children in homes with single and multiple channels.

N 115

Channels Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Channel N 8 7%	25%	38%	12%	25%
Two Channels N 30 26%	27%	50%	17%	6%
Three Channels N 33 29%	35%	18%	23%	24%
Four Channels N 20 17%	5%	45%	40%	10%
Five Channels N 21 18%	9%	53%	24%	14%
Over Five Channels N 3 3%	0%	33%	34%	33%

Note: percentages total horizontally.



Table 13. Number of daily viewing hours of three-year-old children in homes with single and multiple channels.

N 130

Channels Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Channel N 4 3%	12%	75%	13%	0%
Two Channels N 51 39%	12%	28%	32%	28%
Three Channels N 40 31%	13%	29%	28%	30%
Four Channels N 18 14%	11%	22%	39%	28%
Five Channels N 11 9%	0%	18%	27%	55%
Over Five Channels N 6 4%	16%	16%	68%	0%

Note: percentages total horizontally.

Table 14. Number of daily viewing hours of four-year-old children in homes with single and multiple channels.

N 130\*

Channels Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Channel N 6 4%	8%	25%	17%	50%
Two Channels N 42 33%	5%	26%	31%	38%
Three Channels N 34 26%	2%	24%	43%	31%
Four Channels N 19 15%	5%	5%	35%	55%
Five Channels N 24 19%	0%	17%	27%	56%
Over Five Channels N 3 3%	0%	33%	0%	67%

\*Two respondents gave no answer to channels available.

Note: percentages total horizontally.

Table 15. Number of daily viewing hours of five-year-old children in homes with single and multiple channels.

N 143\*

Channels Available	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
One Channel N 7 5%	14%	29%	50%	7%
Two Channels N 32 23%	1%	23%	46%	30%
Three Channels N 37 26%	6%	38%	18%	38%
Four Channels N 29 20%	2%	19%	36%	43%
Five Channels N 27 19%	4%	18%	37%	41%
Over Five Channels N 8 5%	0%	12%	25%	63%

\*Three respondents gave no answer to channels available.

Note: percentages total horizontally.



Table 16. Number of daily viewing hours related to kindergarten attendance.

N 518\*

Nursery School or Kindergarten Attendance	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
6 Months or Less N 135 26%	3%	26%	36%	35%
Over 6 Months N 11 2%	23%	13%	32%	32%
No Attendance N 371 72%	11%	29%	29%	31%

\*One respondent gave no answer to attendance.  
Note: Percentages total horizontally.

Table 17. Number of daily viewing hours of four-year-old children related to nursery school attendance.

N 130\*

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Nursery School Attendance N 19 15%	5%	26%	37%	32%
No Nursery School Attendance N 110 85%	2%	21%	31%	46%

\*One respondent gave no answer to nursery school attendance.

Note: percentages total horizontally.

Table 18. Number of daily viewing hours of five-year-old children related to kindergarten attendance.

N 143

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Kindergarten Attendance N 123 86%	4%	25%	36%	35%
No Kindergarten Attendance N 20 14%	2%	20%	25%	53%

Note: percentages total horizontally.

Table 19. Number of daily viewing hours in homes with older siblings.

N 518\*

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Older Siblings N 373 72%	10%	30%	30%	30%
No Older Siblings N 144 28%	7%	23%	33%	37%

\*One respondent gave no answer to siblings in the home.

Note: percentages total horizontally.

Table 20. Number of daily viewing hours of two-year-old children in homes with older siblings.

N 115

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Older Siblings				
N 89	21%	44%	25%	10%
77%				
No Older Siblings				
N 26	21%	25%	19%	35%
23%				

Note: percentages total horizontally.

Table 21. Number of daily viewing hours of three-year-old children in homes with older siblings.

N 130

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Older Siblings				
N 89	12%	30%	33%	25%
69%				
No Older Siblings				
N 41	10%	21%	32%	37%
31%				

Note: percentages total horizontally.

Table 22. Number of daily viewing hours of four-year-old children in homes with older siblings.

N 130\*

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Older Siblings N 93 72%	2%	23%	31%	44%
No Older Siblings N 36 28%	7%	16%	35%	42%

\*One respondent gave no answer to siblings in the home.

Note: percentages total horizontally.

Table 23. Number of daily viewing hours of five-year-old children in homes with older siblings.

N 143

	No. of Hours Viewed Daily			
	Less than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 or More Hours
Older Siblings N 102 71%	4%	25%	32%	39%
No Older Siblings N 41 29%	2%	23%	40%	35%

Note: percentages total horizontally.



Table 24. Frequency with which children view adult programs for different ages.

N 518

Frequency	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
View Every Day N 121 23%	15%	20%	22%	34%
View Once a Week N 147 29%	26%	25%	26%	36%
View Seldom N 177 34%	30%	43%	38%	26%
Never View N 73 14%	29%	12%	14%	4%

Note: percentages total vertically.

Table 25. Frequency with which children view older siblings programs for different ages.

N 396\*

Frequency	Children's Age Groups			
	2 year olds N 90	3 year olds N 97	4 year olds N 107	5 year olds N 102
View Every Day N 317 80%	90%	77%	73%	82%
View Once a Week N 37 9%	3%	10%	11%	12%
View Seldom N 35 9%	6%	11%	13%	5%
Never View N 7 2%	1%	2%	3%	1%

\*Only those of survey age who had older siblings.  
Note: percentages total vertically.

Table 26. Frequency with which children view adult programs related to parental education.

N 518

Education Level	Frequency of Children's Viewing			
	Every Day	Once a Week	Sometimes	Never
Less than High School Graduate N 99 19%	26%	24%	32%	18%
High School Graduate N 263 51%	27%	27%	34%	12%
College Non-Graduate N 102 20%	16%	33%	38%	13%
College Graduate N 54 10%	15%	32%	35%	18%

Note: percentages total horizontally.

Table 27. Children's programs most regularly viewed by different ages.\*

N 518

Children's Programs	Children's Age Groups				
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143	All Ages N 518
Action Theatre	0%	0%	1%	1%	1%
Allakazam	1%	11%	30%	33%	21%
Alvin	39%	59%	65%	72%	58%
Beany and Cecil	14%	22%	35%	36%	27%
Bozo the Clown	22%	2%	35%	29%	22%
Buckeroo Rodeo	0%	2%	8%	7%	4%
Buffalo Bo	0%	0%	2%	1%	1%
Bugs Bunny	10%	20%	37%	29%	24%
Bullwinkle	16%	42%	61%	44%	42%
B'wana Don	0%	1%	1%	2%	1%
Captain Kangaroo	70%	87%	88%	74%	80%
Cartoon Capers	3%	8%	22%	16%	12%
Cartoon Carnival	1%	10%	20%	17%	12%
Clubhouse Three	0%	1%	4%	8%	3%
Clutch Cargo Cartoons	13%	20%	44%	38%	30%
Comedy Carnival	0%	4%	7%	6%	4%
Comedy Matinee	11%	36%	35%	38%	31%
Culver's Clubhouse	7%	9%	34%	36%	22%
Davey and Goliath	11%	12%	15%	8%	11%
Deputy Dawg	10%	23%	33%	24%	23%
Diver Dan	0%	0%	3%	2%	1%
Discovery	8%	19%	24%	24%	19%
Felix and Spunky	1%	8%	18%	14%	11%
Felix the Cat	20%	48%	53%	40%	41%
Flintstones	10%	25%	47%	41%	32%
Frontier Circus	0%	3%	14%	10%	7%
Funews Cartoons	0%	1%	5%	2%	2%
Fury	11%	28%	38%	39%	30%
Heckle and Jeckle	13%	36%	37%	36%	31%
Huckleberry Hound	40%	59%	72%	82%	64%
Kid Komics	0%	1%	5%	4%	2%
King Leonardo	19%	24%	35%	37%	29%

Table 27. Continued.

Children's Programs	Children's Age Groups				
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143	All Ages N 518
Kookie Kat	0%	2%	2%	2%	2%
Land of Play	26%	30%	37%	23%	29%
Lassie	10%	22%	25%	24%	21%
Light Time	0%	1%	1%	1%	1%
Magic Midway	0%	5%	2%	4%	3%
Mickey Mouse Club	54%	58%	74%	82%	68%
Mighty Mouse	37%	57%	65%	73%	59%
Mr. Magic's Open House	11%	10%	29%	27%	20%
Popeye Theatre	7%	15%	27%	24%	19%
Quick Draw McGraw	9%	15%	32%	31%	22%
Ranger Jim	11%	51%	48%	29%	35%
Rae Deane and Friends	16%	28%	44%	34%	31%
Rin Tin Tin	9%	24%	30%	42%	27%
Romper Room	66%	62%	79%	50%	64%
Ruff and Reddy	3%	16%	25%	20%	16%
Sagebrush Shorty	0%	1%	2%	0%	1%
Sausage Sinema	0%	1%	0%	1%	1%
Shari Lewis	8%	21%	21%	24%	19%
Superman	0%	2%	2%	4%	2%
Tam's Fun Time	0%	8%	18%	13%	10%
Top Cat	4%	12%	28%	29%	19%
Yogi Bear	45%	54%	72%	79%	64%

\*Totals of vertical and horizontal columns do not reflect total percentages for separate age groups or for specific children programs.

Note: The table is meant to be read in the following manner: Using the program "Yogi Bear" as an example, 45% of the two-year-olds watched the program regularly while 54% of the three, 72% of the four, and 79% of the five-year-olds were regular viewers. Of children of all ages, 64% regularly watched "Yogi Bear."

Table 28. Ten programs most regularly viewed by all age children.

N 518

Program Order	Per Cent Viewing Regularly
1. Captain Kangaroo	80%
2. Mickey Mouse Club	68%
3. Huckleberry Hound	64%*
4. Romper Room	64%
5. Yogi Bear	64%*
6. Mighty Mouse	59%*
7. Alvin	58%*
8. Bullwinkle	42%*
9. Felix the Cat	41%*
10. Ranger Jim	35%

\*Animated cartoons.

Table 29. Ten programs most regularly viewed by two-year-olds.

N 115

Program Order	Per Cent Viewing Regularly
1. Captain Kangaroo	70%
2. Romper Room	66%
3. Mickey Mouse Club	54%
4. Yogi Bear	45%*
5. Huckleberry Hound	40%*
6. Alvin	39%*
7. Mighty Mouse	37%*
8. Land of Play	26%
9. Bozo the Clown	22%
10. Felix the Cat	20%*

\* Animated cartoon.

Table 30. Ten programs most regularly viewed by three-year-olds.

N 130

Program Order	Per Cent Viewing Regularly
1. Captain Kangaroo	87%
2. Romper Room	62%
3. Alvin	59%*
4. Huckleberry Hound	59%*
5. Mickey Mouse Club	58%
6. Mighty Mouse	57%*
7. Yogi Bear	54%*
8. Ranger Jim	51%
9. Felix the Cat	48%*
10. Bullwinkle	42%*

\*Animated cartoon.

Table 31. Ten programs most regularly viewed by four-year-olds.

N 130

Program Order	Per Cent Viewing Regularly
1. Captain Kangaroo	88%
2. Romper Room	79%
3. Mickey Mouse Club	74%
4. Huckleberry Hound	72%*
5. Yogi Bear	72%*
6. Alvin	65%*
7. Mighty Mouse	65%*
8. Bullwinkle	61%*
9. Felix the Cat	53%*
10. Ranger Jim	48%

\*Animated cartoon.

Table 32. Ten programs most regularly viewed by five-year-olds.

N 143

Program Order	Per Cent Viewing Regularly
1. Huckleberry Hound	82%*
2. Mickey Mouse Club	82%
3. Yogi Bear	79%*
4. Captain Kangaroo	74%
5. Mighty Mouse	73%*
6. Alvin	72%*
7. Romper Room	50%
8. Bullwinkle	44%*
9. Rin Tin Tin	42%
10. The Flintstones	41%*

\*Animated cartoon.



Table 33. Children's response to television performers' requests by different ages.

N 518

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Respond N 335 65%	58%	64%	72%	64%
Do Not Respond N 183 35%	42%	36%	28%	36%

Note: percentages total vertically.

Table 34. Children's use of program content ideas in play activities by different ages.

N 518\*

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Use TV for Play N 294 57%	40%	66%	57%	62%
Do Not Use TV for Play N 223 43%	60%	34%	43%	38%

\*One respondent gave no answer to use of TV in play.

Note: percentages total vertically.

Table 35. Children's repeating of television commercials by different ages.

N 518

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Repeat Commercials (Parents recalled one) N 232 45%	29%	62%	53%	35%
Repeat Commercials (Parents did not recall) N 157 30%	25%	23%	34%	38%
Do Not Repeat Commercials N 129 25%	46%	15%	13%	27%

Note: percentages total vertically.

Table 36. Children requesting products advertised on television by different ages.

N 518

	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Request Purchases (Parents recall one) N 304 59%	25%	68%	63%	73%
Request Purchases (Parents did not recall) N 73 14%	8%	8%	25%	15%
Do Not Request Purchases N 141 27%	67%	24%	12%	12%

Note: percentages total vertically.

Table 37. Children requesting specific programs by different ages.

N 518

	Children's Age Groups			
	2	3	4	5
	year olds N 115	year olds N 130	year olds N 130	year olds N 143
Request Specific Programs N 369 71%	53%	68%	78%	83%
Do Not Request Specific Programs N 149 29%	47%	32%	22%	17%

Note: percentages total vertically.

APPENDIX III

VIEWING SITUATION AND CONTROLS

Table 1. Children's viewing distance preferences by different ages.

N 518

Preferred Distance	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Zero to 4 feet N 153 29%	38%	31%	31%	18%
4 to 7 Feet N 211 41%	33%	43%	38%	48%
7 to 10 Feet N 78 15%	14%	15%	16%	16%
10 or More Feet N 76 15%	15%	11%	15%	18%

Note: percentages total vertically.

Table 2. Adults viewing distance preferences.

N 518

	Preferred Viewing Distance		
	Zero to 5 feet	5 to 10 feet	10 or more feet
Number	3	204	311
Per Cent	1%	39%	60%

Table 3. Children's viewing experiences with others by different ages.

N 518

	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Watch Alone N 194 38%	40%	48%	38%	26%
Watch with Siblings N 295 57%	52%	49%	57%	69%
Watch with Parents N 20 4%	6%	2%	4%	3%
Watch with All Others N 9 1%	2%	1%	1%	2%

Note: percentages total vertically.

Table 4. Sources of children's program control and tuning for different ages.

N 518\*

Source of Control	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
The Child N 252 49%	25%	48%	49%	68%
The Parent N 202 40%	56%	39%	45%	24%
A Sibling N 56 10%	19%	12%	6%	7%
Other Persons N 2 1%	0%	1%	0%	1%

\*Six respondents gave no answer to the selector or tuner of programs.

Note: percentages total vertically.



Table 5. Sources of children's program control and tuning related to parental education.

N 518\*

Education Level	Source of Control			
	The Child N 252	The Parent N 202	A Sibling N 56	Other Person N 2
Less than High School Graduate N 99 19%	52%	37%	11%	0%
High School Graduate N 263 51%	49%	40%	10%	1%
College Non-Graduate N 102 20%	46%	41%	13%	0%
College Graduate N 54 10%	48%	45%	7%	0%

\*Six respondents gave no answer to the selector or tuner of programs.

Note: percentages total horizontally.

Table 6. Parents prohibiting some children's programs related to parental education.

N 518

	Education Levels			
	Less than High School Graduate N 99	High School Graduate N 263	College Non-Graduate N 102	College Graduate N 54
Prohibits Programs N 151 29%	20%	27%	37%	41%
No Prohibition N 367 71%	80%	73%	63%	59%

Note: percentages total vertically.

**APPENDIX IV**

**PARENTAL ATTITUDES AND VIEWING**

Table 1. Frequency with which parents view their children's programs related to parental education.

N 518\*

Education Level	Frequency of Parental Viewing			
	Daily N 210	Weekly N 123	Sometimes N 139	Never N 45
8th Grade or Under N 22 4%	32%	9%	46%	13%
High School Attendance N 77 15%	41%	23%	31%	5%
High School Graduate N 263 51%	40%	26%	24%	10%
College Attendance N 102 20%	42%	26%	24%	8%
College Graduate N 54 10%	45%	18%	32%	5%
All Respondents	41%	24%	27%	8%

\*One respondent gave no answer to frequency of parental viewing.

Note: Percentages total horizontally.

Table 2. Frequency with which parents view their two-year-old's programs related to parental education.

N 115

Education Level	Frequency of Parental Viewing			
	Daily N 50	Weekly N 24	Sometimes N 30	Never N 11
Less than High School Graduate N 17 15%	12%	29%	47%	12%
High School Graduate N 62 54%	53%	21%	20%	6%
College Non-Graduate N 22 19%	41%	18%	27%	14%
College Graduate N 14 12%	43%	14%	29%	14%
All Respondents	44%	21%	26%	9%

Note: percentages total horizontally.

Table 3. Frequency with which parents view their three-year-old's programs related to parental education.

N 130\*

Education Level	Frequency of Parental Viewing			
	Daily N 47	Weekly N 31	Sometimes N 34	Never N 17
Less than High School Graduate N 24 18%	42%	21%	33%	4%
High School Graduate N 69 53%	32%	24%	26%	18%
College Non-Graduate N 27 21%	41%	30%	18%	11%
College Graduate N 10 8%	40%	20%	30%	10%
All Respondents	37%	24%	26%	13%

\*One respondent gave no answer to frequency of viewing.

Note: percentages total horizontally.

Table 4. Frequency with which parents view their four-year-old's programs related to parental education.

N 130

Education Level	Frequency of Parental Viewing			
	Daily N 61	Weekly N 28	Sometimes N 31	Never N 10
Less than High School Graduate N 22 17%	50%	18%	27%	5%
High School Graduate N 66 51%	49%	21%	20%	10%
College Non-Graduate N 30 23%	40%	27%	27%	6%
College Graduate N 12 9%	50%	17%	33%	0%
All Respondents	47%	22%	24%	7%

Note: percentages total horizontally.

Table 5. Frequency with which parents view their five-year-old's programs related to parental education.

N 143

Education Level	Frequency of Parental Viewing			
	Daily N 52	Weekly N 40	Sometimes N 44	Never N 7
Less than High School Graduate N 36 25%	42%	17%	33%	8%
High School Graduate N 66 47%	27%	37%	32%	4%
College Non-Graduate N 23 16%	48%	26%	22%	4%
College Graduate N 18 12%	45%	22%	33%	0%
All Respondents	36%	28%	31%	5%

Note: percentages total horizontally.



Table 6. Parents' attitudes toward children's program quality changes by different ages.

N 518

Parents' Attitudes	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Programs Improved N 285 55%	51%	55%	62%	52%
Programs Worse N 7 1%	1%	2%	1%	1%
Programs Unchanged N 128 25%	20%	31%	22%	26%
No Opinion N 98 19%	28%	12%	15%	21%

Note: percentages total vertically.

Table 7. Parents' attitudes toward positive-negative nature of children's programs by different ages.

N 518\*

Parents' Attitudes	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Programs are "Harmful" N 16 3%	3%	3%	4%	3%
Programs are "Helpful" N 331 64%	59%	63%	68%	65%
No Opinion N 170 33%	38%	34%	28%	32%

\*One respondent gave no answer to nature of programs.

Note: percentages total vertically.

Table 8. Parents' attitudes toward children's program quality changes related to parental education.

N 518

Parents' Attitudes	Education Levels					
	8th Grade or Less N 22	High School Attendance N 77	High School Graduate N 263	College Attendance N 102	College Graduate N 36	1 or More Years Grad. Study N 18
Programs Improved N 285 55%	36%	64%	56%	55%	50%	33%
Programs Worse N 7 1%	4%	0%	2%	1%	0%	0%
Programs Unchanged N 128 25%	14%	19%	24%	27%	31%	45%
Undecided N 98 19%	46%	17%	18%	17%	19%	22%

Note: percentages total vertically.

Table 9. Parents' attitudes toward positive-negative nature of children's programs related to parental education.

N 518

Parents' Attitudes	Education Levels					
	8th Grade or Less N 22	High School Attendance N 77	High School Graduate N 263	College Attendance N 102	College Graduate N 36	1 or More Years Grad. Study N 18
Programs are "Harmful " N 16 3%	4%	0%	3%	4%	0%	5%
Programs are "Helpful " N 331 64%	59%	65%	67%	56%	72%	56%
No Opinion N 171 33%	37%	35%	30%	40%	28%	39%

Note: percentages total vertically.

Table 10. Parental selections of "the best" children's program by different ages.

N 518

Programs Named	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Captain Kangaroo N 232 45%	38%	56%	48%	38%
Discovery N 19 3%	0%	4%	2%	8%
Land of Play N 20 4%	6%	5%	3%	1%
Mickey Mouse Club N 26 5%	6%	5%	1%	8%
Romper Room N 86 17%	21%	13%	23%	11%
Other Programs N 53 10%	6%	7%	13%	14%
No Program Best N 26 5%	9%	3%	2%	5%
No Opinion N 56 11%	14%	7%	8%	15%

Note: percentages total vertically.

Table 11. Programs parents prefer their children not watch by different ages.

N 518

Children's Programs	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Three Stooges N 105 20%	21%	14%	19%	26%
All Other Programs* N 67 13%	4%	17%	19%	10%
No Program Named N 346 67%	75%	69%	62%	64%

\*Other programs mentioned frequently, but no one totaling more than 2% include: Comedy Matinee, Lassie, Li'l Rascals, Mr. Magic's Open House, Ranger Jim, and Rin Tin Tin.

Note: percentages total vertically.

Table 12. Programs parents prohibit their children from watching by different ages.

N 518\*

Programs Prohibited	Children's Age Groups			
	2 year olds N 115	3 year olds N 130	4 year olds N 130	5 year olds N 143
Three Stooges N 111 21%	9%	23%	28%	23%
All Other Programs** N 63 12%	5%	13%	18%	11%
No Programs Pro- hibited N 367 71%	86%	68%	61%	69%

\*In some cases respondents gave more than one answer. Total responses numbered 541, or 104%.

\*\*Other programs included: Comedy Matinee, Lassie, Mr. Magic's Open House, Our Gang, Ranger Jim, and others.

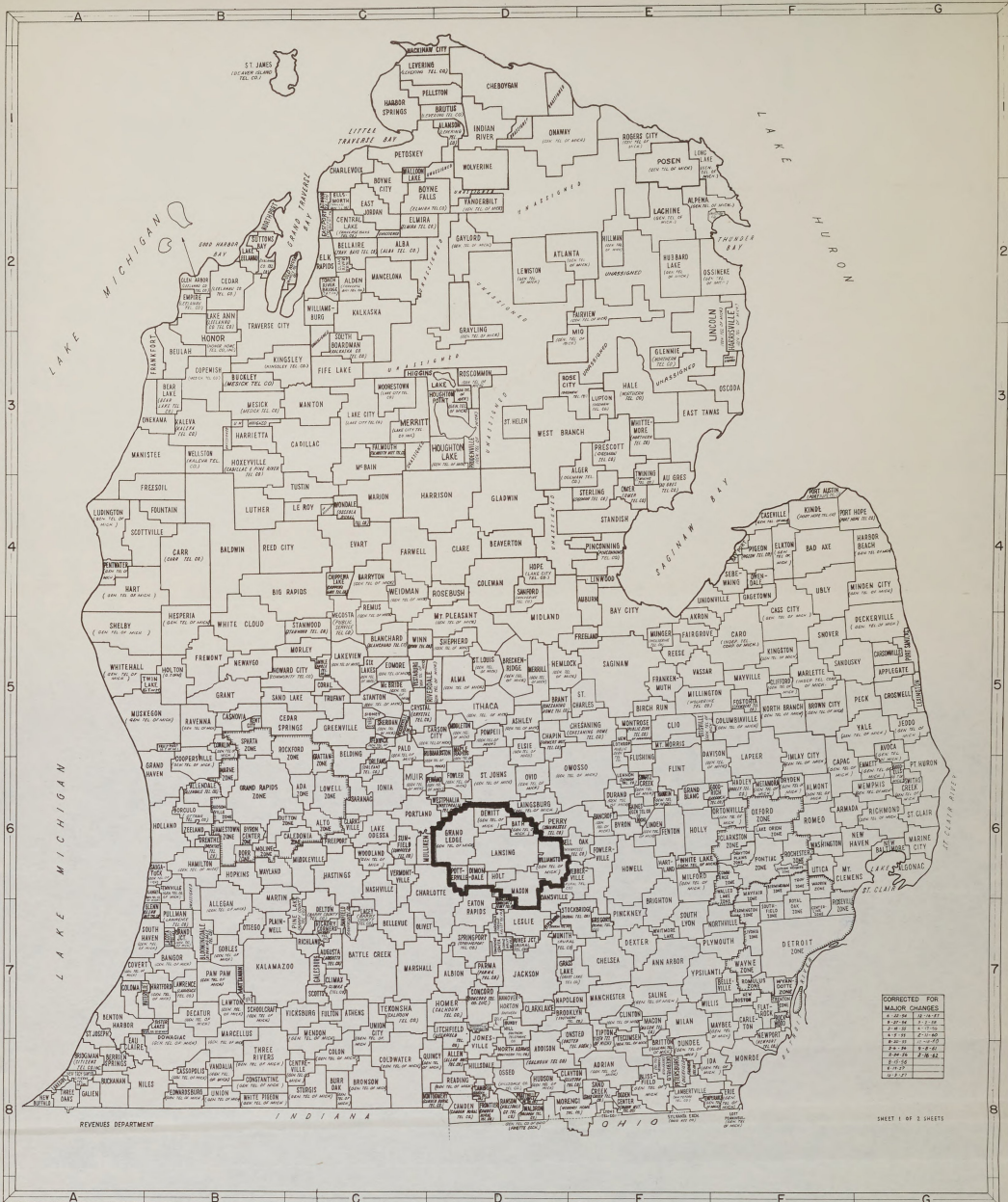
Note: percentages total vertically. Totals in excess of 100% are due to multiple answers by some respondents.

APPENDIX V

SAMPLE QUESTIONNAIRE AND MAP



MICHIGAN BELL TELEPHONE COMPANY  
MICHIGAN BELL AND INDEPENDENT COMPANY EXCHANGE AREAS  
LOWER PENINSULA



Key: Outlined portion defines the telephone exchanges within the Lansing, Michigan, local calling area.

Name \_\_\_\_\_ Age \_\_\_\_\_

Quest. No. \_\_\_\_\_ (4-6) \_\_\_\_\_

Parents \_\_\_\_\_

Call No. Date

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Respondent: M F

Tel. No. \_\_\_\_\_

am

Recall: Day \_\_\_\_\_ Hr \_\_\_\_\_ pm

HELLO. WE ARE CONDUCTING A RESEARCH STUDY OF  
THE TELEVISION VIEWING OF YOUNG CHILDREN. IF  
YOU HAVE A FEW MINUTES' THERE ARE SOME QUESTIONS  
I'D LIKE TO ASK YOU . . . .

(if busy, ask for a time to call back)

1. How many TV sets do you have in your home that are in working order?

1 2 3 None (if 'None', terminate inter- )  
(1) (2) (3) (0) (view with: "Thank you, but ) 9) \_\_\_\_\_  
(we are only recording infor- )  
(mation about children who )  
(have access to a TV." )

2. On which channels do you receive a good picture?

2 3 4 5 6 7 8 10 12 Don't Know/ 10) \_\_\_\_\_  
(1) (2) (3) (4) (5) (6) (7) (8) (9) No Answer  
(0)

3. Do you have a youngster between two and five and a half in your home?

Yes-1 No-2 (if 'NO', terminate interview with: ) 11) \_\_\_\_\_  
("Thank you, but we are only inter- )  
(ested in children of those ages in )  
(our present study." )

4. How old is the youngster?  
 2 3 4 5 (if more than one child, specify) 12)\_\_\_\_  
 (1) (2) (3) (4) (from age as given above. )
5. A little girl or a boy?  
 Girl-1 Boy-2 13)\_\_\_\_
6. Has he(she) attended a nursery school or kindergarten regularly?  
 Yes-1 No-2 (if 'Yes':) For how long a time? 14)\_\_\_\_  
 3 mos 6 mos 9 mos 1 yr Over 1 yr  
 (1) (2) (3) (4) (5) 15)\_\_\_\_
7. Does your child watch television at all?  
 Yes-1 No-2 (if 'NO', skip to question #30) 16)\_\_\_\_
8. How many hours did your youngster watch TV yesterday (Friday)? (Monday calls)  
 Less than 1/2 1/2 1 1-1/2 2 2-1/2 3  
 (1) (2) (3) (4) (5) (6) (7)  
 More than 3 17)\_\_\_\_  
 (8)
9. How many hours did he(she) watch day before yesterday (Friday)? (Tues. call)  
 Less than 1/2 1/2 1 1-1/2 2 2-1/2 3  
 (1) (2) (3) (4) (5) (6) (7)  
 More than 3 18)\_\_\_\_  
 (8)
10. As I read this list of programs which are considered to be programs for children, will you please indicate those programs your youngster watches almost every-time they come on? If you watch any of these programs with your child, would you also tell me which ones you watch?

Programs	Children Watch	Adults Watch	Both Watch	Neither Watch	
Action Theatre	1	2	3	0	19) _____
Allakazam	1	2	3	0	20) _____
Alvin	1	2	3	0	21) _____
Beany and Cecil	1	2	3	0	22) _____
Bozo the Clown	1	2	3	0	23) _____
Buckeroo Rodeo	1	2	3	0	24) _____
Buffalo Bo	1	2	3	0	25) _____
Bugs Bunny	1	2	3	0	26) _____
Bullwinkle	1	2	3	0	27) _____
B'wana Don	1	2	3	0	28) _____
Captain Kangaroo	1	2	3	0	29) _____
Cartoon Capers	1	2	3	0	30) _____
Cartoon Carnival	1	2	3	0	31) _____
Clubhouse Three	1	2	3	0	32) _____
Clutch Cargo Cartoons	1	2	3	0	33) _____
Comedy Carnival	1	2	3	0	34) _____
Comedy Matinee	1	2	3	0	35) _____
Culver's Clubhouse	1	2	3	0	36) _____
Davey and Goliath	1	2	3	0	37) _____
Deputy Dawg	1	2	3	0	38) _____
Diver Dan	1	2	3	0	39) _____

Programs	Children Watch	Adults Watch	Both Watch	Neither Watch	
Discovery	1	2	3	0	40) _____
Felix and Spunky	1	2	3	0	41) _____
Felix the Cat	1	2	3	0	42) _____
Flintstones	1	2	3	0	43) _____
Frontier Circus	1	2	3	0	44) _____
Funews Cartoons	1	2	3	0	45) _____
Fury	1	2	3	0	46) _____
Heckle and Jeckle	1	2	3	0	47) _____
Huckleberry Hound	1	2	3	0	48) _____
Kid Komics	1	2	3	0	49) _____
King Leonardo	1	2	3	0	50) _____
Kookie Kat	1	2	3	0	51) _____
Land of Play	1	2	3	0	52) _____
Light Time	1	2	3	0	53) _____
Magic Midway	1	2	3	0	54) _____
Mickey Mouse Club	1	2	3	0	55) _____

Programs	Children Watch	Adults Watch	Both Watch	Neither Watch	
Mighty Mouse	1	2	3	0	56) _____
Mr. Magic's Open House	1	2	3	0	57) _____
Popeye Theatre	1	2	3	0	58) _____
Quick Draw McGraw	1	2	3	0	59) _____
Ranger Jim	1	2	3	0	60) _____
Rae Dean and Friends	1	2	3	0	61) _____
Rin Tin Tin	1	2	3	0	62) _____
Romper Room	1	2	3	0	63) _____
Ruff and Reddy	1	2	3	0	64) _____
Sagebrush Shorty	1	2	3	0	65) _____
Sausage Sinema	1	2	3	0	66) _____
Shari Lewis	1	2	3	0	67) _____
Superman	1	2	3	0	68) _____
Tam's Fun Time	1	2	3	0	69) _____
Top Cat	1	2	3	0	70) _____
Yogi Bear	1	2	3	0	71) _____
Lassie	1	2	3	0	72) _____
					<u>END OF CARD ONE</u> 80) <u>1</u>

11. Of the programs he(she) sees, does he(she) watch the entire program?

Yes-1 No-2 (if 'NO':) How much of these programs does he usually watch? 9) \_\_\_\_\_

Almost All-1 About Half-2

Very Little-3 10) \_\_\_\_\_

12. Does he (she) usually play while watching television or just watch?

Play and Watch-1 Watch-2 11) \_\_\_\_\_

13. On some programs the performers ask the children to sing, paint, count, or respond in some way. Does your youngster usually respond to such requests by doing some of the things requested?

Yes-1 No-2 (if 'YES':) When has he done these things most recently? 12) \_\_\_\_\_

Today-1 This week-2 This month-3 Can't remember-4

13) \_\_\_\_\_

14. After a program has gone off does he (she) play or pretend things he (she) saw happen on the program?  
 Yes-1 No-2 14) \_\_\_\_\_
15. Does he (she) mimic TV commercials by repeating slogans or singing parts of the commercials?  
 Yes-1 No-2 (if 'YES':) Can you recall a commercial he (she) mimics? 15) \_\_\_\_\_
- 
- (recall, score 1/no recall, score 3)
16. Do you find your youngster asking for items as a result of having seen them advertised on TV?  
 Yes-1 No-2 (if 'YES':) Can you recall one such item? 16) \_\_\_\_\_
- 
- (recall, score 1/no recall, score 3)
17. How does the amount of time your child spends watching TV during winter months compare with summer? Which is more?  
 Winter more-1 Summer more-2 No difference-3  
 Don't Know-4 17) \_\_\_\_\_
18. When your youngster watches television does he (she) usually watch alone?  
 Yes-1 No-2 (if 'NO':) With whom does he (she) watch? 18) \_\_\_\_\_  
 Brother/Sister-1 Parent-2 Friend-3 Other adult-4  
 19) \_\_\_\_\_
19. Are there older brothers or sisters living at home?  
 Yes-1 No-2 (if 'NO', skip to question #21) 20) \_\_\_\_\_

20. How often does the younger child watch programs that the older one sees?
- Every day-1    At least once a week-2    Not often-3
- Never-4
- 21) \_\_\_\_
21. How often does your youngster watch programs that adult members of the family see?
- Every day-1    At least once a week-2    Not often-3
- Never-4
- 22) \_\_\_\_
22. When he (she) expresses a desire to watch TV, who usually turns the set on or selects the channel for him (her)?
- He/She does-1    Parent-2    Brother/Sister-3
- Other adult-4
- 23) \_\_\_\_
23. Does he (she) usually ask to watch a specific program?
- Yes-1    No-2
- 24) \_\_\_\_
24. About how many feet from the TV set would you say your child likes to sit?
- 1    2    3    4    5    6    7    8    9    10 or more    25) \_\_\_\_  
 (1) (2) (3) (4) (5) (6) (7) (8) (9)    (0)
25. About how many feet from the TV set do you sit to watch television?
- 1    2    3    4    5    6    7    8    9    10 or more    26) \_\_\_\_  
 (1) (2) (3) (4) (5) (6) (7) (8) (9)    (0)
26. How often do you get to watch the programs your child is viewing?
- Once a day-1    Once a week-2    Once in a while-3
- Never-4
- 27) \_\_\_\_

27. Of the programs your youngster sees regularly, which one do you feel is the best program for him (her) to watch?

\_\_\_\_\_ None-7 No opinion-8 28)\_\_\_\_  
 (categories 1-6)

(if a program is named:) Why do you feel that that program is the "best"?

\_\_\_\_\_

28. Is there any program you wish he (she) would not watch?

\_\_\_\_\_ No-7 29)\_\_\_\_  
 (categories 1-6)

(if a program is named:) Why do you wish he (she) wouldn't watch that program?

\_\_\_\_\_

29. Are there any children's programs you don't allow your youngster to watch?

Yes-1 No-2 (if 'YES':) Which programs are they? 30)\_\_\_\_

A. \_\_\_\_\_ 31)\_\_\_\_

B. \_\_\_\_\_ 32)\_\_\_\_

(categories 1-6) C. \_\_\_\_\_ 33)\_\_\_\_

(for each named) D. \_\_\_\_\_ 34)\_\_\_\_

What are your reasons for not allowing him (her) to watch:

Program A. \_\_\_\_\_

Program B. \_\_\_\_\_

Program C. \_\_\_\_\_

Program D. \_\_\_\_\_



30. Do you feel that the quality of children's programs has been improving or has gotten worse in the last year?

Improved-1 Worse-2 No change-3 Don't know-4 35) \_\_\_\_\_

31. Which of these kinds of children's TV programs are there more of today:

Harmful?-1 (or) Helpful?-2 No opinion-3 36) \_\_\_\_\_

32. What is the name of the last school you attended? \_\_\_\_\_

33. What was the last grade in school you completed?

8 or under 9 10 11 12 13 14 15 16  
(0) (1) (2) (3) (4) (5) (6) (7) (8)

17 or over  
(9) 37) \_\_\_\_\_

34. What is the name of the last school your husband (wife) attended? \_\_\_\_\_

35. What was the last grade in school your husband (wife) completed?

8 or under 9 10 11 12 13 14 15 16  
(0) (1) (2) (3) (4) (5) (6) (7) (8)

17 or over  
(9) 38) \_\_\_\_\_

END OF CARD TWO 80) \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION!  
THE INFORMATION YOU'VE GIVEN WILL BE OF GREAT HELP  
TO US. THANK YOU AGAIN . . . . .