A STUDY OF THE SIGNIFICANCE OF A COMMERCIAL NETWORK BROADCAST TELEVISION NEWS PROGRAM FOR CHILDREN

An abstract of a Field Report by
Joyce Gray McSorley
June 1975
Drake University
Advisor: Dr. Bruce Vennard

The problem. Are the educational children's programs presented by network broadcasting truly instructional media?

Procedures. Students were tested in groups of 100 each week over a four-week period on material presented in the CBS children's program In the News. Each week the students were divided into two groups prior to the programming. One group was instructed to view the program and one group was not specifically instructed to do so. Test scores were derived from multiple choice type tests written to cover news events discussed in the previous Saturday's programming. The tests were scored on a basis of per cent correct. The scores were analyzed in two sets of data. The first set of data compared the average scores of those who had viewed the program with the average scores of those who had not viewed the program. The second set of data involved comparing the average scores of those who had viewed as a result of being instructed to view with those who viewed but had not been instructed to do so. All scores were placed in tables.

Findings. Students who had viewed the program In the News prior to the testing scored higher than those who had not viewed the program. Further, those students who had been instructed to view the program and did so scored higher than those who had viewed the program but had not been instructed to view.
A STUDY OF THE SIGNIFICANCE OF A COMMERCIAL NETWORK
BROADCAST TELEVISION NEWS PROGRAM FOR CHILDREN

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Joyce Gray McSorley
June 1975
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by

Joyce Gray McSorley

Approved by Committee:

Bruce Vennard
Chairman

Donald K. Moon

Earle J. Canfield
Dean of the School of Graduate Studies
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Chapter 1

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this field study was to discover if learning occurred as a result of the viewing of a child-oriented news program called *In the News*. This CBS program was designed to present current events to children. It was and is presently broadcast several times each Saturday morning in two-and-a-half minute shorts, interspersed into the regular programming of purely entertaining programs. This is prime child-viewing time. Further, the study was to discover whether or not the assignment of the viewing of this program would further knowledge of current events for the child viewer.

IMPORTANCE OF THE STUDY

In 1971 at the American Academy of Pediatrics, Gerald S. Looney, Physician In-Chief at the Kennedy Memorial Hospital and Instructor in pediatrics at both Boston University School of Medicine and Harvard Medical School, disclosed some startling evidence concerning the television

\[1\] Robert Choate and Nancy Debevoise, "Battling the Electronic Babysitter," *Ms.* (April, 1975), 91.
viewing habits of American children:

By the age of 14 a child has witnessed the violent assault or destruction of 18,000 human beings on television. The Culkin Study suggesting 15,000 hours (viewing time for a high school graduate) has been updated by almost 50% to 22,000 hours.¹

Interest in television and its policies led to studies such as Public Television: A Program for Action (Carnegie Commission 1968)² which questioned the value of what was presented for children on network broadcasting. A significant example of the general awareness of television's vast influence may be witnessed in the guidelines set up by the National Association of Broadcasting in regard to this area of concern:

Programs broadcast particularly for children should be both wholesome and whenever possible, educational. They should inspire respect for the family, the community, and the fundamentals of the American way of life.

Children's programs should aim to project educational values through the medium of entertainment. These programs will discourage a child's natural tendency to admire or emulate antisocial persons or customs. Every effort will be made to instill respect for the law and law enforcement agencies, and generally accepted moral codes. Producers of children's programs should co-operate.


Programs broadcast during hours when children may be expected to listen should foster the accepted moral, social and ethical ideals characteristic of American life.¹

Recently, the television networks have made an effort to be accountable to the charge that children's broadcasting should be educational. Evidence of the effort was witnessed in the addition of several educational series to the Saturday morning schedule. Examples of this type of programming are: NBC Multiplication Rock (a five-minute cartoon series dealing with the multiples of the first twelve cardinal numbers), and You Are There (a drama series enacting stories from American History such as the Boston Tea Party). However, little has been done to discover the effectiveness of this type of programming. It would seem a necessity exists to examine this programming in light of its educational value.

PROCEDURE FOLLOWED

Permission to conduct this study was obtained from the administrators of the Clear Lake Community School District. It was also necessary to confer with the teachers of the students who were participating in the study in order to facilitate scheduling of necessary testing times.

One group of sixth grade students and one group of fifth grade students were used for this study. Each student group consisted of approximately equal number. In using two grade levels, the writer felt that the age range (10-12 years old) would render the study more valid than a single grade, and thus a smaller age span.

Each classroom group was tested in the following manner: on one week, half of the group constituted the control group, i.e., those instructed to view In the News. The following week, that same group formed the experimental group, i.e., those not instructed to view In the News. The following chart illustrates the testing schedule used for the testing period.

A= Ms. Jone's 5th Grade  B= Ms. Lake's 5th Grade
C= Mr. Stone's 6th Grade  D= Ms. Hill's 6th Grade

<table>
<thead>
<tr>
<th>Test Week</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>C</td>
</tr>
</tbody>
</table>

For purposes of treating data everyone was considered to be in either an "A" group or a "B" group.

Each test was written by the researcher so as to include ten multiple choice or true false type questions. The tests were validated by means of having one administrator and one other school teacher from the school district examine the test questions after having viewed
the same programming. This form of validating varies from the standard procedure whereby the advisor reviews the testing material. This was necessary because the program was on Saturday and the testing on Monday. Time and distance made the usual process impossible.

The tests included questions based on current events discussed on the television program *In the News* on the previous Saturday. The tests were similar in form to the tests found in the *Weekly Reader* series. This is a reading supplement familiar to all elementary students in the school district. Students responded to the questions by checking an appropriate answer from a list of possible choices.

The final question on each test read: "Did you watch *In the News* last Saturday morning?" One might expect that students who did not know the answers to the questions would have responded "no" to the final question whether or not they did view the program. Reasoning might have been ". . . if I didn't watch, I couldn't possibly be expected to answer correctly." The writer felt that this was not a limiting factor in the study however as the test papers were not signed and further, this is a non-graded school and students do not have the pressure of a pass/fail system.

The completed tests were sorted according to the final question as follows:
<table>
<thead>
<tr>
<th>Group</th>
<th>Yes-Viewed % correct</th>
<th>No-Did Not View % correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B Experimental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The tests were scored on the basis of percentage correct. The results were manually tabulated and placed on a table designed by the writer for the study. The results of these data were analyzed in order to discover if a trend seemed evident. The writer simply looked for percentage differences between groups but did not try to make inferences to larger populations. Any conclusions drawn are simply possibilities rather than probabilities.
Chapter 2

RELATED LITERATURE

According to David Sarnoff, Chairman of the Board Radio Corporation of America:

So swiftly that America has barely awakened to its significance, television has reached from city to city across the nation. It has brought into millions of homes the magic of its immediacy and reality—transmissions of sight and sound combined with an impact on practically all phases of life.¹

"Swiftly" is certainly the correct word to describe television progress. The growth of the television industry has been nothing short of phenomenal. As recent as March 1939 there were only twenty-three licensed experimental television stations in the entire country.²

The first actual efforts to regulate engineering standards and to determine when television broadcasting should be placed on a commercial basis was made by the Federal Communications Commission in March 1941. A committee was formed and a formal hearing was initiated. On April 30, 1941 the result of the hearing was the adoption of rules and regulations and the Standards of Good


²Ibid.
Engineering Practice which was to govern both experimental and commercial television.¹

By 1942 there were many licensed broadcast stations but the event of World War II brought a sudden halt to the progress of television.

The sudden growth of television began again shortly after the war. By April of 1960, Broadcasting Magazine was writing of the "Age of Television" and reported 526 commercial television stations in operation and 119 applications for new stations on file and awaiting action by the commission.²

Little was written about what was televised in these early days of broadcasting. One authority, Lenox R. Lohr, former president of the National Broadcasting Company wrote in 1949:

The most utilitarian feature of television lies in broadcasting events exactly when and as they happen. What the current television audience craves from television is "hot" news—the "hotter" the better. This preference is natural, for it is predicated by the understanding that television is ideally fitted to relay news events.³

Lohr's opinion of television was shared by many.

¹Ibid., p. 115.
²Ibid.
Television has allowed the viewer to establish a more personal observation of national figures and events.

It was perhaps first in the area of news that television was appraised as an important force in shaping the lives and thoughts of the American public. In October of 1960 Philip Dean of the London Observer described the impact of television on the American Presidential election of 1960. Under the headline "The Sheriff and the Lawyer" Dean predicted that the election would be won by John Kennedy. He made his prediction solely on the fact that both men had appeared at various times on network television and the public would be swayed by what Dean described as Kennedy's image, "something like the shy young sheriff."¹

During the sixties many questions were raised relative to the effect of television on children. In 1969, a particularly significant step was taken by the Surgeon General of the United States, William H. Stewart. A committee was formed to investigate the impact of televised violence on children. This was an important issue, but more than somewhat difficult to resolve. Findings were inconclusive; more important than the discoveries on eye-movement during scenes of violence, was the discovery that television is the

major source of vicarious experience for nearly all school age children in America today.¹

More studies done in the area of viewing of television by children seem to reveal greater and greater trends toward child involvement with television viewing. One recent article which appeared in Reading Teacher, November, 1972, stated:

Teachers should know that during an average year, the child attends school 980 hours and watches TV 1,340 hours, so that by the time he graduates from high school, he will have spent roughly 11,000 hours in the classroom and more than 22,000 hours in front of the television set.²

Criticism has been heaped on the television broadcasting networks in regard to what is presented for children. Most of the criticism seemed to be concerned with the quality of what has been presented. One critic, Michael J. Arlen, stated recently:

The absence of quality in a society, or of beauty, or of truth, or of whatever one calls it, has far deeper and more pervasive effect of diminishment of the members of that society than the mere presence of junk.

There are cartoon shows—grown men dressed up in clown suits or in fire chief hats—so called documentary shows in which a couple of kids are shown traveling through and thus discovering Greenland.³

¹N. Rutstein, "Kids and TV: Challenge to Teachers," Reading Teacher (November, 1972), 7.
In response to the growing concern as to what was broadcasted for children, several networks have made efforts to present meaningful programming for children. One example of effort in this direction has been and is the CBS series, In the News. Producer of this series, Joel Heller, described the series:

Our modern communications have made kids aware of President Nixon's coming trip to Communist China, and the new economic policy and continuing troubles in northern Ireland. With In the News, we'll be giving young people specific information to help them understand what they have been hearing.¹

The syndication of a series called "Big Blue Marble" by 120 television stations in the United States is certainly a forward step in the field of children's programming. The series is offered by International Telephone and Telegraph Corporation as a public service to any station which agrees to offer it without commercial interruption. This program has won a special citation by Action for Children's Television (ACT) a committee of concerned citizens privately monitoring and attempting to influence positively television programming for children. The television series cost $3,000,000 to research and tells children how other children around the world live.

The Action for Children's Television has been and is presently one of a number of citizen's groups organized for

the purpose of maintaining good quality programming for children. Two other groups of this type are Council on Children, Media and Merchandising (Washington, D.C.), and Committee on Children's Television, Inc. (San Francisco, California).

In summary, television has grown to become one of the most influential of all media. Statistics show clearly that children are viewing television more and more. Studies, such as the one by Robert Choate, Chairman of the Council on Children, Media and Merchandising reports that the average child spends more time each year watching television than he spends in the classroom.¹ Concern by government, educators and private citizens has resulted in a new type of programming directed to children. Emphasis is currently being placed on meaningful, educational programs rather than purely entertaining ones.

¹Jo Ann Levine, "World's Children," Des Moines Register and Tribune, April 6, 1975.
Chapter 3

FINDINGS AND INTERPRETATIONS OF DATA

Viewing of *In the News* for purposes of this study involved watching the CBS programming for most of the morning on Saturday. It was broadcast several times each Saturday in two-and-a-half minute shorts, interspersed into the regular programming. The writer found that the number of times this program appeared on a given Saturday could not be predicted by the number of times it had appeared on the previous Saturday because the number of presentations varied from week to week. It seemed to be presented between four and six times each Saturday. It was decided that in order for a student to reply in the affirmative to the question "Did you watch *In the News* last Saturday morning?" on the test sheet, he needed to have seen at least three segments of the program. There were, therefore, some who had seen one or two of the programs the previous Saturday to the testing and yet were grouped with those who had seen none of the programs. This is one reason why the viewing group was small for each of the four testing weeks.

The actual gathering of the statistical data took place in the month of May. In retrospect, the writer felt
that there could have been more students who viewed the *In the News* programs if the testing period had been in January or February when more students were indoors on Saturday morning. This is possibly another reason for the smaller population of viewers in each of the four testing periods.

The Weekly Populations Divided Into Groups According To Whether or Not They Viewed the Programming

<table>
<thead>
<tr>
<th>Testing Period</th>
<th>Group Tested</th>
<th>Yes-Viewed</th>
<th>No--Did Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week I May 6</td>
<td>Group A</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Week II May 13</td>
<td>Group A</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Week III May 20</td>
<td>Group A</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Week IV May 27</td>
<td>Group A</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>2</td>
<td>22</td>
</tr>
</tbody>
</table>

The populations of the viewing group were in each of the four testing weeks smaller than the populations of the group which did not view.

The two fifth-grade groups were tested during the first two testing periods and the two sixth-grade groups tested during the third and fourth testing periods. There seemed to be no noticeable differences between the
populations of the two groups in regard to viewing or non-viewing populations.

The Group A students were the control group and therefore instructed to view In the News. There were more of these students in the viewing group. Week IV shows the largest difference between Groups A and B with only two students from Group B viewing the program and ten from Group A doing so. It would seem that assigning the program did make a difference in whether or not a student saw the program.

In all four testing periods only twenty students not directly assigned to view the program did so.

The test questions were written directly from material presented on the programs In the News and for this reason one would expect the students who viewed the program to do well on a test dealing with this material. The first week the eighteen students who indicated that they had viewed the program had an average score of 83.88 per cent.

Week I Scores of Those Who Viewed the Program

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>100</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF CORRECT</td>
<td>90</td>
<td>XXXXXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>80</td>
<td>XXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>XXXXXX</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td></td>
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<td></td>
<td>40</td>
<td></td>
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<tr>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS
The scores seemed to cluster around the 90 per cent range. The scores were not evenly distributed. There was only one perfect paper while there were three scores of 70 per cent.

In the first testing period there were thirty-six students who indicated that they had not viewed *In the News* the previous Saturday. The average score of this group was 74.72 per cent.

While the average score of this group was lower than that of the Group A, there were two students with perfect scores and a substantial number of scores of 80 and 90 per cent.

Week I Scores of Those Who Had Not Viewed the Program

<table>
<thead>
<tr>
<th>PER CENT OF CORRECT RESPONSES</th>
<th>100</th>
<th>XXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 XXXXXXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 XXXXXXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 XXXXXXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 XXXXXXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 XXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS

The writer noted that the Group B scores formed a bell-shaped curve, with a nearly equal number of high and low scores. As in Group A there was a cluster of scores. It would seem that the more normal curve shown in Group B
would indicate a more heterogeneous population because the scores were diversified.

The testing in the second week produced a higher average score in the Group A. Again, Group A represents the group which indicated that they had viewed the program. The average score of this group was 93.00 per cent.

Week II Scores of Those Who Viewed the Program

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>100</th>
<th>XXXXXXXXXXXXXXXXXXXXXXXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF CORRECT</td>
<td>90</td>
<td>XXXXXXXXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>80</td>
<td>XXXX</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>XX</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>50</td>
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<td>40</td>
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<td>30</td>
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<td></td>
<td>20</td>
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<tr>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

There was a greater difference the second week between the scores of those who had viewed the program and those who did not. The group who did not view the program averaged 73.23 per cent.

Again, the scores of those who did not view formed a bell-shaped curve while those who did view did not form a uniform curve.
Week II Scores of Those Who Did Not View the Program

<table>
<thead>
<tr>
<th>PER CENT OF CORRECT RESPONSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>90 XXXX</td>
<td></td>
</tr>
<tr>
<td>80 XXXXXXXXXXXXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>70 XXXXXXXXXXXXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>60 XXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS

The third week of the testing period was the first week that sixth graders were tested. There were fifty students involved in the third week testing. Out of the group tested, there were twenty-two who indicated that they had viewed In the News the previous Saturday. This was the largest viewing group of any of the weeks tested. The average score for the viewing group was 80.45 per cent. There was a larger span of viewers' scores this week. The range was from 50 per cent to 100 per cent. There was a cluster of scores in the 80 per cent group.
The third week there were twenty-eight students who indicated that they had not viewed the program. It was noted that there was a more even number of students who viewed and students who had not viewed during the third testing period.

The average score for the non-viewers was 51.78 per cent. This was the lowest average score for any single group during the four-week testing period.
The fourth week there were twelve students who indicated that they had viewed *The News* the previous Saturday. The average score for this group was 85.00 per cent.

**Week IV Scores of Those Who Viewed the Program**

| PER CENT | 100 XXXXXX |
| RESPONSES | 90 XXXX |
| OF CORRECT | 80 XXXXXXXXXX |

The fourth week there were thirty-eight students who indicated that they had not viewed the program. This group had an average score of 69.21 per cent. There was a large cluster of scores around 70 per cent but the range was spread from 30 per cent to 100 per cent.

**Week IV Scores of Those Who Did Not View the Program**

| PER CENT | 100 XXXX |
| RESPONSES | 90 XXXX |
| OF CORRECT | 80 XXXXXXXXXXXXXXXXXXXXXXXXXXXX |
| 70 XXXXXXXXXXXXXXXXXXXXXXXXXXXX |
| 60 XXXXXXXXXXXXXXXXXXXXXXXX |
| 50 X |
| 40 XXXX |
| 30 XXXX |
| 20 |

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

NUMBER OF STUDENTS
The average scores for both groups (those who viewed and those who did not view) were put in a table.

The Average Scores of Those Who Viewed the Program and Also the Average Scores of Those Who Did Not View the Program

<table>
<thead>
<tr>
<th>Testing Period</th>
<th>Yes--Viewed</th>
<th>No--Did Not View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week I</td>
<td>83.88</td>
<td>74.72</td>
</tr>
<tr>
<td>May 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week II</td>
<td>93.00</td>
<td>73.23</td>
</tr>
<tr>
<td>May 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week III</td>
<td>80.45</td>
<td>51.76</td>
</tr>
<tr>
<td>May 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week IV</td>
<td>85.58</td>
<td>67.23</td>
</tr>
<tr>
<td>May 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary: Average Viewer Score 85.58 Average Non-viewer Score 67.23

The average scores were higher among those who viewed *In the News* than those who did not view *In the News*. This would seem to indicate that those who did view the program had a better knowledge of the material tested.

The writer also used tables to try to discover whether or not the assignment of the program made any difference in the scores of those who viewed. There were a number of students who had viewed the program each week who were
not assigned to do so. The purpose here was to try to discover if there was any indication whether or not incidental learning had taken place in the case of non-assigned viewers.

The writer divided the group who viewed the program again into the four testing periods. These weekly populations were divided into two groups according to whether or not they had been assigned to watch the program.

The first week, there were twelve students who viewed the program after being instructed to do so. These students had an average score of 85.83 per cent. This was higher than the average score of all viewers of the program for the first week (average score was 83.88 per cent).

Scores of Those Who Were Instructed to Watch the Program

<table>
<thead>
<tr>
<th>PER CENT OF CORRECT RESPONSES</th>
<th>100 X</th>
<th>90 XXXXXXXXXXXXXXXXX</th>
<th>80 XXXXXXXXXXXX</th>
<th>70 X</th>
<th>60</th>
<th>50</th>
<th>40</th>
<th>30</th>
<th>20</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Among those who had viewed the program without being instructed to do so, the average score was slightly lower than the average for those who had viewed as assigned. The average score of the non-assigned viewers was 80.00 per cent.
Scores of Those Who Viewed But Were Not Assigned to Do So

During the second testing period the students who viewed as instructed scored higher. The average score for this group was 96.00 per cent. There were ten students in this group and seven of them had perfect scores.

Scores of Those Who Were Instructed to Watch the Program

The scores of those who viewed the program but were not specifically instructed to do so were also high the second week. The average score for this group was 90.00 per cent. However, out of the ten students in this group, only one student had a perfect score of 100 per cent.
Scores of Those Who Viewed But Were Not Assigned to Do So

PER CENT 100 X
OF CORRECT 90 XXXXXXXXXXXXX
RESPONSES 80 X
70
60
50
40
30
20
10
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS

During the second week of testing the scores of those who viewed the program were equally divided into the two sub-groups (those who were assigned and those who watched of their own volition). There were ten students in each group. This was the only testing period for which this was true. The scores of those who were assigned to watch were higher than the other group. There seems to be evidence that the assignment of the program made some difference in the scores. The original purpose in assigning the viewing of the program was to insure that some would indeed view the program. This assignment may have resulted in somewhat higher scores.

The scores of the third week viewers would seem to support the theory that the assignment of the program made some difference in scores. The third week the assigned viewers had an average score of 84.66 per cent. There were fifteen students in this group.
Scores of Those Who Were Instructed to Watch the Program

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>100</th>
<th>90</th>
<th>80</th>
<th>70</th>
<th>60</th>
<th>50</th>
<th>40</th>
<th>30</th>
<th>20</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF CORRECT</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
</tr>
<tr>
<td>RESPONSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The third week there were only seven students who viewed the program although not specifically assigned to do so. The average score for this group was 71.42 per cent.

Scores of Those Who Viewed But Were Not Assigned to Do So

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>100</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF CORRECT</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

The third week there were three perfect scores among the assigned viewers and only one among the unassigned viewers.
In the fourth testing period there were ten students who viewed the program who were assigned to do so and only two who viewed, but were not assigned to do so.

The average score of the ten students who viewed as assigned was 87.00 per cent. Out of the ten students there were three scores of 100 per cent.

Scores of Those Who Were Instructed to Watch the Program

| PER CENT | 100 XXXXXXXX |
| OF CORRECT | 90 XXXX |
| RESPONSES | 80 XXXXXXXXXX |
| 70 | X |
| 60 |  |
| 50 |  |
| 40 |  |
| 30 |  |
| 20 |  |
| 10 |  |

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS

The average score of the two students who viewed the program although not specifically assigned to do so was 75.00 per cent.

Scores of Those Who Viewed But Were Not Assigned to Do So

| PER CENT | 100 |
| OF CORRECT | 90 |
| RESPONSES | 80 X |
| 70 | X |
| 60 |  |
| 50 |  |
| 40 |  |
| 30 |  |
| 20 |  |
| 10 |  |

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF STUDENTS
The average scores of all viewers were put on a table for comparison of these scores.

The Average Scores of All Those Students Who Viewed the Program During the Four-week Testing Period

<table>
<thead>
<tr>
<th>Testing Period</th>
<th>Those Instructed to View</th>
<th>Those Not Instructed to View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>85.83</td>
<td>80.00</td>
</tr>
<tr>
<td>Week II</td>
<td>96.00</td>
<td>90.00</td>
</tr>
<tr>
<td>May 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week III</td>
<td>84.66</td>
<td>71.42</td>
</tr>
<tr>
<td>May 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week IV</td>
<td>87.00</td>
<td>75.00</td>
</tr>
<tr>
<td>May 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th></th>
<th>Average of Assigned</th>
<th>Average of Non-assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.37</td>
<td>79.10</td>
</tr>
</tbody>
</table>

Of the viewers, scores were higher each week among those who were instructed to view *In the News* the previous Saturday. The average score of assigned viewers for the four-week testing periods was 88.37 per cent while the average score of non-assigned viewers for the four-week testing period was 79.10. Although there were fewer students in the non-assigned viewers' group, it would seem reasonable to conclude that the assignment of the program did make a
difference in the test scores. This would tend to raise some doubt as to the educational value of the program for the casual viewer. The average score of the non-assigned viewer for the four-week period was 79.10 per cent while the average score of the non-viewer for the four-week period was 67.23 per cent.
Chapter 4

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

From the development of the commercial broadcasting of television to present, little study has been done on the effects of television on children. In the late 1960's government, universities, and groups of concerned parents began to question television's influence on children. There are data available which indicate the amount of approximate time the average student spends watching television, but little data to document what happens to the child during this viewing time. The purpose of this study was to explore one phase of television's effect on children. The writer sought to discover what effect if any a network broadcast educational television program designed specifically for children would have on one particular group of middle grade students (fifth and sixth graders). This study did not seek to make generalizations for all child viewers, but only to see what would occur with this particular group. The writer was seeking to discover tendencies and possible trends.
Using the program *In the News*, broadcast by CBS on Saturday morning, the writer designed weekly current event quizzes to be given for a four-week period to a group of students. The students had previously been divided into two groups. Group A was instructed to view the program if possible. Group B was given no instructions prior to the testing session. Tests were scored and divided into two groups--those who had viewed the program and those who had not. Scores were averaged and the two groups compared each week. There was an average score for viewers and an average score for non-viewers for each of the four testing weeks. The viewers' scores were further divided to develop another set of data, that data were the scores of assigned viewers and non-assigned viewers. Again, each week these scores were averaged.

**CONCLUSIONS**

In each of the four testing periods those students who had viewed *In the News* had higher scores than those who had not viewed on the previous Saturday. The over-all average score for those who had viewed was 85.58 per cent. The average score for those who had not viewed was 67.23 per cent. Although in no week was the number of viewers equal to non-viewers (each week the non-viewer group was larger) it would seem that some learning had occurred as a result of the viewing of the program.
The data received by comparing average scores of non-assigned viewers with assigned viewers offered another possible conclusion. Those who viewed as a result of being assigned to do so averaged 88.37 per cent for the four-week period. The average for those students who viewed but had not been assigned to do so was 79.10 per cent. This seems to suggest that the degree of learning imparted to the casual viewer is somewhat less than that imparted to the purposeful viewer.

RECOMMENDATIONS

The trends suggested by this research seem to lead to more questions. The researcher recommends further study perhaps in a more controlled situation. It might be good to attempt a study along these lines with a group of ability-paired students, drawing testing material from several educational children's television programs. Television has been, and is, a strong influence in the lives of most children and study of this influence would seem imperative.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


APPENDIX 1

Current Events

May 6, 1974

Directions: Select the best answer for each of these questions. Put the letter of the answer you select in the blank in front of the question.

1. "Watergate" is really
   A. A bridge in Washington, D.C.
   B. An apartment building in Washington, D.C.
   C. A bill which the U.S. Senate will soon vote on.

2. Which of these men is not a part of the Watergate hearings?
   A. Robert Ray
   B. John Dean
   C. Richard Nixon

3. The word "transcripts" means
   A. Records of events
   B. Short stories
   C. Letters written by famous men

4. President Nixon's Vice President is
   A. Gerald Ford
   B. Edward Kennedy
   C. E. Howard Hunt

5. The word "ambiguous" means
   A. Not clear
   B. Not together
   C. Not ready

6. Kenichi Horie just completed a trip around the world by
   A. Plane
   B. Foot
   C. Sailboat

7. Mr. Horie finished his trip around the world in
   A. 80 days
   B. 270 days
   C. 500 days
8. Mr. Horie is from  
   A. Washington, D.C.  
   B. Paris, France  
   C. Osaka, Japan  

9. This week 19 paintings stolen from a mansion in Ireland were found  
   A. In a movie theater  
   B. In a barn  
   C. In a farm house  

10. The paintings were stolen by  
    A. The owner himself  
    B. A woman and some friends  
    C. A servant in the mansion  

Did you watch In the News last Saturday?  
   Yes _____  No _____
APPENDIX 2

Current Events

May 13, 1974

Directions: Select the best answer for each of these questions. Put the letter of the answer you select in the blank in front of the question.

1. The letters "GOP" refer to
   A. The Republican Party
   B. The Grand Old Party
   C. Both A and B

2. President Nixon belongs to
   A. Republican Party
   B. Democratic Party
   C. Federalists Party

3. The penny is worth more than 1¢ right now because
   A. There are fewer being made
   B. People are saving them instead of spending them
   C. The government will soon stop making them

4. People can help out the penny problem by
   A. Saving all they can get
   B. Refusing to take pennies
   C. Spending pennies

5. The best buy right now in postage is
   A. The 10¢ stamp
   B. The registered letter
   C. The 8¢ post card

6. Commemorative stamps are
   A. More expensive than regular stamps
   B. Less expensive than regular stamps
   C. The same price as regular stamps

7. and 6. President Nixon's two daughters are
   A. Julie
   B. Patricia
   C. Linda
   D. Marlene
9. One of the President's daughters is married to
   A. David Eisenhower
   B. Robert Ray
   C. Rex Sprager

10. One of President Nixon's daughters is trying to help her father by
   A. Giving speeches to defend him
   B. Running for an office herself
   C. Being his lawyer in the trial

Did you watch In the News last Saturday?

Yes ___ No ___
Directions: Select the best answer for each of these questions. Put the letter of the answer you select in the blank in front of the question.

1. Henry Kissinger is
   A. Secretary of State
   B. Vice President
   C. A U. S. Senator

2. Mr. Kissinger has returned this week from
   A. London, England
   B. Jerusalem, Israel
   C. Tokoyo, Japan

3. Many American's are planting gardens this spring to
   A. Save money on groceries
   B. Beautify their lawns
   C. Discover new foods

4. Which of these cannot be grown in a garden?
   A. Green beans
   B. Anchovies
   C. Celery

5. Farmers today produce
   A. More than 5 times more than 40 years ago
   B. Less than half as much as 40 years ago
   C. About the same as 40 years ago.

6. The word "irrigation" means
   A. Watering the land
   B. Causing to become angry
   C. Harvesting of crops

7. When farm land erodes
   A. It is ready to start planting
   B. The good top soil is blown or washed away
   C. Plants are growing more quickly

8. Soil conservation means
   A. Letting land return to nature
   B. Using all the land for farming
   C. Careful use of the land
9. Scientists believe that the earth's climate is
   A. Warmer than before
   B. Colder than before
   C. About the same as before

10. One reason for the earth's climate changes may be
    A. Pollution
    B. More people
    C. More minerals

Did you watch In the News last Saturday?

   Yes   No
APPENDIX 4

Current Events
May 27, 1974

1. The Expo' 74 World Fair just opened in
   A. Dallas, Texas
   B. Spokane, Washington
   C. Denver, Colorado

2. The opening speech at Expo' 74 was given by
   A. President Nixon
   B. John Wayne
   C. Senator Kennedy

3. One theme of Expo' 74 is
   A. Ecology
   B. Space
   C. Famous Men

4. The world Red Cross sent workers to Sao Paulo, Brazil, this week because of
   A. A volcano eruption
   B. A huge forest fire
   C. A large land slide

5. Red Cross workers will help people in emergencies
   A. In any country in the world
   B. In any democratic country in the world
   C. In any poor country in the world

6. Which of these is not one of the four food groups?
   A. Bread and cereal group
   B. Starch group
   C. Meat group
   D. Fruits and vegetable group
   E. Milk group

7. All four food groups have minerals and vitamins
   A. True
   B. False
8. Which of these "wuick breakfasts" have foods from all four foods groups
A. Toast with peanut butter, fruit and ice cream
B. Juice and cereal with cream and sugar
C. Hamburger and coke and candy bar

9. Vitamin D will help build strong teeth, bones and muscles
A. True
B. False

10. The best food group to furnish protein is the fruit and vegetable group
A. True
B. False

Did you watch In the News last Saturday?
Yes______ No_____