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LEVELS OF MIDDLE SOCIO-ECONOMIC STATUS
FOURTH GRADE CHILDREN.

The University of Oklahoma, Ph.D., 1972
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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

TELEVIEWING PRACTICES AS A FUNCTION OF CERTAIN PER-
SONALITY VARIABLES AND READING ACHIEVEMENT
LEVELS OF MIDDLE SOCIO-ECONOMIC STATUS
FOURTH GRADE CHILDREN

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

JAMES ROBERT SATTERFIELD

Norman, Oklahoma

1972

TELEVIEWING PRACTICES AS A FUNCTION OF CERTAIN PER-
SONALITY VARIABLES AND READING ACHIEVEMENT
LEVELS OF MIDDLE SOCIO-ECONOMIC STATUS
FOURTH GRADE CHILDREN

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Background and Need for the Study	1
Purpose of the Study	4
Statement of the Problem	4
Hypotheses	5
Operational Definitions	6
Assumptions	7
Delimitations	8
Instruments	8
Design of the Study	10
Organization of the Report of the Study	13
II. REVIEW OF THE LITERATURE	14
Introduction	14
Historical Development of Television	14
The Early Impact of Television	17
Studies by Paul Witty	19
Amount of Televiewing	26
Influence on Reading	29
Socio-Economic Factors	32
Televiewing and Factors of Personality	35
III. PROCEDURES AND PRESENTATION OF THE DATA	42
Procedure	42
Presentation of Data	46
IV. ANALYSIS OF THE DATA	51
V. SUMMARY, FINDINGS, AND RECOMMENDATIONS	58
Summary	58
Procedure	60
Findings	60
Conclusions	62
Recommendations	63
BIBLIOGRAPHY	64

	Page
APPENDIX A	69
APPENDIX B	71
APPENDIX C	79
APPENDIX D	104
APPENDIX E	113

LIST OF TABLES

Table	Page
1. Number of Student Questionnaires	20
2. Ownership of TV Sets	21
3. Average Hours Spent Weekly with Television	23
4. Guidance in the Use of TV: TV Created Problems	24
5. The Effect of TV on Reading as Reported by the Pupils	25
6. Average Hours of Weekday TV Viewing Among Disadvantaged Children	29
8. Ratings of the TV Programs	44
9. Type of Missing Data by Schools	46
10. Number of Participating Subjects by School	47
11. Reality Viewers by Schools	47
12. Fantasy Viewers by Schools	48
13. Heavy Viewers by Schools	49
14. Light Viewers by Schools	50
15. Analysis of the Fantasy-Reality Variable	52
16. Analysis of the Heavy-Light Variable	53
17. Sex by Reality-Fantasy Viewing (Hypothesis 3).	54
18. Sex by Heavy-Light Viewing (Hypothesis 5)	55
19. The Correlation of CPQ Factors with the Percent of Fantasy and Heavy Viewing	56
20. Means for the Sex by Reality-Fantasy Viewing Interaction	61
21. Means for the Sex by Heavy-Light Viewing Interaction	62

TELEVIEWING PRACTICES AS A FUNCTION OF CERTAIN PERSONALITY VARIABLES AND READING ACHIEVEMENT LEVELS OF MIDDLE SOCIO-ECONOMIC STATUS FOURTH GRADE CHILDREN

CHAPTER I

INTRODUCTION

Background and Need for the Study

Televiewing as done by children of elementary school age has been both a dominating influence in their lives and a favorite leisure-time activity. Educators, psychologists, and parents, have often expressed concern regarding the negative influences which they fear have resulted from the highly permissive televiewing practices granted in the home. This concern has on occasion been associated with an individual's lack of academic success, especially in the area of reading. The early use of television was almost always for entertainment. Incidental learning occurred when the viewer went to the television set for entertainment and stored up items of information without purposefully seeking them. Children were most likely to perceive and remember facts or behaviors that were new to them. Television was considered an effective agent of incidental learning because it made the situation seem so real. The degree of identification the subject made with

a television personality also had influenced the amount of learning. The total amount of incidental learning which an individual was able to acquire while televiewing was regulated by his general ability to learn, needs at the moment, and whatever controlled his attention.¹

The types of psychological influence sponsored by televiewing varies with the age of the subject. The preschooler because of his preoccupation with himself was more likely to respond to television when he perceived people on the television screen as an audience for him. The juvenile from six to nine years of age may have made his first significant contact with the world beyond the family while televiewing at home. The preadolescent subject tends to be interested in values and responds to rather sophisticated expressions of morality. As a group, they definitely show keen interest in unusual settings. This may help explain their great interest in ghost, mystery, and detective stories. A subject was most likely entering the adolescent stage by the age of thirteen and his interest in the opposite sex was translated to be a concern regarding matters of reality. This concern was often explored through the avenues of reading and watching television. While most individuals reach a peak of outgoingness by the age of eleven, the thirteen year old was returning to a more self-centered viewpoint. The adolescent,

¹Wilbur Schramm, Jack Lyle, and Edwin B. Parker, Television in the Lives of Our Children (California: Stanford University Press, 1961), p. 78.

basically, differs from that of the preschooler in that the younger individual was isolated because of his unawareness of other individuals and their roles. The preoccupied adolescent became concerned with himself because he was so aware of others and then had so many misgivings about how he would affect them.¹

Television was regarded as the greatest single source of common experiences which took place in the lives of children. Along with the home and school, television was thought to serve a major role in socializing the child. There remained little doubt that filmed or televised images had tremendous power to shape attitudes and behaviors, and a great number of people were exposed to the same stimulation. These same visual images were seen by people who ordinarily would not come into contact with these influences. This cultural spread was much more rapid than had ever occurred in history.²

The need to study the effects of televiewing practices of today's children was suggested by its early and wide spread acceptance into the home; by the numerous hours and types of programs children viewed; and by the limited number of studies investigating television's influence on the affective life of elementary school children.

¹Ralph Garry, F. B. Rainsbery, and Charles Winick, eds., For the Young Viewer (New York: McGraw-Hill Book Co., Inc., 1962), p. 150.

²U. S., Department of Health, Education, and Welfare, Mental Health Program Report--4, January, 1970 (Washington, D. C.: Government Printing Office, 1970), p. 309.

Purpose of the Study

The purpose of this study was to examine the effects that televiewing practices have on selected aspects of school behavior, social and emotional adjustment of fourth grade, middle socio-economic status youth of today. A second phase of the study was to correlate the type of programs and the amount of time spent televiewing with each of the fourteen factors of the IPAT Children's Personality Questionnaire. This information can add to our present understanding of the academic effectiveness and ineffectiveness of children.

Statement of the Problem

The problem was to determine the extent of differences and relationships between televiewing practices defined as ("heavy" vs. "light" and "fantasy-oriented" vs. "reality-oriented" viewers), reading achievement, and certain personality factors of middle socio-economic status fourth grade subjects. The following questions were formulated to explore the problem.

1. Are there statistically significant interactions between the factors of sex, reading achievement, amount of time spent viewing, and the type of programs viewed by the subjects in this study?
2. How does the proportion of "fantasy" and "reality" type programs watched by the subjects in this study correlate with their scores on each of the fourteen factors of the IPAT Children's Personality Questionnaire?

3. How does the proportion of time for "heavy" and "light" viewing of the subjects in this study correlate with their scores on each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Hypotheses

The following null hypotheses were tested in the process of investigating the problem.

1. There is no statistically significant interaction between the type of television viewer ("fantasy-oriented"--"reality-oriented") and the reading achievement level of the subjects and the amount of television watched.
2. There is no statistically significant interaction between the amount of televiewing ("heavy"--"light") and the reading achievement level of the subjects and the amount of "fantasy" watched.
3. There is no statistically significant difference between the frequency of males and females selecting "fantasy" or "reality" type programs.
4. There is no statistically significant interaction between sex and the percentage of "fantasy" or "reality" type programs and the amount of television watched.
5. There is no statistically significant difference between the frequency of males and females as "heavy" or "light" viewers.
6. There is no statistically significant interaction between sex and the amount ("heavy" viewing--"light" viewing) of television watched and the amount of "fantasy" selected for televiewing.
7. There is no statistically significant correlation between the percentage of "fantasy" watched and each of the fourteen factors of the IPAT Children's Personality Questionnaire.
8. There is no statistically significant correlation between the percentage of time spent televiewing and each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Operational Definitions

1. Fantasy programs--Schramm has suggested six conditions for evaluating and identifying "fantasy" type programs.

Fantasy content:

- a. invites the viewer to take leave of his problems in the real world;
- b. invites surrender, relaxation, passivity;
- c. invites emotion;
- d. works chiefly through abrogating the rules of the real world;
- e. acts to remove, at least temporarily, threat and anxiety, and offers wish-fulfillment;
- f. offers pleasure.¹

2. Reality programs--The six conditions suggested by Schramm for evaluating and identifying "reality" programs are as follows:

Reality content:

- a. constantly refers the viewer to the problems of the real world;
- b. invites alertness, effort, activity;
- c. invites cognition;
- d. works chiefly through realistic materials and situations;
- e. tends to make the viewer even more aware of the threat, perhaps anxious, in return for a better view of the problem;
- f. offers enlightenment.²

In general, westerns, crime drama, popular music, and variety shows belong primarily with the "fantasy" category; news documentaries, interviews, public affairs programs, and educational television belong chiefly in the domain of the "reality" materials. Seldom, if ever, are television programs "pure fantasy" or "pure reality" in content. In order to

¹Schramm, Television in the Lives of Our Children, pp. 63, 64.

²Ibid., pp. 63, 64.

assign the programs to one of the two designated areas for the purposes of this study, the program was rated by a panel of judges as meeting a minimum of four of the possible six criteria.

3. Fantasy viewer--The viewer who devoted 90 percent or more of his viewing time to "fantasy" type programs.
4. Reality viewer--The viewer who devoted 80 percent or more of his available viewing time to "reality" type programs.
5. Heavy viewer--A "heavy" viewer was a subject who spent 55 percent or more of his available time at home televiewing.
6. Light viewer--A "light" viewer was a subject who spent 35 percent or less of his available time at home televiewing.
7. Viewing time--The total amount of time spent watching television.
8. Program--A program was defined as a thirty-minute period of televiewing time.
9. Reading achievement--The reading comprehension percentile scores were assigned into low, medium, or high category of reading achievement.

Assumptions

1. All subjects had access to working television sets.
2. All subjects had access to the same selection of programs.
3. Programs assigned to either the "fantasy" or "reality" category were indeed representative of that category.
4. The reading comprehension test scores obtained on the Iowa Tests of Basic Skills were valid for each of the subjects.
5. The Administrative Staff of the Midwest City School District had identified schools with

predominately middle socio-economic status students.

6. The subjects were representative of middle socio-economic status fourth grade students attending the Midwest City Public Schools.
7. Ethnic minority group membership of subjects was not an influential factor in the study.
8. Once the subject indicated that he viewed a program, that his viewing time was uninterrupted for the entire thirty-minute period.

Delimitations

1. The data collected were obtained from middle socio-economic status fourth grade subjects in an urban area attending the Midwest City Public Schools.
2. This study included only those television programs which were rated as "fantasy" or "reality" in program content by a panel of judges, and were televised for a minimum period of thirty minutes.
3. The study was limited to those programs available in the area between the hours of 6:15 to 8:00 a.m. and 3:00 to 12:00 p.m. on the week days and from 6:25 a.m. on Saturday and 6:30 a.m. on Sunday until 12:00 p.m. on the week-end.

Instruments

Iowa Tests of Basic Skills.--The Iowa Tests of Basic Skills provide for the measurement, at the third- to the ninth-grade levels, of certain skills: vocabulary, reading comprehension, work-study, language, and arithmetic. The reading comprehension test consists of selections which vary in length from a few sentences to a full page adapted from a wide variety of sources: newspapers, encyclopedias, government

publications, textbooks, and original literary works. The reading comprehension section for grade four allows the student fifty-five minutes to complete the sixty-eight item test. The subjects reading comprehension test scores on the Iowa Test of Basic Skills, 1964 Edition, Form 3, were used as a measure of reading achievement. This test was administered to the subjects in the fall of the 1971-1972 school year. Buros¹ indicated in The Sixth Mental Measurement Yearbook that a satisfactory level of reliability and validity had been established for fourth, fifth, and sixth grade students.

IPAT Children's Personality Questionnaire.--The IPAT Children's Personality Questionnaire, 1963 Edition, Form A₁ and A₂, consists of fourteen scales, each measuring a dimension whose functionally independent nature was established by factor-analytic research. Each of the fourteen dimensions has a technical name, a common name, and an alphabetic symbol for convenient reference. Each dimension is defined by two poles or extremes. The left side provides the description for the lower score on the factor while the right side describes what the high-scoring child tends to be like (See Appendix A for a description of the factors). The questionnaire was considered appropriate for subjects whose chronological age ranges from eight to twelve years. Buros² indicated in The Sixth

¹Oscar K. Buros, ed., The Sixth Mental Measurement Yearbook (Highland Park: The Gryphon Press, 1965), p. 48.

²Ibid., p. 256.

Mental Measurement Yearbook that a satisfactory level of reliability and validity have been established for the 1959 Edition of the test. The Manual of the 1963 Edition for Form A₁ and A₂ reported that an acceptable level of reliability and validity had been established for the questionnaire.

Televiewing Questionnaire.--The Televiewing Questionnaire was prepared from the programs listed in the TV Guide. (Appendix B provides a copy of the questionnaire.) Each of the week days had 80 available programs with 107 for Saturday and 110 for Sunday. A total of 617 programs were available for a subject to view during the seven-day period.

Design of the Study

Mouly¹ states that the primary goal of survey research is the investigation of the present status of phenomena, therefore, a descriptive research method was employed in the present study. The investigator began with a descriptive study to determine the nature of the problem as a preliminary study for future investigations of a more structured, rigorous, experimental research design.

A request was made of the Administrative Staff of the Midwest City School District to provide the names of six schools in the district which had previously been identified as having predominately middle socio-economic status group

¹George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 232.

of students. All of the pupils (592 subjects) were enrolled and attended the 23 fourth grades in the 6 identified elementary schools. The required data was collected for 465 subjects.

A subject was excluded from the study if any of the following data were missing from his file: the reading comprehension score; the IPAT Children's Personality Questionnaire; or one of the daily forms of the Television Questionnaire. A subject was excluded if his percentage of viewing did not meet the "fantasy" and "reality" category requirements, or if the subjects "heavy" and "light" viewing fell within the ten-point range on either side of the mean (45 percent) which eliminated the borderline subjects.

The statistical analysis applied in this study required the classification of subjects into "fantasy," "reality," "heavy," and "light" categories. The percentage of "fantasy" type programs offered on television amounted to 72.49 percent of the televiewing time while 27.51 percent were "reality." A subject was considered a "fantasy" or "reality" viewer when his televiewing equaled or exceeded the 90 percent "fantasy" or 80 percent "reality" criteria. A more stringent 90 percent criterion was used to identify "fantasy" oriented viewers because of the greater availability of "fantasy" type programs. The 80 percent criterion was used to identify "reality" oriented viewers since fewer "reality" type programs were available for the subjects to view on television. Those subjects who spent 55 percent or

more of their available hours televiewing were defined as "heavy" viewers. The "light" viewers watched television for 35 percent or less of their available time. The subjects were also classified into high, medium, or low reading achievement levels. The reading comprehension subtest scores of the Iowa Tests of Basic Skills provided percentile rank scores. The percentile scores corresponding to the low category ranged from 0-29; medium from 39-64; and high from 74-100. The standard error of measure on this test was 10 points. The 10 percentile points separating the low, medium, and high categories removed borderline subjects from the study.

Analysis of the Data

A Three-Way Analysis of Variance (ANOVA) was used to analyze the data in a 3 x 2 x 2 design. The reading comprehension percentile scores for each of the subjects were assigned into a high, medium, or low category of reading achievement. The sex variable was nested within each of the reading categories as a "column" effect. The "fantasy" and "reality" dimensions constituted the "row" effects.

A similar Analysis of Variance (ANOVA) was used to analyze the data of the subjects in the high, medium, or low categories of reading achievement with the sex variable nested within the reading levels as a "column" effect. The "heavy" and "light" dimensions constituted the "row" effects.

The percentage of "fantasy" and "reality" type programs for each subject was correlated with each of the fourteen

factors of the IPAT Children's Personality Questionnaire. The proportion of time the "heavy" and "light" viewers watched television was correlated with each of the fourteen factors of the IPAT Personality Questionnaire.

Organization of the Report of the Study

The report of the study is divided into five chapters. Chapter I contained a description of the study. A review of the literature pertinent to the study is presented in Chapter II. Chapter III is devoted to the procedures and presentation of the data. The analysis of the data is presented in Chapter IV. Chapter V contained the summary, conclusions and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of the research as related to the historical developments of television, the early impact of television and the yearly studies conducted by Paul Witty. In addition, the specific areas reviewed were the amount of televiewing that was done by children, the influence of televiewing on reading, televiewing practices according to socio-economic status, and televiewing practices as they related to personality factors. This review of the literature as it relates to these factors, provided insight and assisted in determining the interrelationship between the variables.

Historical Development of Television

Many of the 19th Century scientists were convinced that since voice could be transmitted over wires, it seemed reasonable that pictures also could be sent. The dedicated work of such men as Heinrich Hertz, Guglielmo Marconi--who is credited as being the "father of radio," Lee De Forest, Reginald Fessenden, Ambrose Fleming, Edwin Howard Armstrong, and many others contributed much to the rapid development of

wireless transmission. A quarter of a century after Marconi's first demonstration of wireless telegraph in 1895, the development of radio telephony had advanced to such a degree that radio broadcasting was technologically feasible. James L. Baird in England and Charles F. Jenkins in the United States had been successful in transmitting shadows via wireless as a laboratory phenomenon as early as 1923. One writer has pointed out: "Rarely in scientific history has success, from known principles, come so slowly as in television."¹

Television was still in the laboratory stage in the years preceding the outbreak of the second World War in September, 1939. The second stage, the experimental operation in the development of program interests of the public, was just beginning. The final stage, that of maintaining a full operation on a national scale, was still several years in the future. The Federal Communications Commission had authorized nineteen stations by the middle of 1938, but only a very few of these stations were regularly broadcasting. There were a limited number of receiving sets available for the public to purchase at that time. The year following the televised speech of President Franklin D. Roosevelt at the New York World's Fair on April 30, 1939, twenty-six experimental stations were broadcasting and the Federal Communications

¹John Swift, Adventures in Vision: The First Twenty-Five Years of Television (London: John Lehmann, 1950), p. 22.

Commission had received a total of fifty-nine new applications for stations.

The Radio Corporation of America and the Columbia Broadcasting System demonstrated their early color systems during 1940 to the Federal Communications Commission and the press. It was not until early in 1941 that the National Broadcasting Company began public colorcasting.¹ Eventually, the active involvement of the United States in World War II halted the expansion of commercial public television between 1941 and 1945. No new stations were authorized, and no television receivers were manufactured for civilian use. The Commission finally lifted its wartime "freeze" on new stations in October, 1945. Television was a costly business with too few sets in the hands of the public for investors not to be cautious. Perhaps, there were a dozen sets in use in all of Washington, D.C., on the eve of commercial telecasting. By June 30, 1947, the number of sets in use were approximately 50,000 receivers serving an audience estimated at 300,000. By mid 1948, manufacturers were supplying the public with 50,000 new sets per month.

On September 30, 1948, the Commission stopped processing applications for stations and in effect "froze" the status of television until the Commission could decide how to provide more television channels. The existing twelve

¹Robert L. Hilliard, ed., Understanding Television (New York: Hasting House, Publishers, 1964), p. 15.

channels were located in the very high frequency portion of the radio spectrum. Eventually, a solution was discovered and on April 11, 1952, the licensing process began again. Television now consisted of eighty-two channels: 2-13 were the VHF channels; and 14-83 were seventy new channels in the UHF range.

The public responded to this increase in the number of stations by purchasing receiving sets by the millions. From an estimated 1,750,000 sets at the start of the freeze the number of sets had increased to 12,500,000 in 1951. In spite of shortages caused by the Korean conflict from 1950-1953, the number of available sets doubled each year after the freeze was lifted. The number of homes equipped with at least one television receiver had steadily increased until, in 1964, television was in over 91 percent of all homes in the United States.¹

The Early Impact of Television

The impact which television had in the daily lives of boys and girls, beginning about 1950, prompted many educators to explore this new field of research. Shayon has made this comparison of the effects of television.

The Pied Piper is back. In Hamelin town the wandering fellow wore a gypsy coat of red and yellow. In New York, Fort Worth, Los Angeles, and at all points along the coaxial cable, he comes disguised as a television transmitter. His cunning

¹Ibid., p. 18.

witchery is piped through air channels estimated to reach 13,000,000 sets by the spring of 1951. And once again, as in old Brunswick land, the Piper hasn't lost his secret charm. The children still come running 'merrily after the wonderful music with shouting and laughter.' (The Piper, it seems, has always been a mass communicator, whether his messages were aimed at rats, bats, moles, toads, scorpions, or tots.)¹

Television's early admirers hailed the new medium as the greatest and most wonderful invention of modern times. This wholehearted acceptance was in agreement with their particular interest, whether a salesman, artist, political candidate, or a parent needing the perfect baby sitter. Disapproval of television often resulted from a feeling that programs were too violent, too sensational, and included too many westerns. The children were nervously, physically, emotionally, and mentally exhausted. They showed the effects of eye-strain; had acquired erroneous ideas; their minds were so completely engrossed by television that they had limited capacity for learning. The children were without a sense of values, a feeling of wonder, or capable of sustained interest. Their shallowness of thought and feeling were apparent, and they often displayed a lack of cooperation and an inability to finish a task.²

The emotional needs of children are considered to be knowledge, adventure, thrill and excitement, making contact

¹Robert Lewis Shayon, Television and Our Children (New York: Longmans, Green and Company, 1951), p. 17.

²Ibid., p. 20.

with the grown-up world, securing status, and freedom from restrictions. Apparently, television does not satisfy these hungers, otherwise, children would not sit passively, patiently viewing before the screens in a rewardless search for satisfaction and fulfillment. Television, even at best, was merely a substitute for a genuine experience.¹

Schramm reviewed the effects of mass communication on a child's emotional well-being and taste and sums it up this way:

In general, the large amount of escape and entertainment material on the mass media does not change people's interests and behavior pattern. (That is, persons who have a great deal of social awareness ordinarily select more of that kind of material, less escape material, from the mass media. Persons who have less social awareness select more escape material. Whether the escapist content of the mass media encourages social apathy is not known.)²

Shayon expressed the potential influence of television in this manner: "It would seem, then, that what television can do to your child will depend on what your child is, what you are educating and guiding him to be, before he looks at television."³

Studies by Paul Witty

Witty, in 1950, began a series of yearly studies in the Chicago area and investigated children's interest in

¹Ibid., p. 30.

²Wilbur Schramm, "The Effects of Mass Communication: A Review," Journalism Quarterly, XXVI (December, 1949), 407.

³Shayon, Television and Our Children, p. 23.

television and other mass media. These studies were annually conducted for a total of fifteen years. His survey procedures included questionnaires and interviews, "logs," as well as other records kept by children and their parents. The questionnaires contained items covering the amount of televiewing, radio listening, movie attendance and favorite programs, and attitudes toward the mass media. Children were also given opportunity to react to television in various ways, such as writing a composition on the topic "What TV Means to Me." This review does not include a discussion of the pupils reported radio listening, movie attendance, or favorite programs. Included (Table 1) in these studies was a representative sample of pupils living in the Chicago area.

TABLE 1
NUMBER OF STUDENT QUESTIONNAIRES¹

Survey	Subjects	Survey	Subjects
1950	2100	1955	2000
1951	1400	1956	2900
1952	1200	1957	2000
1953	3000	1958	2800
1954	1900	1959	2000

¹Compiled from the studies done by Witty from 1950 to 1959 reported in the Elementary English Journal.

Witty's 1964 report made the following statement about the subjects included in the studies.

It is now fifteen years since we started our surveys of the televiewing of children, their parents and their teachers. . . . In each of the elementary and secondary school grades, 200 boys and girls have been given yearly a questionnaire which was supplemented by interviews.¹

The first survey Witty conducted was during the 1949-50 school year and revealed that 43 percent of the children in the Chicago area had television sets available in the home. The percentages (Table 2) increased rapidly and in 1959 the subjects reported that 99 percent had television sets.

TABLE 2
OWNERSHIP OF TV SETS²

Survey	Pupils (Percent)	Teachers (Percent)	Survey	Pupils (Percent)	Teachers (Percent)
1950	43	25	1956	97	
1951	68	26	1957	96	93
1952	88	48	1958	97	
1953	92	62	1959	99	
1954	96	83	1960	98.3	
1955	97	86	1961	99.0	

¹Paul Witty, "A 1964 Study of TV: Comparisons and Comments," Elementary English, XLII (February, 1965), 134.

²Table was prepared from the yearly reports in the Elementary English Journal.

In 1965, almost all children had access to television in the home while 36 percent reported having two or more sets. Many children indicated that they had color television. Teachers acquired television sets, according to the surveys, much more slowly than did parents. The 1950 survey revealed that 25 percent of the teachers reported owning sets. This percentage remained low for sometime, but steadily increased. The teachers reported in 1957 that 93 percent owned television sets. Witty¹ revealed in his 1967 report that 48 percent of the homes owned one set, 41 percent owned two sets, and 11 percent owned three sets. A total of 20 percent of homes reported having color television sets. Television, at that time, was virtually in every home in the United States.

Elementary school pupils in 1949-50 survey averaged twenty-one hours of televiewing per week. This figure dropped to nineteen hours in 1951, but regained the loss after the installation of the coaxial cable. An average of twenty to twenty-one hours of televiewing per week has been reported (Table 3) year after year for elementary school pupils.

Parents had a tendency to view television as much as their children. A high of twenty-four hours was recorded for the parents' viewing time in 1950, and a low of 16.3 hours was reported in 1954. This approximate eight hour

¹Paul Witty and Mary Ellen Batinich, "A 1967 Study of Televiewing," Reading and Realism, J. Allen Figure, ed., Proceedings of the Thirteenth Annual Convention (Newark, Delaware: International Reading Association, 1971), p. 733.

TABLE 3
 AVERAGE HOURS SPENT WEEKLY WITH TELEVISION¹

Survey	Elementary Pupils	High School Pupils	Parents	Teachers
1950	21.0		14.0	
1951	19.0	14.0	20.0	9.0
1952	22.5	14.0	21.0	11.0
1953	23.0	17.0	19.0	12.0
1954	21.5	14.0	16.3	11.5
1955	23.7	14.3	21.2	12.5
1956	21.0	12.0	17.0	12.5
1957	22.5	12.0	20.0	12.0
1958	20.0	13.0	19.0	12.0
1959	21.0	12.3	20.5	11.0
1960	21.0	14.0	20.0	12.0
1961	20.0	13.0	20.0	11.0
1962	21.0			
1963	22.0			
1964	20.0			
1965	20.0			

range or variation reported by the parents was greater than that for elementary pupils, high school pupils, or their teachers. The least amount of viewing was reportedly done by the teachers followed by high school pupils, and then elementary pupils and parents.

¹Compiled from the yearly studies reported by Witty in the Elementary English Journals from 1950-1965.

A small percentage of pupils indicated, as late as 1965, that their parents counseled them regularly in their selection of television programs. Table 4 indicated the percentage of parents and teachers who were dissatisfied with television.

TABLE 4
GUIDANCE IN THE USE OF TV: TV CREATED PROBLEMS¹

Survey	Parents (Percent)	Teachers (Percent)
1950	29	48
1952	30	50
1953	30	28
1954	39	30
1955	36	33
1956	37	38

About one third of the parents reported that television created problems in the home. For this same period of time, nearly 40 percent of the teachers indicated that tele-viewing created behavior and adjustment problems. These problems included neglect of homework, mealtime disturbances, increased nervousness, fatigue, impoverishment of play, disinterested in school, reduction in reading, and eye strain. Many of the behavior and adjustment problems appeared to be

¹Taken from the Witty's yearly accounts published in the Elementary English Journal.

diminishing according to the more recent surveys completed by parents and teachers.¹ A very small percentage of parents and teachers in the later surveys reported behavior problems associated with viewing television.

Elementary pupils in 1950 reported the effect they believe television had on school work. Thirty-one percent stated that television assisted them with their school work while 67 percent indicated that it did not.² Table 5 revealed how the pupils regarded the influence of television on reading.

TABLE 5
THE EFFECT OF TV ON READING AS REPORTED BY THE PUPILS³

Survey	Read More	Read Less	Read About the Same
1951		50.0	
1952		33.0	
1953	15.0	39.0	46.0
1954	22.0	38.0	40.0
1955	45.0	43.0	12.0
1956	50.0	50.0	
1957	56.0	39.0	5.0
1958	50.0	50.0	

¹Paul Witty and T. F. Gustafson, "Studies of TV: An Eighth Yearly Report," Elementary English, XXXIV (December, 1957), 539.

²Paul Witty, "Children's, Parents' and Teachers' Reactions to Television," Elementary English, XXVII (October, 1950), 351.

³Compiled from Witty's studies reported in Elementary English Journal.

Generally, by 1959 pupils appeared to be reading a little more than they did a decade ago. This increase in reading was revealed in reports made by librarians, teachers, and pupil statements. About 25 percent of the elementary pupils in 1964 and 1965 indicated that television presentations had led them to read certain books. Despite a probably small gain in the total amount of reading done by children, the picture was not bright since many children do not read widely. The amount of time devoted to television as compared with that given to reading was very large. About three hours daily was given to televiewing while only one hour was spent reading. The reading of books was generally considered a little greater after the advent of television into the home, yet, it was still very meager in comparison with the amount of time given to viewing television.¹

Amount of Televiewing

The appeal of television was considered far greater than that achieved by other medium of mass communications. The double impact on the vision and hearing has a tremendous capacity to entertain, inform, and impress the audience with a minimum amount of effort or concentration. This vast television audience has been charmed at least in two ways. First, television has diverted people from using other forms of

¹Paul Witty, "Studies of Mass Media, 1949-1965," Science Education, L (March, 1966), 122.

media activities. Then, it has drawn heavily from the public's reserve sources of leisure time.

A study conducted in 1948 by Coffin reported that children viewed television 24 hours per week.¹ About a year later McGinnis found that elementary pupils spent between 15 and 25 hours per week televiewing.² In 1951, Clarke found the average 12-13 year old in Cincinnati spent 3.7 hours per day televiewing.³ Witty in 1950 surveyed the elementary pupils in the Evanston Illinois area and obtained completed questionnaires on 2100 students. The average time spent televiewing was three hours daily or 21 hours per week.⁴ His fifteen yearly reports which began in 1950 and continued through 1965 revealed that the average of three hours daily televiewing for elementary pupils has remained relatively constant year after year. Himmelweit, Oppenheim, and Vince⁵ conducted a study of the effects of television on English children during 1955 and 1956. They reported that the average child in the main sample viewed between eleven and thirteen hours a

¹Thomas E. Coffin, "Television's Effect on Leisure Time Activities," Journal of Applied Psychology, XXXII (October, 1948), 555.

²W. C. McGinnis, "Now It's Television," The Journal of Education, CXXXII (May, 1950), 152.

³Franklin Dunham, "Effect of Television on School Achievement of Children," School Life, XXXIV (March, 1952), 88.

⁴Witty, "Reaction Television," p. 350.

⁵Hilde T. Himmelweit, A. N. Oppenheim, and Pamela Vince, Television and the Child (London: Oxford University Press, 1958), p. 98.

week. At the time of the English survey, television (BBC only) was on the air for only brief periods during the day. The children's programs were on for one hour from 5:00 p.m. to 6:00 p.m. The adult programs began at 7:30 p.m. and continued until about 10:30 p.m. During any given week, a child viewer would have access to seven hours of children's tele-viewing, twenty-one hours of evening television, plus a few hours of early afternoon viewing during the week-end. Schramm¹ reported that in the early grades, the average time a child spent with television was about two hours a day. Televiewing reached a peak of three to four hours about the sixth or seventh grade and then declined slowly throughout the high school years. In studying the use made of mass media by the urban poor, Greenberg and Dervin² reported the hours of tele-viewing in terms of family income (Table 6).

The low-income black youngster reported the most viewing time on any given weekday, nearly seven hours; high-income whites watched television nearly four hours. Pre-school children typically watch television between two and three hours per day. Viewing time tends to drop when the child begins school and returns to the three hours per day at about the sixth grade. During the teenage years, tele-viewing for many pupils slowly begins to decline.

¹Wilbur Schramm, Jack Lyle, and Edwin B. Parker, Television in the Lives of Our Children (Stanford, California: Stanford University Press, 1961), p. 169.

²Bradly S. Greenberg and Brenda Dervin, Use of Mass Media by the Urban Poor (New York: Praeger Pub., 1970), p. 54.

TABLE 6

AVERAGE HOURS OF WEEKDAY TV VIEWING
AMONG DISADVANTAGED CHILDREN¹

	Family Income		
	Low	Medium	High
White	5.73	5.19	3.82
Black	6.85	5.90	6.29

Influence on Reading

Television has been accused of decreasing the pupils' amount of reading, which was considered a normal, wholesome activity for children. Some early critics predicted that television would eliminate the need to read and that society could look forward to a future generation which would be content to only sit and watch. Gessleman² compared the reading activities of children from television homes with those from non-television homes. She reported that 39 percent of her subjects indicated that they had been stimulated to read a book because of televiewing. The television group reported a range of reading from no library books up to ten per week

¹Amount of television viewing was calculated for these samples by totaling the length of each show the respondents had circled on a TV schedule for the day before the interview. These times were rounded to the nearest half hour.

²Daisy B. Gessleman, "Television and Reading," Elementary English, XXVIII (November, 1951), 388.

for a total of 66 books, or an average of 2.2 books per week per child. There was no appreciable difference in the amount of library reading of the two groups. She summarized her findings by stating that those who like to read will continue to read, and those who seldom read or never read will continue as they have been doing regardless of television. Scott,¹ in a study completed in 1954, endeavored to determine the relationship between the amount of televiewing that was done by children and school success. Those children who viewed more television, the upper 27 percent, achieved less proficiency as measured by standardized tests in arithmetic and reading. The child most devoted to television achieved to a lesser extent in reading than the one who viewed television in moderation. Bogart² indicated that the evidence regarding television's effects on reading were far from being consistent. Yet, there was overwhelming agreement that television had reduced the amount of time American people spend in reading magazines and books, but not the newspapers. In general, the advantage of reading and televiewing were approximately the same in the English study conducted by Himmelweit, Oppenheim and Vince.³ Both were considered home media and were always available.

¹Lloyd F. Scott, "Television and School Achievement," Phi Delta Kappan, XXXVIII (October, 1956), 26.

²Leo Bogart, The Age of Television (New York: Fredrick Ungar Publishing Company, 1956), p. 151.

³Himmelweit, Television and the Child, p. 154.

Whenever television and reading competed against each other, television (with the extra enticement of sound and vision) had more appeal than reading. Nevertheless, an interesting minority among the girls and the more intelligent younger children, indicated that they would rather read than view. The advantage of selecting their own reading matter proved to be a stronger influence than the pictorial content of television.

Reading with two exceptions has retained its former allotment of time and prestige. Books, newspapers, and most magazines were as much read today as they were in the earlier period. Comic books, and the group of magazines which includes confessions, screen detective, and pulp adventure types, were read much less than they were in the days of radio.¹ The earlier studies conducted by Witty supported the findings that elementary age pupils read about the same amount after television came to them as they did before its advent. The more recent studies suggested that elementary pupils may be reading a little more. The present situation can not be considered bright for reading. The amount of time given to reading was one hour as compared to three hours spent daily televiewing.² The most avid readers were from middle class homes. Comic book reading and televiewing tend to go hand in hand, but book reading and televiewing competed for a youngster's time. Television

¹Schramm, Television in the Lives of Our Children, p. 15.

²Paul Witty, "Children of the Television Era," Elementary English, XLIV (May, 1967), 531.

does act as an indirect stimulus to reading. Less intelligent children and those from the working class homes did not read much even before they had television. The initial influence of television on most children resulted in less reading. The loss of book reading was greatest among boys and children of average intelligence. Television can be considered to exert a good or bad influence on reading practices. Television does stimulate interest that leads to further learning, or it can serve as an escape to the world of fantasy.¹

Socio-Economic Factors

According to Bogart,² there were two reasons why the heaviest listening and viewing was found at the middle rather than at the top or bottom of the social and educational ladder. First, television and radio programs were generally directed toward the psychological and cultural interests of the average, middle segment of the population. This approach seemed to offer the greatest promise of attracting the largest number of people to the audience. The second reason was that people of above average education and income have a greater mobility and were less apt to be dependent on home amusements. People of above average education and income were in the habit of reading, and had correspondingly less time and inclination for viewing

¹Mary Jane Gray, "The Effect of Home Television on School Children," Elementary English, XLVI (March, 1969), 308.

²Bogart, The Age of Television, p. 62.

or listening. The people of lowest education and income were considered least apt to turn to the mass media for recreation or information. This assumption, although apparently in error, resulted from the belief that this lower education and income group had a more constricted range of interests, or less developed capacity for sustained attention.

Himmelweit, Oppenheim, and Vince¹ reported that the social level (a middle or working class home) proved of little importance in affecting the amount of time children watched television. The middle class children tended to view a little less than working class children, largely because of their earlier bed times.

Greenberg and Dervin² reported television behavior for disadvantaged fourth and fifth graders. Low-income pupils watched longer than high-income children. This finding was earlier supported by Scott³ and Gray.⁴ Low-income pupils were more likely than high-income children to watch television before school, during the noon hour, from 3:00 to 7:30 p.m., and from 7:30 to 11:00 p.m. Children from poorer homes reported less parental control over their viewing habits. All children indicated that they controlled what they watched on television

¹Himmelweit, Television and the Child, p. 12.

²Greenberg, Use of Mass Media by Urban Poor, p. 70.

³Scott, "Television and School Achievement," 26.

⁴Mary Jane Gray, "The Effect of Home Televiewing," 308.

except for the white children from high-income homes where the father exercised more control over the television set. Children from low-income families were more likely than pupils from higher-income homes to believe that the television content was true-to-life. Lower-income pupils were more likely than upper-income children to state that they watched television to learn about things not taught in school, about new things, about how to solve problems, and about how to act in social situations. No social class differences were found in the extent to which the children used television as a source of information about preferred occupations or places to live.

Berman and Eisenberg¹ studied a group of high school students whose nearly homogeneous population was 95 percent Jewish. Most of the parents owned their own homes and had become moderately affluent. A total of 270 completed protocols were obtained. Measures, such as, type of housing, father's job status, and number of children in the family bore no relationship to earned school marks. Parents' education correlated slightly, but significantly with school marks. This finding suggested that it is not an overtly expressed parental interest, but a more subtly communicated attitude with which the pupil identified that influences school performance. To some extent, the parents' educational achievement leads the pupil to view school success as being important. Students in this

¹Graham Berman and Mildren Eisenberg, "Psycho-Social Aspects of Achievement," American Journal Orthopsychiatry, XLI (April, 1971), 412.

study with exceptionally high intelligence were always high achievers in school.

Televiewing and Factors of Personality

A theory adequate to explain the function of mass media must satisfy the individual's wish-fulfillment, needs, and assists in the process of socialization, and social learning. The viewing of television was assumed to be a behavior that was expected to meet present needs.

The physically maturing child was in the process of being prepared to take part in adult society. These socializing experiences were frequently difficult for a child and often presented him hard psychological blows, fears, and frustrations. The child turns to television to escape from the conflicts and frustrations of the read world, or, perhaps, to seek aid and enlightenment regarding his many complex problems.

Four approaches to define personality were suggested by Stanton.¹

1. Equate personality with social skills since an individual's personality is assessed by the effectiveness with which the individual was able to elicit positive reactions from a variety of persons under different circumstances.
2. The second definition considers the personality of the individual to adhere to the most outstanding or salient impression which was created in others.

¹Paul E. Stanton, "Personality Theory and Reading," Donald L. Cleland and Paul E. Stanton, eds., Psychological and Physiological Aspects of Reading, The Twenty-Fourth Annual Conference and Course on Reading (Pennsylvania: University of Pittsburgh, 1968), pp. 55-58.

3. Allport's studies provided a definition with two major categories.
 - a. Bisocial: Social stimulus value, reaction of other individuals to the subject or "responding others."
 - b. Biophysical: This description has an organic side as well as a perceived side and may be linked to specific qualities of the individual which were susceptible to objective description and measurement.
4. Personality was defined by the particular empirical concepts which were a part of the theory employed by the observer.

Acquiring an understanding that there was no single definition of personality and that personality was not completely physiological were two important concepts to be gained.

Psychoanalytic theory offers three primary components: the Id, Ego, and Superego. The Id includes everything physiological that is inherited and was present at birth. The Ego serves as a monitor of the individual's needs and provides appropriate transactions to the real world. The function of the Superego as the moral arm of personality, represented the ideal rather than the real.

The three personality components represented the following areas:

The Id represents the biological; the Ego represents the psychological; and, the Superego represents the sociological.

The self-theory of personality as offered by Carl Rogers has gained somewhat wide acceptance. The principal conceptual ingredients in the theory include:

1. Organism: The total individual considering the biological, psychological, and social factors.

2. Phenomenal field: A construct which includes the totality of an individual's experience.
3. Self: The behaving individual whose behavior is controlled by his conscious perception of the phenomenal field and the values of the organism or the "I."

This theoretical system offers many implications regarding the individual's varied relationships.

1. Personality developed as the organism interacts with the environment.
2. Personality may interject the values of other people and perceive them in a distorted manner.
3. The self strives for consistency.
4. The organism behaved in ways that were consistent with the self.
5. Experiences which were not consistent with the self-structure were perceived as threats.
6. The self may change as a result of maturation and learning.

What were the functions of "fantasy" for the individual?

The answer to this question was forthcoming when the relationship of the child to his favorite television programs was understood. A child can be observed spending much of his waking life in daydreaming, imaginative play, and exposure to mass media; such as, fairy stories, comic books, radio, and television. Several suggestions were offered to explain the child's motives for this active "fantasy" life.¹ First of all, "fantasy" provided the child with experiences which were free from

¹Eleanor E. Maccoby, "Why Children Watch Television," Public Opinion Quarterly, XVIII (Fall, 1954), 239-240.

real life controls. These experiences enabled the child to seek solutions to pressing problems and allowed modes of action without risking injury or punishment. Another function of "fantasy" was its use as a distractor. The motivated child to "get away from it all" can do so by immersing himself in "fantasy." A third function of "fantasy" as emphasized by Freud was in connection with his analysis of dreams, wish-fulfillment. The vicarious satisfaction provided by "fantasy" was presumably of a lower order, and as "fantasy" outlets were selected only as second-best solutions when real-life satisfactions were lacking. Media interests of youth were not simply a by-product of schooling and life style. These interests, while not necessarily of a single kind, appeared to reflect characteristics of personality. The high user of media may have wider horizons, greater interests, and energy to apply to all spheres of life. A more insecure individual may require a greater measure of distraction from his frustrations to the "fantasy" world of media. Those that possess rich imaginations may require constant stimulation to feed their "fantasy" life, or as a more rigid conformist, the stereotyped images of mass media were welcomed.

As a conveyor of "reality" experiences, television has certain advantages and disadvantages. First, television was able to offer the information earlier and possesses all of the advantages inherent in an audiovisual channel. Television was in a position to enlarge the environment of viewers. A distinct disadvantage as compared to print was that the

televiewer can not establish his own pace or repeat the experience when the need arises. The higher level abstractions were very difficult to project because of the very concreteness of the audiovisual mode of presentation. Since television has been such a success as a "fantasy" medium, children were reluctant to go to the television for the purpose of learning.

Television offered children escape from conflicts and frustrations or it served as an aid and provided enlightenment to a solution of problems. These two functions of televising have been labeled as "fantasy" and "reality" by Schramm.¹ "Fantasy" content invited the viewer to take leave of his problems, invited emotion, acted to remove threat and anxiety, offered wish-fulfillment, and pleasure. Reality content constantly referred the viewer to the problems of the real world, invited alertness, cognition, tends to increase anxiety for a better view of the problem, and offered enlightenment.

Schramm² has indicated that adequately controlled studies have failed to demonstrate that withdrawn behavior in children has increased since practically all homes have access to one or more television sets. Careful investigations have also failed to link the rise of juvenile delinquency to the program's content or the act of watching television. The child who usually becomes addicted to television was not well-grounded in reality and was unable to differentiate between the real and

¹Schramm, Television in the Lives of Our Children, p. 63.

²Ibid., p. 157.

fantasy world. Television seems to exploit the child's need for fantasy programs. The child with a normally active personality, a happy home, and satisfactory peer group relationships was least likely to be harmed by televiewing experiences.

This review of the research as it was related to the children's use of television suggested or revealed:

1. That although technically television was slowly developed, it almost instantly received wide spread acceptance into American homes.
2. That neither admirers nor critics were entirely correct in their assessment of television. Children with satisfactory interpersonal relationships, then, were least likely to be harmed by any of the experiences offered by television.
3. In the yearly surveys, the percent that owned television sets, average hours spent televiewing, amount of adult guidance in the use of television, and the pupils reported the effect that television had on reading.
4. That television continued to be the favorite leisure or pastime for children.
5. That generally, children read about the same amount as they did before the advent of television. On the average one hour was devoted to reading for every three hours spent televiewing.
6. That socio-economically, there was scarcely a home without one television set. Children from low-income families watched more television, had less parental control over the television, believed that the content of television was true-to-life, stated that they viewed television to learn about things not taught in school, and viewed television for solutions to problems and models of acceptable behavior.
7. That the mass media attempted to satisfy the individual's needs for "fantasy" or "reality" experiences. It has not been shown that television has increased the withdrawn behavior of

children or contributed to the rise in juvenile delinquency. The normal, well adjusted child was unlikely to be harmed by any of the experiences offered by television.

CHAPTER III

PROCEDURES AND PRESENTATION OF THE DATA

This study was designed to investigate the televiewing practices of middle socio-economic status fourth grade subjects. The subjects were grouped into high, medium, and low reading achievement levels, and were considered as "fantasy" or "reality" viewers and then as "heavy" or "light" viewers. The percentage of "fantasy" viewing and the percentage of time spent televiewing were correlated with each of the fourteen factors of the IPAT Children's Personality Questionnaire.

The review of the literature revealed that little research had been conducted to investigate televiewing practices of fourth grade subjects and the relationship of their viewing practices to certain dimensions of personality.

Procedure

The subjects in the study were selected from fourth grade classrooms in six separate schools located in the Midwest City-Del City School District. These schools had previously been identified by administrators as having a predominantly middle socio-economic status student enrollment. There was a total enrollment in the district of 18,412 students in

September, 1971. The elementary schools enrolled 9,201 students or about half of the students.

The six elementary schools provided a fourth grade population of 592 subjects. Complete data were collected on 465 subjects. All of the fourth grade students were eligible to participate in the study. Those subjects with incomplete data were excluded from the study. An itemized listing of the data collected on each of the 465 students is reported in Appendix D of the study. Data pertaining to "fantasy-reality" viewers and "heavy-light" viewers have been itemized in Appendix C.

Two undergraduate college classes served as a panel of judges to rate the television programs. For the rater to assign a program to either the "fantasy" or "reality" category, the program must have satisfied four of the six possible rating criteria. The first class had a membership of 26 students and rated the programs viewed Monday through Friday. The Saturday and Sunday programs were rated by the 40 members of the second class. (See Appendix D for a copy of the instruction and ratings.) A program had to receive 51 percent (14 and 21 ratings) of the judges ratings to be included in the study. The ratings of the programs for the week beginning April 3, 1972 are presented in Table 8.

There were 80 programs (including 5, 10, 15, and up to 30 minute time periods) available for televiewing during each of the week days. There were 107 programs offered for viewing on Saturday and 110 programs on Sunday. A total of

TABLE 8
RATINGS OF THE TV PROGRAMS

	Fantasy	Reality	Not Rated	No. Daily Programs
Monday	40	18	22	80
Tuesday	36	18	26	80
Wednesday	40	19	21	80
Thursday	41	19	20	80
Friday	41	18	21	80
Saturday	50	9	48	107
Sunday	<u>34</u>	<u>6</u>	<u>70</u>	<u>110</u>
Totals	282	107	228	617

617 programs were available to be viewed by the subjects during the seven day period (See Appendix B for a copy of the Televiewing Questionnaire). The judges rated 282 programs as "fantasy" and 107 programs as "reality" type programs. These programs were all 30 minute segments of time. Approximately 63 percent of the total number of programs offered for public viewing were included in the study. The 282 "fantasy" programs constituted 72.49 percent of the rated programs while 107 programs represented the remaining 27.51 percent of the programs included in the study. Whenever a subject's "fantasy" viewing exceeded the 90 percent level, he was classified as a "fantasy" oriented viewer. The subject was classified as a "reality" viewer whenever his "reality" viewing reached the 80 percent level.

The subjects were divided into groups, "heavy" and "light" viewers. The "heavy" viewers, by definition, spent 55 percent or more of their available hours at home televiewing. The "light" viewers spent 35 percent or less of their available time watching television.

Twenty-three classroom teachers assisted in collecting the data. Each teacher was provided with materials, a manual describing the study, and instructions for administering the questionnaires (Appendix E). The Televiewing Questionnaire was administered during the morning following the subjects opportunity to view the programs. The week-end viewing on Friday, Saturday, and Sunday was reported on the following Monday after the subjects had returned to school.

The teachers arranged a time schedule for administering the IPAT Children's Personality Questionnaire (CPQ) within their classrooms. The subjects completed the personality questionnaires during the week when other data were collected.

The reading comprehension sub-test scores on the Iowa Tests of Basic Skills were taken from the reports provided the schools by the Houghton Mifflin Company Scoring Services at Iowa City, Iowa. The data from the questionnaires were key-punched on IBM cards and analyzed by computer. The Merrick Computer Center, Norman, Oklahoma, provided programs for the Analysis of Variance which were utilized in the completion of the study.

Presentation of Data

Various types of data were unavailable for some of the subjects in the schools. Table 9 indicated the distribution of unobtained data.

TABLE 9
TYPE OF MISSING DATA BY SCHOOLS

	A	B	Schools		E	F	Total
			C	D			
CPQ	2		1	1	3	6	13
Reading Score	4	12	13	23	14	24	90
TV Questionnaire	1	1	3	1	8	3	17
Personal Data Form	<u> </u>	<u> </u>	<u> </u>	<u> 2 </u>	<u> 2 </u>	<u> 3 </u>	<u> 7 </u>
Total	7	13	17	27	27	36	127

Unavailable reading comprehension scores accounted for 90 of the 127 subjects eliminated from the study. The 127 subjects represent approximately 21.5 percent of the total fourth grade enrollment of the participating schools.

Available data was collected on 465 fourth grade subjects. A distribution is presented in Table 10 of the participating subjects by schools.

There was approximately an equal number of males and females (239 males--226 females) which provided complete data for the study. School "E" provided the largest number of subjects with an equal number males and females. The subjects

which satisfied the criteria for "reality" viewers are presented in Table 11.

TABLE 10
NUMBER OF PARTICIPATING SUBJECTS BY SCHOOL

Sex	Schools						Total
	A	B	C	D	E	F	
Male	45	36	40	23	51	44	239
Female	<u>44</u>	<u>42</u>	<u>37</u>	<u>18</u>	<u>51</u>	<u>34</u>	<u>226</u>
Total	89	78	77	41	102	78	465

TABLE 11
REALITY VIEWERS BY SCHOOLS

Reading Levels	Schools						Total						
	A		B		C			D		E		F	
	M	F	M	F	M	F		M	F	M	F	M	F
Low							1		2	2			5
Medium					1		1	1	1	1		1	6
High	<u>1</u>		<u>1</u>	<u>1</u>	—		<u>1</u>	<u>1</u>	<u>3</u>	—	<u>2</u>	<u>1</u>	<u>9</u>
Total	1		1	1	1		1	2	6	3	3	1	20

The "reality" viewers (4 percent of the student group) consisted of a total of twenty subjects. Each school provided a minimum of one subject for the study. Twelve of the twenty subjects were males and school "E" provided nine of the "reality" viewers. The high reading level as a group accounted for nine of the "reality" viewers.

The distribution of "fantasy" viewers is presented in Table 12 by schools. The data revealed that the "fantasy" viewers category contained the largest number of subjects.

TABLE 12
FANTASY VIEWERS BY SCHOOLS

Reading Levels	Schools												Total
	A		B		C		D		E		F		
	M	F	M	F	M	F	M	F	M	F	M	F	
Low	6	8	6	10	7	8	3	6	10	10	14	5	93
Medium	7	12	8	8	12	6	3	4	6	15	8	8	97
High	<u>11</u>	<u>10</u>	<u>11</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>7</u>	<u>3</u>	<u>8</u>	<u>7</u>	<u>2</u>	<u>6</u>	<u>89</u>
Total	24	30	25	27	27	21	13	13	24	32	24	19	279

The "fantasy" viewers (a total of 279 subjects) represented 60 percent of the 465 subjects. While school "E" (Table 10) contributed the largest number of subjects to the study, they had the smallest percentage (55 percent) to participate as "fantasy" viewers. There was about an equal number (Table 12) in each of the reading level categories: low, (93); medium, (97); and high, (89).

The individuals classified as "heavy" or "light" televiewers totaled 224 subjects (approximately 48 percent of the 465 subjects). The two groups were about equal in number of subjects. There were 117 "heavy" viewers (50 males and 66 females) as compared to 107 "light" viewers (66 males and 41

females). Table 13 provided the data related to the "heavy" viewers by schools.

TABLE 13
HEAVY VIEWERS BY SCHOOLS

Reading Levels	Schools												Total
	A		B		C		D		E		F		
	M	F	M	F	M	F	M	F	M	F	M	F	
Low	3	3	2	4	2	2		3	3	5	3	4	34
Medium	3	5	1	6	7	4	2	1	4	5	5	2	45
High	<u>1</u>	<u>7</u>	<u>2</u>	<u>8</u>	<u>—</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>38</u>
Total	7	15	5	18	9	9	5	5	13	12	11	8	117

The "heavy" viewers as a group had 50 male and 67 female subjects. School "C" failed to provide a minimum of one male subject for the high reading level. School "D" did not have a male subject to qualify for the low reading level. The "heavy" viewers had 34 subjects in the low reading level, 45 subjects in the medium level, and 38 subjects in the high reading level.

The distribution of the subjects as "light" viewers are presented in Table 14 by schools. One hundred and seven subjects were classified as "light" viewers.

The "light" viewers as a group had 66 males and 41 female subjects. School "D" failed to identify a minimum of one female subject for the high reading level. School "F" did not have a female subject to qualify for the low reading level.

TABLE 14
LIGHT VIEWERS BY SCHOOLS

Reading Levels	Schools												Total
	A		B		C		D		E		F		
	M	F	M	F	M	F	M	F	M	F	M	F	
Low	2	3	3	2	1	4	4	2	6	5	7		39
Medium	3	2	3	2	2	1	4	1	3	6	2	3	32
High	<u>5</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>3</u>		<u>7</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>36</u>
Total	10	7	10	6	6	6	11	3	16	14	13	5	107

Six elementary schools provided 592 fourth grade subjects to participate in the study. Data was collected on 465 subjects.

To rate the television programs as being either "fantasy" or "reality" oriented, two undergraduate college classes served as a panel of judges. A total of 282 programs were rated as "fantasy" oriented while 107 programs were rated as being "reality" oriented.

The presentation of the data was by categories: "reality" with 20 subjects; "fantasy" with 279 subjects; "heavy" viewers with 117 subjects; and "light" viewers with 107 subjects. The "reality" category had the fewest number of subjects while "fantasy" had the greatest number of subjects.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to present the analysis of the collected data on 299 subjects classified along a "fantasy-reality" dimension, 224 subjects classified as "heavy" or "light" viewers, and the correlations between "fantasy" and "heavy" viewing with each of the fourteen factors of the IPAT Children's Personality Questionnaire.

A Three-Way Analysis of Variance (ANOVA) was performed. The first analysis was concerned with "fantasy-reality" oriented televiewing. The second analysis was concerned with "heavy-light" viewing. These ANOVAs tested Hypotheses 1, 2, 4, and 6 and examined the interaction between selected factors within this study. The interactions combined were "fantasy-reality," "heavy-light," sex, and reading levels. Hypotheses 3 and 5 were tested by means of a Chi-square test. Hypotheses 7 and 8 were tested using a Pearson Product-Moment Correlation Coefficient.

Hypothesis 1 stated: "There is no statistically significant interaction between the type of television viewer ("fantasy oriented" or "reality-oriented") and the reading achievement level of the subjects and the amount of television watched." As revealed in Table 15, the calculated

value of F for this hypothesis was <1 . This was not statistically significant. Therefore, Hypothesis 1 cannot be rejected.

TABLE 15
ANALYSIS OF THE FANTASY-REALITY VARIABLE

Hypothesis Number	Source	Means Square	Degrees of Freedom	F-Ratio	P	Sign.
	Sex	0.413	1.0	0.0016	0.9672	N.S.
	Reading Levels	605.958	2.0	2.3146	0.0985	N.S.
	Reality-Fantasy	5705.996	1.0	27.7957	0.0000	$<.001$
	Sex by Reading Levels	342.288	2.0	1.3075	0.2712	N.S.
4	Sex by Reality-Fantasy	3978.105	1.0	15.1955	0.0003	$<.001$
1	Reading Levels by Reality-Fantasy	65.992	2.0	0.2521	0.7807	N.S.
	Sex by Reading Levels by Reality-Fantasy	96.543	2.0	0.3688	0.6975	N.S.
	Within	261.795	287.0			
	Total	292.085	298.0			

Hypothesis 2 stated: "There is no statistically significant interaction between the amount of televiewing ("heavy-

light") and the reading achievement level of the subjects and the amount of "fantasy" watched." The calculated value of F indicated in Table 16 for this hypothesis was <1 . This value was not statistically significant at the .05 level. Hypothesis 2, therefore, cannot be rejected.

TABLE 16
ANALYSIS OF THE HEAVY-LIGHT VARIABLE

Hypothesis Number	Source	Means Square	Degrees of Freedom	F-Ratio	P	Sign.
	Sex	721.289	1.0	13.1838	0.0006	<.001
	Reading Levels	4.326	2.0	0.0791	0.9235	N.S.
	Heavy-Light	82.186	1.0	1.5022	0.2193	N.S.
	Sex by Reading Levels	14.058	2.0	0.2570	0.7771	N.S.
6	Sex by Light-Heavy	181.674	1.0	3.3207	0.0662	N.S.*
2	Reading Levels by Light-Heavy	39.471	2.0	0.7215	0.5083	N.S.
	Sex by Reading Levels by Light-Heavy	95.162	2.0	1.7394	0.1761	N.S.
	Within	54.710	212.0			
	Total	57.802	223.0			

*This hypothesis failed to be rejected by an extremely narrow margin at the .05 level. The reader is invited to note this fact, and to draw his own conclusions regarding this.

Hypothesis 3 stated: "There is no statistically significant difference between the frequency of males and females selecting "fantasy" or "reality" type programs." The calculated Chi-square value indicated in Table 17 was <1 . The Chi-square value was not statistically significant at the .05 level. Therefore, Hypothesis 3 cannot be rejected.

TABLE 17

SEX BY REALITY-FANTASY VIEWING
(Hypothesis 3)

	Reality	Fantasy	
Male	12.0	137.0	149.0
	10.0	139.0	
Female	8.0	142.0	150.0
	10.0	140.0	
	20.0	279.0	299

$$\chi^2 = 0.858 \quad 1 \text{ df}$$

$$\chi^2 = \text{N.S.}$$

Hypothesis 4 stated: "There is no statistically significant interaction between sex and the percentage of "fantasy" or "reality" type programs watched and the amount of television watched." As shown in Table 15 the calculated value of F for this hypothesis was 15.20. This value was statistically significant at $p < .001$. Hypothesis 4, therefore, was rejected.

Hypothesis 5 stated: "There is no statistically significant difference between the frequency of males and females as "heavy-light" viewers. Table 18 indicated the Chi-square value for

this hypothesis was 8.05. This value was statistically significant at the .01 level. Hypothesis 5, therefore, was rejected.

TABLE 18

SEX BY HEAVY-LIGHT VIEWING
(Hypothesis 5)

	Heavy	Light	
Male	50.0	66.0	116
	60.6	55.4	
Female	67.0	41.0	108
	56.4	51.6	
	117	107	224

$$\chi^2 = 8.05 \quad 1 \text{ df}$$

$$\chi^2 = p < .01$$

Hypothesis 6 stated: "There is no statistically significant interaction between sex and the amount ("heavy" or "light" viewing) of television watched and the amount of "fantasy" selected for televiewing." As shown in Table 16, the calculated F value for this hypothesis was 3.32. This value failed to reach the .05 level of statistical significance, but was significant at $p < .07$. Hypothesis 6, therefore, cannot be rejected at the .05 level. The reader is invited to note this fact, and if the consequences of a Type I error are not too serious, to consider this hypothesis as being tentatively rejected.

Hypothesis 7 stated: "There is no statistically significant correlation between the percentage of "fantasy" watched and each of the fourteen factors of the IPAT Children's

Personality Questionnaire. The data presented in Table 19 revealed that the percent of "fantasy" viewing was not statistically significantly correlated with any of the fourteen personality factors. Therefore, Hypothesis 7 cannot be rejected.

TABLE 19
THE CORRELATION OF CPQ FACTORS WITH THE PERCENT
OF FANTASY AND HEAVY VIEWING

CPQ Factors	Percent of Fantasy Viewing (Hypothesis 7)	Sign.	Percent of Heavy Viewing (Hypothesis 8)	Sign.
A	-0.0149	N.S.	0.0773	N.S.
B	0.0368	N.S.	-0.0459	N.S.
C	-0.0289	N.S.	-0.0317	N.S.
D	0.1170	N.S.	-0.1314	N.S.
E	0.0775	N.S.	0.0068	N.S.
F	-0.0137	N.S.	-0.1016	N.S.
G	0.0567	N.S.	0.0306	N.S.
H	-0.0267	N.S.	0.0477	N.S.
I	-0.0190	N.S.	0.0987	N.S.
J	-0.0057	N.S.	0.0389	N.S.
N	-0.0280	N.S.	-0.0274	N.S.
O	0.1208	N.S.	-0.0962	N.S.
Q ₃	-0.0780	N.S.	0.1180	N.S.
Q ₄	0.0482	N.S.	-0.1655	N.S.

Note: All at or below $r = 0.166$

Hypothesis 8 stated: "There is no statistically significant correlation between the percentage of time spent televiewing and each of the fourteen factors of the IPAT

Children's Personality Questionnaire. The data presented in Table 19 indicated that the percentage of time spent televiewing was not statistically significantly correlated with any of the fourteen personality factors. Hypothesis 8, therefore, cannot be rejected.

Hypotheses 1, 2, 3, 6, 7, and 8 were not statistically significant, therefore, they cannot be rejected. Hypotheses 4 and 5 were statistically significant, and therefore, were rejected.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the effects that televiewing practices have on school behavior, social and emotional adjustment of middle socio-economic status fourth grade subjects. The percent of time and type of programs was correlated with each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Several conditions suggested the need for conducting the study. First, there was little reported research which focused upon the effects of televiewing practices of fourth grade subjects. Second, children's use of television may have changed since Witty made his last yearly report. Finally, the type of program viewed by a subject may be significantly related to personality factors.

The problem of this study was to determine if there were statistically significant differences and interactions between and among the factors of "fantasy-reality" oriented viewing, "heavy-light" viewing, sex, and level of reading achievement of the subjects. The second part of the problem of this study was to determine if there were statistically

significant correlations between the percentage of "fantasy" programs watched or time spent televiewing and each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Eight hypotheses were developed to implement the investigation of the problem. These hypotheses were:

1. There is no statistically significant interaction between the type of television viewer ("fantasy-reality" oriented) and the reading achievement level of the subjects and the amount of television watched.
2. There is no statistically significant interaction between the amount of televiewing ("heavy-light" viewing) and the reading achievement level of the subjects and the amount of "fantasy" watched.
3. There is no statistically significant difference between the frequency of males and females selecting "fantasy" or "reality" type programs.
4. There is no statistically significant interaction between sex and the percentage of "fantasy" or "reality" type programs watched and the amount of television watched.
5. There is no statistically significant difference between the frequency of males and females as "heavy" or "light" viewers.
6. There is no statistically significant interaction between sex and the amount ("heavy-light" viewing) of television watched and the amount of "fantasy" selected for viewing.
7. There is no statistically significant correlation between the percentage of "fantasy" watched and each of the fourteen factors of the IPAT Children's Personality Questionnaire.
8. There is no statistically significant correlation between the percentage of time spent televiewing and each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Procedure

The descriptive research method was used in this study. Four hundred sixty-five fourth grade subjects were included in the sample for study. Two hundred seventy-nine subjects were classified as "fantasy" viewers and twenty were classified as "reality" viewers. The "heavy" viewers as a group had one hundred seventeen subjects and the "light" viewers had one hundred and seven subjects. The following data were collected on each of the subjects: reading comprehension scores; fourteen scores on the IPAT Children's Personality Questionnaire; and seven days of televiewing reported on the Television Questionnaire.

Analysis of Variance, Chi square tests, and Pearson Product-Moment Correlation Coefficients were used to test the hypothesis of the study.

Findings

The analysis of the data for the study resulted in the findings listed below:

1. There was no statistically significant difference between the type of television viewer ("fantasy-reality" oriented) and the low, medium, and high reading achievement level of the subjects.
2. There was no statistically significant difference between the amount of television viewed ("heavy-light") and the low, medium, and high reading achievement level of the subjects.
3. There was no statistically significant difference between male and female selection of "fantasy" or "reality" type programs.

4. There was a statistically significant interaction between sex and the percentage of "fantasy" or "reality" type programs watched. Table 20 indicated that female "reality" viewers spent much less time viewing "reality" programs than did male "reality" viewers. The female "reality" viewer spent much less time viewing than did the female "fantasy" viewers. Male "reality" viewers spent slightly less time viewing "reality" type programs than "fantasy" type programs. Male "fantasy" viewers spent much less time viewing "fantasy" type programs than did female "fantasy" viewers.

TABLE 20

MEANS FOR THE SEX BY REALITY-
FANTASY VIEWING INTERACTION

	Reality	Fantasy
Female	26.06	60.88
Male	41.71	44.84

5. There was a statistically significant difference between male and female as "heavy" or "light" viewers. Females tend to be "heavy" viewers and males tend to be "light" viewers.
6. There was no statistically significant interaction between sex and the percentage ("heavy" or "light" viewing) of television watched. Yet, the reader is invited to note the fact that it was significant at $p < .07$. Table 21 revealed that female "heavy" viewers watched more "fantasy" type programs than did male "heavy" viewers. Male and female "light" viewers watched about the same percent of "fantasy" type programs. Male "heavy" viewers watched less "fantasy" type programs than male "light" viewers.
7. There was no statistically significant correlation between the percentage of "fantasy" watched and each of the fourteen factors of the IPAT Children's Personality Questionnaire.

TABLE 21

MEANS FOR THE SEX BY HEAVY-
LIGHT VIEWING INTERACTION

	Light	Heavy
Female	94.55	95.16
Male	92.68	89.56

8. There was no statistically significant correlation between the percentage of time spent tele-viewing and each of the fourteen factors of the IPAT Children's Personality Questionnaire.

Conclusions

After testing the null hypotheses the following conclusions can be drawn from the data.

1. The fourth grade boys and girls assigned to the low, medium, and high reading achievement levels watched about the same amount of "fantasy" as "reality" type programs.
2. The fourth grade boys and girls assigned to the low, medium, and high reading achievement levels spent about the same amount of time viewing television.
3. The fourth grade boys and girls were decidedly more "fantasy" oriented viewers.
4. The fourth grade boys watched more "reality" type programs than did the girls.
5. The fourth grade girls tended to watch much more "fantasy" type programs than did the boys.
6. The fourth grade boys spent about the same amount of time viewing "reality" as "fantasy" type programs.
7. There was no relationship between the "fantasy" programs watched by fourth grade boys and girls and the personality factors.

8. There was no relationship between the time the fourth grade boys and girls spent televiewing and the personality factors.

Recommendations

The findings and conclusions of this study supported the following recommendations:

1. A study could be conducted of the televiewing practices of high, middle, and low socio-economic status school age subjects. A comparison of the televiewing practices could be made between the socio-economic status levels.
2. A study could be conducted of the televiewing practices of different grade levels. A comparison of these televiewing practices could be made between grade levels.
3. Studies could be made to determine the televiewing practices of subjects from different racial groups. A comparison could be made between these groups.
4. A replication of this study could be conducted using seventh or eighth grade subjects.
5. A study could be conducted of the televiewing practices of subjects when they start school in the fall and compare their fall viewing with their spring viewing practices. This could determine if significant changes occur in an individual's viewing practice during the school year.
6. A study could be conducted to determine whether televiewing practices differ for subjects living in an urban or rural area.
7. A longitudinal study could be made to ascertain whether marked changes occur in the types of television programs selected for viewing by subjects as they become reading disability cases.

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APPENDIX A

DESCRIPTIONS OF THE FACTORS OF THE IPAT
CHILDREN'S PERSONALITY QUESTIONNAIRE

<u>Low Score Description</u>		<u>High Score Description</u>
Reserved	Factor A vs.	Warmhearted
Less Intelligent	Factor B vs.	More Intelligent
Affected by Feelings	Factor C vs.	Emotionally Stable
Phlematic	Factor D vs.	Excitable
Obedient	Factor E vs.	Assertive
Sober	Factor F vs.	Happy-Go-Lucky
Expedient	Factor G vs.	Conscientious
Shy	Factor H vs.	Venturesome
Tough-Minded	Factor I vs.	Tender-Minded
Vigorous	Factor J vs.	Circumspect
Forthright	Factor N vs.	Shrewd
Self-Assured	Factor O vs.	Apprehensive
Casual	Factor Q ₃ vs.	Controlled
Relaxed	Factor Q ₄ vs.	Tense ¹

¹Rutherford B. Porter and Raymond B. Cattell, Manual for the Children's Personality Questionnaire (Champaign, Ill.: Institute for Personality and Ability Testing, 1968), pp. 3-5.

APPENDIX B

TELEVIEWING QUESTIONNAIRE

1. I got up at ____ a.m. Name: _____
 2. I left home for school at ____ a.m.
 3. I got home from school at ____ p.m.
 4. I went to bed at ____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

MONDAY--APRIL 3, 1972

- | | | | |
|----------------|-----------------------------------|-----------|-------------------------------------|
| <u>Morning</u> | | | |
| ___ 6:15 | (9) Sunrise Semester--Chemistry | ___ 6:30 | (4) Dragnet |
| ___ 6:30 | (4) Farm News and Weather | ___ | (5) Let's Make a Deal |
| ___ 6:45 | (9) Morning Devotions | ___ | (9) News |
| ___ 6:55 | (9) Farm Report--Bill Hare | ___ | (13) Spanish II--Hancock |
| ___ 7:00 | (4) Today | ___ 7:00 | (4) Rowan and Martin's Laugh-in |
| ___ | (9) CBS News | ___ | (5) Plimpton! At the Wheel |
| ___ 7:20 | (5) Give Us This Day | ___ | (9) Gunsmoke |
| ___ 7:25 | (5) What's Happening | ___ | (13) Hollywood Television Theatre-- |
| ___ 7:30 | (4) Today | ___ | "The Andersonville Trial" |
| ___ | (5) Rise and Shine Report | ___ 7:30 | (4) Rowan and Martin's Laugh-in |
| ___ | (9) News | ___ | (5) Plimpton! At the Wheel |
| ___ 7:50 | (9) Lucille Rivers--Sewing | ___ | (9) Gunsmoke |
| ___ 7:55 | (5) Paul Harvey--Commentary | ___ | (13) Hollywood Television Theatre-- |
| | | ___ | "The Andersonville Trial" |
| | <u>Afternoon</u> | ___ 8:00 | (4) Movie--"Life at the Top" |
| ___ 3:00 | (4) Somerset | ___ | (5) Movie--"Smoky" |
| ___ | (5) Love, American Style | ___ | (9) Here's Lucy |
| ___ | (9) Amateur's Guide to Love--Game | ___ | (13) Hollywood Television Theatre-- |
| ___ 3:30 | (4) Flintstones | ___ | "The Andersonville Trial" |
| ___ | (5) Movie--"After Midnight with | ___ 8:30 | (4) Movie--"Life at the Top" |
| ___ | Boston Blackie" | ___ | (5) Movie--"Smoky" |
| ___ | (9) Gilligan's Island | ___ | (9) Doris Day |
| ___ 4:00 | (4) Daniel Boone | ___ | (13) Hollywood Television Theatre-- |
| ___ | (5) Movie--"After Midnight with | ___ | "The Andersonville Trial" |
| ___ | Boston Blackie" | ___ 9:00 | (4) Movie--"Life at the Top" |
| ___ | (9) Flipper | ___ | (5) Movie--"Smoky" |
| ___ | (13) Sesame Street | ___ | (9) Sonny and Cher Comedy Hour |
| ___ 4:30 | (4) Daniel Boone | ___ | (13) Hollywood Television Theatre-- |
| ___ | (5) Movie--"After Midnight with | ___ | "The Andersonville Trial" |
| ___ | Boston Blackie" | ___ 9:30 | (4) Movie--"Life at the Top" |
| ___ | (9) Perry Mason | ___ | (5) Movie--"Smoky" |
| ___ | (13) Sesame Street | ___ | (9) Sonny and Cher Comedy Hour |
| ___ 5:00 | (4) I Dream of Jeannie | ___ | (13) Musical Showcase |
| ___ | (5) News | ___ 10:00 | (4) News |
| ___ | (9) Perry Mason | ___ | (5) News |
| ___ | (13) Mister Rogers | ___ | (9) News |
| ___ 5:25 | (5) Paul Harvey--Commentary | ___ 10:30 | (4) Johnny Carson |
| ___ 5:30 | (4) NBC News--John Chancellor | ___ | (5) Movie--"Bang! Bang! You're |
| ___ | (5) ABC News--Howard K. Smith | ___ | Dead!" |
| ___ | (9) CBS News--Walter Cronkite | ___ | (9) Movie--"Made in Paris" |
| ___ | (13) Electric Company--Children | ___ 11:00 | (4) Johnny Carson |
| | | ___ | (5) Movie--"Bang! Bang! You're |
| | | ___ | Dead!" |
| | <u>Evening</u> | ___ | (9) Movie--"Made in Paris" |
| ___ 6:00 | (4) News | ___ 11:30 | (4) Johnny Carson |
| ___ | (5) Truth or Consequences | ___ | (5) Movie--"Bang! Bang! You're |
| ___ | (9) News | ___ | Dead!" |
| ___ | (13) French II--Debarnot | ___ | (9) Movie--"Made in Paris" |

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

TUESDAY--APRIL 4, 1972

<u>Morning</u>		<u>Evening</u>	
___ 6:15	(9) Sunrise Semester--Latin-American Literature	___ 6:00	(4) News
___ 6:30	(4) Farm News and Weather	___	(5) Truth or Consequences
___ 6:45	(9) Morning Devotions	___	(9) News
___ 6:55	(9) Farm Report--Bill Hare	___ (13)	French II--Debarnot
___ 7:00	(4) Today	___ 6:30	(4) The Admiral--Special
___	(9) CBS News--Hart	___	(5) Mod Squad
___ 7:20	(5) Give Us This Day	___	(9) News
___ 7:25	(5) What's Happening	___ (13)	Spanish II--Hancock
___ 7:30	(4) Today	___ 7:00	(4) The Admiral--Special
___	(5) Rise and Shine Report	___	(5) Mod Squad
___	(9) News	___	(9) All in the Family
___ 7:50	(9) Lucille Rivers--Sewing	___ (13)	OPUS '72
___ 7:55	(5) Paul Harvey--Commentary	___ 7:30	(4) Circus Town--Special
		___	(5) Movie--"Revenge"
		___	(9) Hawaii Five-O
		___	(13) Advocates--Debate
	<u>Afternoon</u>	___ 8:00	(4) Circus Town--Special
___ 3:00	(4) Somerset	___	(5) Movie--"Revenge"
___	(5) Love, American Style	___	(9) Hawaii Five-O
___	(9) Amateur's Guide to Love--Game	___	(13) Advocates--Debate
___ 3:30	(4) Flintstones	___ 8:30	(4) James Garner--Western
___	(5) Movie--"The Dark Past"	___	(5) Movie--"Revenge"
___	(9) Gilligan's Island	___	(9) Cannon--Crime Drama
___ 4:00	(4) Daniel Boone	___ (13)	Black Journal
___	(5) Movie--"The Dark Past"	___ 9:00	(4) James Garner--Western
___	(9) Flipper	___	(5) Marcus Welby
___ (13)	Sesame Street	___	(9) Cannon--Crime Drama
___ 4:30	(4) Daniel Boone	___	(13) Tuesdayscope
___	(5) Movie--"The Dark Past"	___ 9:30	(4) Wallace Wildlife
___	(9) Perry Mason	___	(5) Marcus Welby
___ (13)	Sesame Street	___	(9) Mary Tyler Moore
___ 5:00	(4) I Dream of Jeannie	___ 10:00	(4) News
___	(5) News	___	(9) News
___	(9) Perry Mason	___ 10:10	(5) News
___ (13)	Mister Rogers	___ 10:30	(4) Johnny Carson
___ 5:25	(5) Paul Harvey--Commentary	___	(5) News
___ 5:30	(4) NBC News--John Chancellor	___	(9) Movie--"Crooks and Coronets"
___	(5) ABC News--Howard K. Smith	___ 10:40	(5) Election '72--Special
___	(9) CBS News--Walter Cronkite	___ 11:00	(4) Johnny Carson
___ (13)	Electric Company--Children	___	(5) Movie--"A New Kind of Love"
		___	(9) Movie--"Crooks and Coronets"
		___ 11:30	(4) Johnny Carson
		___	(5) Movie--"A New Kind of Love"
		___	(9) Movie--"Crooks and Coronets"

TELEVIEWING QUESTIONNAIRE

1. I got up at ____ a.m. Name: _____
 2. I left home for school at ____ a.m.
 3. I got home from school at ____ p.m.
 4. I went to bed at ____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

WEDNESDAY--APRIL 5, 1972

<u>Morning</u>		<u>Evening</u>	
___ 6:15	(9) Sunrise Semester--Chemistry	___ 6:00	(4) News
___ 6:30	(4) Farm News and Weather	___	(5) Truth or Consequences
___ 6:45	(9) Morning Devotions	___	(9) News
___ 6:55	(9) Farm Report--Bill Hare	___	(13) French II--Debarnot
___ 7:00	(4) Today	___ 6:30	(4) Dragnet
___	(9) CBS News--Hart	___	(5) Courtship of Eddie's Father
___ 7:20	(5) Give Us This Day	___	(9) News
___ 7:25	(5) What's Happening	___	(13) Spanish II--Hancock
___ 7:30	(4) Today	___ 7:00	(4) Adam-12
___	(5) Rise and Shine Report	___	(5) ABC Comedy Hour
___	(9) News	___	(9) Aquacade at Acapulco: Special
___ 7:50	(9) Lucille Rivers--Sewing	___	(13) A Public Affair--Election '72
___ 7:55	(5) Paul Harvey--Commentary	___ 7:30	(4) NBC Mystery Movie--"Murder by the Barrel"
		___	(5) ABC Comedy Hour
		___	(9) Aquacade at Acapulco: Special
		___	(13) This Week--Bill Moyers
		___ 8:00	(4) NBC Mystery Movie--"Murder by the Barrel"
		___	(5) ABC Comedy Hour
		___	(9) Medical Center
		___	(13) Vibrations--Music
		___ 8:30	(4) NBC Mystery Movie--"Murder by the Barrel"
		___	(5) Movie--"Adventures of Robin Hood"
		___	(9) Medical Center
		___	(13) Vibrations--Music
		___ 9:00	(4) Night Gallery
		___	(5) Movie--"Adventures of Robin Hood"
		___	(9) Mannix
		___	(13) Indians for Indians
		___ 9:30	(4) Night Gallery
		___	(5) Movie--"Adventures of Robin Hood"
		___	(9) Mannix
		___	(13) Fun From Books
		___ 10:00	(4) News
		___	(5) News
		___	(9) News
		___ 10:30	(4) Johnny Carson
		___	(5) Movie--"Wild in the Country"
		___	(9) Movie--"Alphabet Murders"
		___ 11:00	(4) Johnny Carson
		___	(5) Movie--"Wild in the Country"
		___	(9) Movie--"Alphabet Murders"
		___ 11:30	(4) Johnny Carson
		___	(5) Movie--"Wild in the Country"
		___	(6) Movie--"Alphabet Murders"

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

THURSDAY--APRIL 6, 1972

- | | | | |
|-------------------------------|---|--------------------------------|--|
| <u>Morning</u> | | | |
| <input type="checkbox"/> 6:15 | (9) Sunrise Semester--Latin-American Literature | <input type="checkbox"/> 6:30 | (4) Dragnet |
| <input type="checkbox"/> 6:30 | (4) Farm News and Weather | <input type="checkbox"/> | (5) This is Your Life |
| <input type="checkbox"/> 6:45 | (9) Morning Devotions | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> 6:55 | (9) Farm Report--Bill Hare | <input type="checkbox"/> | (13) Spanish II--Hancock |
| <input type="checkbox"/> 7:00 | (4) Today | <input type="checkbox"/> 7:00 | (4) Flip Wilson |
| <input type="checkbox"/> | (9) CBS News--Hart | <input type="checkbox"/> | (5) Alias Smith and Jones |
| <input type="checkbox"/> 7:20 | (5) Give Us This Day | <input type="checkbox"/> | (9) Me and the Chimp |
| <input type="checkbox"/> 7:25 | (5) What's Happening | <input type="checkbox"/> | (13) Thirty Minutes |
| <input type="checkbox"/> 7:30 | (4) Today | <input type="checkbox"/> 7:30 | (4) Flip Wilson |
| <input type="checkbox"/> | (5) Rise and Shine Report | <input type="checkbox"/> | (5) Alias Smith and Jones |
| <input type="checkbox"/> | (9) News | <input type="checkbox"/> | (9) My Three Sons |
| <input type="checkbox"/> 7:50 | (9) Lucille Rivers--Sewing | <input type="checkbox"/> | (13) Net Playhouse Biography |
| <input type="checkbox"/> 7:55 | (5) Paul Harvey--Commentary | <input type="checkbox"/> 8:00 | (4) Ironside |
| | | <input type="checkbox"/> | (5) Longstreet |
| | | <input type="checkbox"/> | (9) Movie--"The Impossible Years" |
| | | <input type="checkbox"/> | (13) Net Playhouse Biography |
| | <u>Afternoon</u> | <input type="checkbox"/> 8:30 | (4) Ironside |
| <input type="checkbox"/> 3:00 | (4) Somerset | <input type="checkbox"/> | (5) Longstreet |
| <input type="checkbox"/> | (5) Love, American Style | <input type="checkbox"/> | (9) Movie--"The Impossible Years" |
| <input type="checkbox"/> | (9) Amateur's Guide to Love--Game | <input type="checkbox"/> | (13) Net Playhouse Biography |
| <input type="checkbox"/> 3:30 | (4) Flintstones | <input type="checkbox"/> | (4) Dean Martin |
| <input type="checkbox"/> | (5) Movie--"Badlands of Montana" | <input type="checkbox"/> | (5) Owen Marshall, Counselor at Law |
| <input type="checkbox"/> | (9) Gilligan's Island | <input type="checkbox"/> | (9) Movie--"The Impossible Years" |
| <input type="checkbox"/> 4:00 | (4) Daniel Boone--Adventure | <input type="checkbox"/> | (13) World Press Review |
| <input type="checkbox"/> | (5) Movie--"Badlands of Montana" | <input type="checkbox"/> 9:00 | (4) Dean Martin |
| <input type="checkbox"/> | (9) Flipper | <input type="checkbox"/> | (5) Owen Marshall, Counselor at Law |
| <input type="checkbox"/> | (13) Sesame Street | <input type="checkbox"/> | (9) Movie--"The Impossible Years" |
| <input type="checkbox"/> 4:30 | (4) Daniel Boone | <input type="checkbox"/> | (13) World Press Review |
| <input type="checkbox"/> | (5) Movie--"Badlands of Montana" | <input type="checkbox"/> 9:30 | (4) Dean Martin |
| <input type="checkbox"/> | (9) Perry Mason | <input type="checkbox"/> | (5) Owen Marshall, Counselor at Law |
| <input type="checkbox"/> | (13) Sesame Street | <input type="checkbox"/> | (9) Movie--"The Impossible Years" |
| <input type="checkbox"/> 5:00 | (4) I Dream of Jeannie | <input type="checkbox"/> | (13) David Littlejohn--Critic at Large |
| <input type="checkbox"/> | (5) News | <input type="checkbox"/> 9:45 | (4) News |
| <input type="checkbox"/> | (9) Perry Mason | <input type="checkbox"/> | (5) News |
| <input type="checkbox"/> | (13) Mister Rogers | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> 5:25 | (5) Paul Harvey--Commentary | <input type="checkbox"/> 10:00 | (4) Johnny Carson |
| <input type="checkbox"/> 5:30 | (4) NBC News--John Chancellor | <input type="checkbox"/> | (5) Movie--"The Blue Angel" |
| <input type="checkbox"/> | (5) ABC News--Howard K. Smith | <input type="checkbox"/> | (9) Movie--"In the Cool of the Day" |
| <input type="checkbox"/> | (9) CBS News--Walter Cronkite | <input type="checkbox"/> | (4) Johnny Carson |
| <input type="checkbox"/> | (13) Electric Company | <input type="checkbox"/> | (5) Movie--"The Blue Angel" |
| | | <input type="checkbox"/> | (9) Movie--"In the Cool of the Day" |
| | <u>Evening</u> | <input type="checkbox"/> 11:00 | (4) Johnny Carson |
| <input type="checkbox"/> 6:00 | (4) News | <input type="checkbox"/> | (5) Movie--"The Blue Angel" |
| <input type="checkbox"/> | (5) Truth or Consequences | <input type="checkbox"/> | (9) Movie--"In the Cool of the Day" |
| <input type="checkbox"/> | (9) News | <input type="checkbox"/> 11:30 | (4) Johnny Carson |
| <input type="checkbox"/> | (13) French II--Debarnot | <input type="checkbox"/> | (5) Movie--"The Blue Angel" |
| | | <input type="checkbox"/> | (9) Movie--"In the Cool of the Day" |

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

FRIDAY--APRIL 7, 1972

- | | | | |
|----------------|-------------------------------------|-----------|---|
| <u>Morning</u> | | | |
| ___ 6:15 | (9) Sunrise Semester--Chemistry | ___ 6:30 | (4) Dragnet |
| ___ 6:30 | (4) Farm News and Weather | ___ | (5) Film |
| ___ 6:45 | (9) Morning Devotions | ___ | (9) News |
| ___ 6:55 | (9) Farm Report--Bill Hare | ___ | (13) Spanish II--Hancock |
| ___ 7:00 | (4) Today | ___ 7:00 | (4) Nashville Music |
| ___ | (9) CBS News--Hart | ___ | (5) Lassie |
| ___ 7:20 | (5) Give Us This Day | ___ | (9) O'hara, U. S. Treasury |
| ___ 7:25 | (5) What's Happening | ___ | (13) Washington Week in Review |
| ___ 7:30 | (4) Today | ___ 7:30 | (4) Movie--"Colossus: The Forbin Project" |
| ___ | (5) Rise and Shine Report | ___ | (5) Partridge Family |
| ___ | (9) News | ___ | (9) O'hara, U. S. Treasury |
| ___ 7:50 | (9) Lucille Rivers--Sewing | ___ | (13) Film Odyssey |
| ___ 7:55 | (5) Paul Harvey--Commentary | ___ 8:00 | (4) Movie--"Colossus: The Forbin Project" |
| | <u>Afternoon</u> | ___ | (5) Room 222 |
| ___ 3:00 | (4) Somerset | ___ | (9) Movie--"The Borgia Stick" |
| ___ | (5) Love, American Style | ___ | (13) Film Odyssey |
| ___ | (9) Amateur's Guide to Love--Game | ___ 8:30 | (4) Movie--"Colossus: The Forbin Project" |
| ___ 3:30 | (4) Flintstones | ___ | (5) Odd Couple |
| ___ | (5) Movie--"Gun Battle of Monterey" | ___ | (9) Movie--"The Borgia Stick" |
| ___ | (9) Gulligan's Island | ___ | (13) Film Odyssey |
| ___ 4:00 | (4) Daniel Boone | ___ 9:00 | (4) Movie--"Colossus: The Forbin Project" |
| ___ | (5) Movie--"Gun Battle of Monterey" | ___ | (5) Love, American Style |
| ___ | (9) Flipper | ___ | (9) Movie--"The Borgia Stick" |
| ___ | (13) Sesame Street | ___ | (13) Big Easel--McIntyre |
| ___ 4:30 | (4) Daniel Boone | ___ 9:30 | (4) Sanford and Son |
| ___ | (5) Movie--"Gun Battle of Monterey" | ___ | (5) Love, American Style |
| ___ | (9) Perry Mason | ___ | (9) Movie--"The Borgia Stick" |
| ___ | (13) Sesame Street | ___ | (13) Open Door |
| ___ 5:00 | (4) I Dream of Jeannie | ___ 10:00 | (4) News |
| ___ | (5) News | ___ | (5) News |
| ___ | (9) Perry Mason | ___ | (9) News |
| ___ | (13) Mister Rogers | ___ 10:30 | (4) Johnny Carson |
| ___ 5:25 | (5) Paul Harvey--Commentary | ___ | (5) Movie--"Five Fingers" |
| ___ 5:30 | (4) NBC News--John Chancellor | ___ | (9) Movie--"The Power" |
| ___ | (5) ABC News--Howard K. Smith | ___ 11:00 | (4) Johnny Carson |
| ___ | (9) CBS News--Walter Cronkite | ___ | (5) Movie--"Five Fingers" |
| ___ | (13) Electric Company | ___ | (9) Movie--"The Power" |
| | <u>Evening</u> | ___ 11:30 | (4) Johnny Carson |
| ___ 6:00 | (4) News | ___ | (5) Movie--"Five Fingers" |
| ___ | (5) Truth or Consequences | ___ | (9) Movie--"The Power" |
| ___ | (9) News | | |
| ___ | (13) French II--Debarnot | | |

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

SATURDAY--APRIL 8, 1972

- | | | | |
|--------------------------------|---------------------------------------|--------------------------------|---|
| <u>Morning</u> | | | |
| <input type="checkbox"/> 6:25 | (5) Give Us This Day | <input type="checkbox"/> 3:30 | (4) Baseball |
| <input type="checkbox"/> 6:30 | (5) Across the Fence | <input type="checkbox"/> | (5) Big Valley--Western |
| <input type="checkbox"/> 6:45 | (4) Test Pattern | <input type="checkbox"/> | (9) CBS Golf Classic |
| <input type="checkbox"/> 7:00 | (4) Dr. Doolittle--Cartoon | <input type="checkbox"/> 4:00 | (4) Jude 'n' Jody |
| <input type="checkbox"/> | (5) Jerry Lewis--Cartoon | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) Bugs Bunny | <input type="checkbox"/> | (9) Golf Tournament--Special |
| <input type="checkbox"/> 7:30 | (4) Deputy Dawg | <input type="checkbox"/> 4:30 | (4) Buck Owens--Music |
| <input type="checkbox"/> | (5) Road Runner | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) Scooby Doo | <input type="checkbox"/> | (9) Golf Tournament |
| <input type="checkbox"/> 8:00 | (4) Woody Woodpecker | <input type="checkbox"/> 5:00 | (4) Wilburn Brothers |
| <input type="checkbox"/> | (5) Funky Phantom | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) The Harlem Globetrotters--Cartoon | <input type="checkbox"/> | (9) Sports Challenge--Quiz |
| <input type="checkbox"/> 8:30 | (4) The Pink Panther | <input type="checkbox"/> 5:30 | (4) Porter Wagoner |
| <input type="checkbox"/> | (5) Jackson Five--Cartoon | <input type="checkbox"/> | (5) Survival |
| <input type="checkbox"/> | (9) Help! It's the Hair Bear Bunch | <input type="checkbox"/> | (9) CBS News--Roger Mudd |
| <input type="checkbox"/> 9:00 | (4) The Jetsons | | <u>Evening</u> |
| <input type="checkbox"/> | (5) Bewitched | <input type="checkbox"/> 6:00 | (4) News |
| <input type="checkbox"/> | (9) Pebbles and Bamm-Bamm | <input type="checkbox"/> | (5) Lawrence Welk |
| <input type="checkbox"/> 9:30 | (4) Barrier Reef--Drama | <input type="checkbox"/> 6:30 | (9) News |
| <input type="checkbox"/> | (5) Lidsville--Children | <input type="checkbox"/> | (4) Rollin' on the River |
| <input type="checkbox"/> | (9) Archie's TV Funnies | <input type="checkbox"/> | (5) Lawrence Welk |
| <input type="checkbox"/> 10:00 | (4) Take a Giant Step--Children | <input type="checkbox"/> 7:00 | (9) Juvenile Jury |
| <input type="checkbox"/> | (5) Movie--"Heart of the Rockies" | <input type="checkbox"/> | (4) Emergency!--Drama |
| <input type="checkbox"/> | (9) Sabrina the Teenage Witch | <input type="checkbox"/> | (5) Bewitched |
| <input type="checkbox"/> 10:30 | (4) Take a Giant Step | <input type="checkbox"/> 7:30 | (9) Glen Campbell |
| <input type="checkbox"/> | (5) Movie--"Heart of the Rockies" | <input type="checkbox"/> | (4) Emergency!--Drama |
| <input type="checkbox"/> | (9) Josie and the Pussycats | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| <input type="checkbox"/> 11:00 | (4) Mr. Wizard--Science | <input type="checkbox"/> | (9) Glen Campbell |
| <input type="checkbox"/> | (5) Johnny Quest | <input type="checkbox"/> 8:00 | (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (9) Dig--Cartoon Special | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| <input type="checkbox"/> 11:30 | (4) The Scene | <input type="checkbox"/> | (9) Dick Van Dyke |
| <input type="checkbox"/> | (5) Lancelot Link, Secret Chimp | <input type="checkbox"/> 8:30 | (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (9) You Are There--History | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| | | <input type="checkbox"/> | (9) Arnie |
| | | <input type="checkbox"/> 9:00 | (4) Movie--"Raid on Rommel" |
| | | <input type="checkbox"/> | (5) The Sixth Sense--Drama |
| | | <input type="checkbox"/> | (9) Mission: Impossible |
| <input type="checkbox"/> 12:00 | (4) Creative Crafts | <input type="checkbox"/> 9:30 | (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (5) American Bandstand | <input type="checkbox"/> | (5) The Sixth Sense--Drama |
| <input type="checkbox"/> | (9) CBS' Children Film Festival | <input type="checkbox"/> | (9) Mission: Impossible |
| <input type="checkbox"/> 12:30 | (4) Bugaloos | <input type="checkbox"/> 10:00 | (4) News |
| <input type="checkbox"/> | (5) American Bandstand | <input type="checkbox"/> | (5) News |
| <input type="checkbox"/> | (9) CBS' Children Film Festival | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> 1:00 | (4) Baseball Pre-Game Show | <input type="checkbox"/> 10:15 | (5) ABC News--Sam Donaldson |
| <input type="checkbox"/> | (5) Movie--Western--"Red River Range" | <input type="checkbox"/> 10:30 | (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (9) Decorating Crafts with Becky | <input type="checkbox"/> | (5) Movie--Triple Feature--"Follow that Dream," "Stars and Stripes Forever," "Fantomas" |
| <input type="checkbox"/> 1:15 | (4) Baseball | <input type="checkbox"/> | (9) Movie--"The Private War of Major Benson" |
| <input type="checkbox"/> 1:30 | (4) Baseball | <input type="checkbox"/> 11:00 | (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (5) Movie--Western--"Red River Range" | <input type="checkbox"/> | (5) Movie--Triple Feature--"Follow that Dream," "Stars and Stripes Forever," "Fantomas" |
| <input type="checkbox"/> | (9) What Is the Law? | <input type="checkbox"/> | (9) Movie--"The Private War of Major Benson" |
| <input type="checkbox"/> 2:00 | (4) Baseball | <input type="checkbox"/> 11:30 | (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (5) American Adventure | <input type="checkbox"/> | (5) Movie--Triple Feature--"Follow that Dream," "Stars and Stripes Forever," "Fantomas" |
| <input type="checkbox"/> | (9) Run for Your Life | <input type="checkbox"/> | (9) Movie--"The Private War of Major Benson" |
| <input type="checkbox"/> 2:30 | (4) Baseball | | |
| <input type="checkbox"/> | (5) Sports Action Pro-File | | |
| <input type="checkbox"/> | (9) Fun for Your Life | | |
| <input type="checkbox"/> 3:00 | (4) Baseball | | |
| <input type="checkbox"/> | (5) Big Valley--Western | | |
| <input type="checkbox"/> | (9) CBS Golf Classic | | |

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name _____
 2. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

SUNDAY--APRIL 9, 1972

- | | | | |
|--------------------------------|------------------------------------|--------------------------------|--|
| <u>Morning</u> | | | |
| <input type="checkbox"/> 6:30 | (9) Sunrise Semester | <input type="checkbox"/> 5:00 | (4) Wallace Wildlife |
| <input type="checkbox"/> 7:00 | (9) Gospel Hour--Religion | <input type="checkbox"/> | (5) Movie--Science Fiction--"Gog" |
| <input type="checkbox"/> 7:25 | (5) Give Us This Day | <input type="checkbox"/> | (9) 60 Minutes |
| <input type="checkbox"/> 7:30 | (5) Pattern for Living | <input type="checkbox"/> 5:30 | (4) NBC News--Utley |
| <input type="checkbox"/> | (9) Gospel Hour--Religion | <input type="checkbox"/> | (5) Movie--Science Fiction--"Gog" |
| <input type="checkbox"/> 8:00 | (4) The Christophers--Religion | <input type="checkbox"/> | (9) Death Valley Days |
| <input type="checkbox"/> | (5) Revival Fires | | |
| <input type="checkbox"/> | (9) Oral Roberts | | |
| <input type="checkbox"/> 8:15 | (4) Davey and Goliath | <input type="checkbox"/> 6:00 | <u>Evening</u> |
| <input type="checkbox"/> 8:30 | (4) Gospel Jubilee--Music | <input type="checkbox"/> | (4) News |
| <input type="checkbox"/> | (5) James Robison | <input type="checkbox"/> | (5) Hee Haw |
| <input type="checkbox"/> | (9) Church Service | <input type="checkbox"/> | (9) Wild Kingdom |
| <input type="checkbox"/> 9:00 | (4) Gospel Jubilee--Music | <input type="checkbox"/> | (13) Zoom--Children |
| <input type="checkbox"/> | (5) Mormon Conference--Special | <input type="checkbox"/> 6:30 | (4) World of Disney |
| <input type="checkbox"/> | (9) Cathedral of Tomorrow | <input type="checkbox"/> | (5) Hee Haw |
| <input type="checkbox"/> 9:30 | (4) Sunday School | <input type="checkbox"/> | (9) Movie--"Don't Raise the Bridge, Lower the River" |
| <input type="checkbox"/> | (5) Mormon Conference--Special | <input type="checkbox"/> | (13) Who's Afraid of Opera? |
| <input type="checkbox"/> | (9) Cathedral of Tomorrow | <input type="checkbox"/> 7:00 | (4) World of Disney |
| <input type="checkbox"/> 10:00 | (4) Church Service | <input type="checkbox"/> | (5) The FBI |
| <input type="checkbox"/> | (5) Mormon Conference--Special | <input type="checkbox"/> | (9) Movie--"Don't Raise the Bridge" |
| <input type="checkbox"/> | (9) Dr. Waldo Stephens | <input type="checkbox"/> | (13) Firing Line |
| <input type="checkbox"/> 10:30 | (4) Church Service | <input type="checkbox"/> 7:30 | (4) Jimmy Stewart--Comedy-Drama |
| <input type="checkbox"/> | (5) Mormon Conference--Special | <input type="checkbox"/> | (5) The FBI |
| <input type="checkbox"/> | (9) Face the Nation | <input type="checkbox"/> | (9) Movie--"Don't Raise the Bridge" |
| <input type="checkbox"/> 11:00 | (4) Laurel and Hardy--Comedy | <input type="checkbox"/> | (13) Firing Line |
| <input type="checkbox"/> | (5) Curiosity Shop--Children | <input type="checkbox"/> 8:00 | (4) Bonanza |
| <input type="checkbox"/> | (9) Day of Discovery | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| <input type="checkbox"/> 11:30 | (4) Laurel and Hardy--Comedy | <input type="checkbox"/> | (9) Movie--"Don't Raise the Bridge" |
| <input type="checkbox"/> | (5) Curiosity Shop--Children | <input type="checkbox"/> | (13) The Last of the Mohicans |
| <input type="checkbox"/> | (9) Dimension 9--Variety | <input type="checkbox"/> 8:30 | (4) Bonanza |
| | | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| | | <input type="checkbox"/> | (9) Cade's County--Drama, Crime |
| | | <input type="checkbox"/> | (13) The Last of the Mohicans |
| <input type="checkbox"/> 12:00 | (4) Meet the Press | <input type="checkbox"/> 9:00 | (4) The Bold Ones |
| <input type="checkbox"/> | (5) The Now Generation | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| <input type="checkbox"/> | (9) Caesar's World-Travel | <input type="checkbox"/> | (9) Cade's County--Crime Drama |
| <input type="checkbox"/> 12:30 | (4) Dialogue '72--Sassenrath | <input type="checkbox"/> | (13) Self-Defense for Women |
| <input type="checkbox"/> | (5) Film | <input type="checkbox"/> 9:30 | (4) The Bold Ones |
| <input type="checkbox"/> | (9) Stanley Cup Play-Offs--Special | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| <input type="checkbox"/> 1:00 | (4) Championship Wrestling | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> | (5) NBA Play-Off--Special | <input type="checkbox"/> | (13) Guitar, Guitar |
| <input type="checkbox"/> | (9) Stanley Cup Play-Offs--Special | <input type="checkbox"/> 10:00 | (4) News |
| <input type="checkbox"/> 1:30 | (4) Championship Wrestling | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| <input type="checkbox"/> | (5) NBA Play-Off--Special | <input type="checkbox"/> | (9) Movie--"To Hell and Back" |
| <input type="checkbox"/> | (9) Stanley Cup Play-Offs--Special | <input type="checkbox"/> 10:30 | (4) Oscar--The Story Behind the Statue |
| <input type="checkbox"/> 2:00 | (4) Outdoors | <input type="checkbox"/> | (5) Movie--"Modesty Blaise" |
| <input type="checkbox"/> | (5) NBA Play-Off--Special | <input type="checkbox"/> | (9) Movie--"To Hell and Back" |
| <input type="checkbox"/> | (9) Stanley Cup Play-Offs--Special | <input type="checkbox"/> 11:00 | (4) Johnny Carson |
| <input type="checkbox"/> 2:30 | (4) World Championship Tennis | <input type="checkbox"/> | (5) Harrison and Company |
| <input type="checkbox"/> | (5) NBA Play-Off--Special | <input type="checkbox"/> | (9) Movie--"To Hell and Back" |
| <input type="checkbox"/> | (9) Stanley Cup Play-Offs--Special | <input type="checkbox"/> 11:30 | (4) Johnny Carson |
| <input type="checkbox"/> 3:00 | (4) World Championship Tennis | <input type="checkbox"/> | (5) Herald of Truth |
| <input type="checkbox"/> | (5) NBA Play-Off--Special | <input type="checkbox"/> | (9) Movie--"To Hell and Back" |
| <input type="checkbox"/> | (9) Golf Tournament--Special | | |
| <input type="checkbox"/> 3:30 | (4) World Championship Tennis | | |
| <input type="checkbox"/> | (5) Challenge--Special | | |
| <input type="checkbox"/> | (9) Golf Tournament--Special | | |
| <input type="checkbox"/> 4:00 | (4) World Championship Tennis | | |
| <input type="checkbox"/> | (5) Challenge--Special | | |
| <input type="checkbox"/> | (9) Golf Tournament--Special | | |
| <input type="checkbox"/> 4:30 | (4) Wallace Wildlife | | |
| <input type="checkbox"/> | (5) Movie--Science Fiction--"Gog" | | |
| <input type="checkbox"/> | (9) Search for the Lost Dutchman | | |

APPENDIX C

LEGEND FOR INTERPRETING THE DATA

Column

- 1-3 Subject's identification number (1-465).
4 School: 1, 2, 3, 4, 5, and 6.
5 Sex: M=1; F=2.
6, 7 Vocabulary scores (percent).
8, 9 Reading Comprehension scores (percent).
10 Number of brothers (1, 2, 3, etc.).
11 Number of sisters (1, 2, 3, etc.).
12 Teacher rated as a behavior problem, (1).
15 Fantasy Class, (1); Reality Class, (2).
18 Heavy Class, (1); Light Class, (2).
19-21 Percent of fantasy viewing.
22-24 Percent of heavy viewing.
32 Reading levels: low=1, medium=2, and high=3.
33, 34 Factor A (sten scores)
35, 36 Factor B (sten scores)
37, 38 Factor C (sten scores)
39, 40 Factor D (sten scores)
41, 42 Factor E (sten scores)
43, 44 Factor F (sten scores)
45, 46 Factor G (sten scores)
47, 48 Factor H (sten scores)
49, 50 Factor I (sten scores)
51, 52 Factor J (sten scores)
53, 54 Factor N (sten scores)
55, 56 Factor O (sten scores)
57, 58 Factor Q₃ (sten scores)
59, 60 Factor Q₄ (sten scores)

001129394	2	1	1100	16	2	3	9	5	5	6	5	3	7	5	4	5	4	4	4
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0041293992		1	1100	29	3	5	9	6	6	7	6	6	6	3	3	3	3	5	7
005127970	1	1	1	97	27	1	3	6	4	2	6	6	6	6	4	6	6	6	2
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27441414824		1	1	97	28	3	4	4	4	4	4	4	4	4	4	4	1	6	0	0	0
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27842312931		1	1	0	95	46	3	2	1	4	4	4	4	4	4	4	5	6	0	0	0
279416829	1	1	1	95	25	3	3	2	2	5	4	4	4	4	4	4	5	6	0	0	0
28041465622		1	1	0	97	42	2	3	2	2	5	4	4	4	4	4	5	6	0	0	0
2814231253		1	0	96	38	2	7	2	2	4	4	4	4	4	4	4	5	6	0	0	0
2824236423		1	1	100	28	1	5	0	0	3	3	5	6	2	4	4	5	7	5	5	0
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29052837211		1	1	0	96	38	1	4	6	6	7	9	7	3	4	4	1	4	6	3	0
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31452816511		1	0	92	49	2	2	1	3	8	3	4	6	4	6	3	9	5	7	4	0
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41262550533	1	1	97	31	2	3	3	3	5	7	2	2	2	5	5	5	6	5	5
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41461100631	0	1	85	17	2	3	2	2	4	6	6	2	4	4	4	5	5	4	4
41561461421	1	2	100	55	2	6	4	5	2	4	2	4	4	4	4	5	5	2	4
4166234563	1	0	98	50	2	4	5	6	4	5	5	3	3	3	5	5	5	5	5
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41862714822	1	0	100	52	3	6	3	3	5	7	5	3	4	3	4	4	4	4	4
41961182541	1	0	93	38	2	7	2	3	6	3	4	7	1	2	2	4	4	4	4
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4216141372	0	0	86	48	0	3	5	3	3	7	5	2	3	5	7	8	4	4	6
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4266236274	1	0	100	39	0	5	1	4	5	7	7	5	4	1	3	7	5	1	7
42762142962	2	0	76	40	3	3	0	8	2	7	6	1	6	3	3	7	6	4	5
4286149391	0	2	88	66	3	7	5	5	2	5	5	6	7	2	1	3	3	5	1
42962716721	1	1	100	27	0	2	7	3	6	1	2	2	6	6	5	4	7	4	4
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4316181452	1	2	97	61	2	1	6	1	6	6	1	6	1	5	9	6	8	4	7
4326236673	1	2	100	57	3	3	5	3	1	2	2	8	2	8	5	4	5	4	1
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43461797212	1	2	96	56	1	6	6	3	8	9	9	3	6	2	6	7	4	3	4
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4416165422	1	2	91	63	1	4	3	4	3	4	4	5	3	7	7	7	7	4	7
44262767721	2	2	76	58	0	3	3	4	7	6	5	4	6	3	6	6	3	3	5
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44762628121	1	0	100	41	1	4	5	2	8	9	9	3	3	0	6	8	5	0	9
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46362312962	0	0 81	53	3	3	2	5	5	5	7	3	2	1	6	6	6	9	9
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46562465011	1	1 90	32	1	4	6	5	6	6	6	4	3	3	7	1	4	6	3
		3	FEMALE	REALITY	LOW													
254426250	2	1 74	21	1	5	4	5	6	7	5	6	4	2	4	6	4	5	6
3215255621	2	1 79	30	1	2	4	1	4	3	6	6	4	5	7	5	6	2	5
33152797031	2	2 79	57	1	0	6	1	8	8	4	1	2	5	8	7	9	0	5
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28751412221	2	2 74	59	1	5	4	4	5	6	7	4	5	6	3	5	4	3	5
366516841	2	2 78	86	1	6	4	5	3	3	3	3	4	3	3	3	5	5	5
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2273236652	2	1 75	20	2	4	3	4	7	3	5	6	3	3	5	6	5	2	7
24842764542	2	1 74	16	2	4	4	2	4	5	6	6	4	4	6	6	4	4	4
3445276561	2	1 75	14	2	3	5	2	6	6	5	5	2	3	7	6	8	1	6
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26741341421	2	2 80	59	2	4	3	5	3	5	9	4	5	1	4	6	2	4	4
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		2	FEMALE	REALITY	HIGH													
14122718911	2	1 46	11	3	5	7	5	2	2	6	6	6	3	4	4	1	3	4
42762142962	2	0 76	40	3	3	0	8	2	7	8	1	6	3	5	7	6	4	5
		7	MALE	REALITY	HIGH													
01511959911	2	2 75	64	3	6	6	6	3	9	6	4	7	1	3	5	3	2	2
1582141481	2	2 79	70	3	7	4	5	3	6	9	4	4	2	6	4	5	4	4
2955193892	2	2 75	60	3	7	7	4	5	5	9	6	7	3	5	4	3	2	7
311514129	2	0 76	41	3	4	2	2	5	6	3	4	5	7	7	5	3	4	7
376515218211	2	0 70	52	3	2	3	3	5	4	5	1	6	7	5	8	7	4	4
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		47	FEMALE	FANTASY	LOW													
005127970 1	1	1 97	27	1	3	6	4	2	6	6	6	6	4	6	6	3	6	2
00812899211	1	2 95	70	1	4	5	6	8	9	9	4	8	2	4	6	3	2	7
0321285911	1	1 97	34	1	9	4	6	2	2	7	8	7	2	4	4	5	2	3

0391141622	1	1	97	34	1	1	5	0	5	5	6	5	2	2	6	5	8	4	5
056113431	1	0	91	39	1	1	9	5	5	5	4	4	0	2	6	4	6	2	5
0641168703	1	1	96	20	1	1	2	3	5	6	4	5	0	2	4	4	6	4	4
0681155622 1	1	0	94	50	1	1	3	5	4	6	5	9	4	2	5	5	5	5	5
07611223112	1	0	92	54	1	1	5	1	4	6	4	4	3	0	5	5	5	5	5
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18131764213	1	2	100	56	1	1	3	3	1	4	6	2	3	3	4	8	9	5	4
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22631688121	1	0	97	48	1	1	3	5	3	6	6	7	4	4	2	6	8	3	7
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46461496213	1	2 99 61	1 4 5 2 9 4 6 1 1 3 4 6 8 1 6
		53 FEMALE	FANTASY MEDIUM
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02712979411	1	1100 26	2 7 6 4 4 3 4 8 5 3 3 5 4 4 3 3
029124165 2	1	0100 52	2 5 3 4 5 1 5 6 6 5 6 5 4 6 6 3
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0932289561	1	1 91 21	2 2 6 4 5 7 7 4 6 6 1 7 5 6 3 3
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1092262561	1	1 95 19	2 2 3 5 7 7 4 3 5 3 6 7 5 2 2 8
1142255251	1	2 94 67	2 5 2 4 2 8 4 8 5 5 4 5 1 2 4 4
13622939412	1	1100 16	2 5 7 6 7 5 5 4 7 1 6 4 4 6 7
13922767511	1	1100 17	2 4 6 6 7 6 5 6 5 4 4 4 7 5 5
15122818611	1	2100 61	2 3 9 2 7 7 2 8 4 6 5 6 4 4 3 3
15222494522	1	0 98 40	2 4 6 4 4 7 7 4 4 1 5 4 3 3 4 5
17632310511	1	0 91 51	2 5 2 4 2 6 5 4 3 6 6 3 5 2 5 5
201325565 1	1	1 96 28	2 1 5 4 8 7 6 2 1 5 7 7 7 1 8 8
21632225621	1	1100 25	2 2 1 2 7 7 7 3 0 1 3 4 7 3 8 8
220322706	1	0 97 36	2 2 5 4 7 2 6 3 5 5 4 6 4 5 6 7
23132625611	1	1100 17	2 1 3 6 5 5 6 5 3 3 1 8 3 0 7 6
241326896 3	1	0 97 37	2 1 7 4 7 7 4 6 4 5 5 7 7 2 6 7
25342959611	1	0 94 37	2 7 7 6 1 7 7 4 5 4 5 8 3 4 7 7
27042222521	1	0 91 40	2 1 6 4 7 7 7 3 2 1 6 7 4 0 9 9
2814231253	1	0 98 38	2 7 2 4 3 1 4 6 2 8 5 3 7 4 5 5
28542414531	1	2100 57	2 2 2 4 6 2 4 7 1 5 8 6 5 5 3 3
29352620621	1	1100 18	2 3 0 2 6 5 7 1 3 4 5 5 5 2 7 7
307526556 2	1	1 94 33	2 2 5 4 7 2 7 2 0 4 8 5 7 2 9 9
31452816511	1	0 92 49	2 2 1 3 8 3 5 5 1 3 9 5 7 0 8 8
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31752717521	1	2 99 61	2 4 6 4 7 5 4 5 6 3 6 5 5 4 2 2
31852625613	1	1100 33	2 3 6 3 7 6 4 5 3 3 6 5 5 5 5 5
323523414	1	0 94 48	2 3 6 5 7 5 6 3 3 5 4 4 5 4 5 5
3265271862	1	0 98 44	2 3 3 3 5 7 7 4 4 2 4 8 6 5 2 7
33852796512	1	2 97 64	2 7 3 8 6 7 4 8 3 2 8 4 4 2 8 8
3415255561	1	0 97 36	2 3 6 4 3 3 4 4 3 6 6 4 4 5 5 5
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36952621411	1	0 96 38	2 3 3 2 5 6 7 2 3 1 8 9 5 1 1 7

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 394627675 2 1 0 98 36
 3986289941 1 2 93 57
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44 MALE

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 082119156 2 1 0100 51
 099215225 2 1 0 97 49
 11321836551 1 0 98 54
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 14521102511 1 2 98 72
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 17831414511 1 0 98 53
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 18531311433 1 2 97 66
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 198318156 1 1100 7
 20031466521 1 1100 26
 209311425 21 1 1100 18
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 2133176862 1 1100 31
 233319794 1 1 96 25
 245412256 2 1 0 98 50
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 3045179651 1 1100 28
 332518994 1 1 1 95 22
 3515176141 1 1 1 93 26

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4136127252	1	1	0	98	36	2	5	4	1	5	9	7	1	3	3	5	4	5	
41561461421	1	1	2	100	55	2	6	4	5	2	4	2	4	4	5	5	6	4	
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42561182511	1	1	1	94	32	2	3	4	3	4	6	5	2	1	1	2	5	4	
4316181452	1	1	2	97	61	2	1	6	1	6	6	1	6	1	5	5	6	4	
4516146561	1	1	1	100	31	2	4	4	5	7	4	6	4	5	2	5	6	6	
			42		FEMALE				FANTASY										
									HIGH										
0041293992	1	1	1	100	29	3	5	9	6	6	7	6	8	6	7	5	3	7	
01012838932	1	1	0	92	45	3	7	6	6	1	5	6	6	6	5	5	3	2	
01612898831	1	1	0	91	37	3	5	4	8	3	6	5	5	3	6	1	3	2	
0181297961	1	1	2	96	64	3	7	7	8	1	6	6	8	6	1	3	0	0	
02212858911	1	1	1	97	26	3	1	6	4	5	7	6	3	4	1	5	6	6	
043126559	4	1	1	1100	35	3	0	4	4	6	6	5	4	0	4	9	0	9	
04612714811	1	1	1	1100	30	3	4	4	2	3	6	0	5	1	7	7	8	4	
0521268891	1	1	1	100	10	3	5	6	9	6	7	7	0	6	2	3	8	8	
07012627922	1	1	1	97	29	3	3	5	3	6	7	8	3	5	2	4	5	6	
07812465913	1	1	0	98	43	3	3	4	4	6	3	4	4	4	6	7	5	3	
09422494812	1	1	2	95	73	3	4	5	4	5	6	4	4	3	2	6	4	6	
10322899921	1	1	1	100	12	3	2	6	7	9	5	7	6	4	5	3	4	6	
1122231391	1	1	1	97	27	3	4	5	3	7	3	7	3	2	6	6	3	7	
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128227999	1	1	1	100	14	3	5	9	6	3	7	6	8	6	3	4	5	4	
1442281881	1	1	0	90	51	3	5	9	4	8	7	8	4	3	2	5	6	8	
15422491811	1	1	2	92	65	3	7	2	5	1	3	5	4	7	6	4	1	2	
154223629	2	1	1	97	31	3	4	3	6	3	7	4	4	6	3	6	3	3	
16522715911	1	1	0	100	45	3	0	3	4	2	3	5	5	4	8	4	1	4	
17732767911	1	1	1	100	33	3	4	9	4	5	5	6	8	5	5	4	5	5	
18432655921	1	1	1	100	30	3	3	4	9	4	5	6	6	9	3	9	0	3	
1973279881	1	1	0	92	36	3	4	3	5	7	5	6	6	6	5	5	4	5	
20432715911	1	1	0	100	37	3	2	3	2	8	5	4	5	1	4	6	6	9	
215326259	4	1	2	100	62	3	5	3	6	4	7	7	8	5	3	3	4	8	
21732364811	1	1	0	100	40	3	3	3	4	6	5	5	1	1	3	9	8	7	
221323429	2	1	1	100	24	3	5	3	4	5	2	5	5	4	4	5	4	6	
255428199	1	1	0	91	47	3	8	6	5	5	7	5	5	6	4	7	5	3	
26242624812	1	1	1	100	21	3	3	5	2	5	2	4	3	2	6	4	4	3	
27842312931	1	1	0	95	46	3	2	1	4	8	3	7	5	4	5	9	6	6	
312525259	2	1	0	100	54	3	3	6	6	4	5	6	6	5	4	6	4	6	
31652554831	1	1	2	95	76	3	4	7	5	7	3	6	8	3	5	3	5	4	
34552766713	1	1	0	94	47	3	3	5	4	8	8	7	6	0	1	6	7	5	
36252340831	1	1	2	92	74	3	3	3	5	4	7	5	2	4	3	7	7	6	
375527667	1	1	2	93	82	3	7	4	4	4	6	5	6	6	4	6	4	4	

381526248	2	1	0	97	44	3	3	3	1	9	5	5	3	0	5	8	9	9	2	6	
38252343932		1	0	100	44	3	3	5	3	5	2	7	5	5	3	5	4	4	3	5	
3976268791		1	1	91	17	3	9	5	6	2	2	5	5	6	7	5	4	1	5	5	
402628589	1	1	0	100	42	3	1	5	1	4	5	5	5	5	5	6	4	4	2	6	
41162221622		1	1	92	25	3	3	6	2	6	6	5	5	3	3	6	6	6	4	7	
41862714822		1	0	100	52	3	6	5	3	5	7	5	3	4	3	4	5	4	5	4	
4326236673		1	2	100	57	3	3	5	3	1	2	2	6	2	6	5	4	5	4	1	
4496265082		1	0	91	53	3	7	6	4	3	3	2	6	4	6	6	4	4	6	3	
			47	MALE			FANTASY HIGH														
01111797912		1	0	94	51	3	6	6	4	4	9	5	5	2	4	6	2	1	4		
0131183881		1	1	100	22	3	3	6	3	8	4	4	0	5	7	8	3	4	6		
014118598	1	1	2	92	58	3	4	6	5	6	9	5	1	7	1	6	5	5	2		
038115259	1	1	2	95	69	3	2	4	2	6	4	5	7	4	5	6	5	4	7		
0451165462		1	0	92	51	3	4	7	3	4	2	1	2	2	7	9	6	5	4		
048118579	2	1	0	96	54	3	5	9	4	5	7	3	6	4	3	4	5	2	4		
0541168791		1	0	98	49	3	0	7	3	4	4	4	6	4	5	5	4	7	1		
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0661152591		1	0	96	44	3	4	5	8	5	7	5	4	8	5	0	5	1	4		
06711623911		1	0	94	44	3	5	7	5	1	2	1	8	9	5	6	2	4	7		
08811495911		1	0	92	44	3	7	8	6	3	4	4	6	4	5	4	3	4	6		
1172185991		1	0	97	43	3	3	9	4	7	4	4	5	1	7	6	6	7	4		
12321999911		1	1	100	14	3	3	9	6	5	5	6	7	5	2	4	4	3	4		
12521798847		1	0	98	37	3	5	7	4	4	4	2	4	5	3	4	2	3	4		
12621959911		1	0	100	39	3	5	9	4	4	7	3	6	8	6	5	4	3	3		
14221919811		1	0	95	38	3	6	7	5	5	9	7	6	6	6	4	4	5	4		
14321767911		1	2	93	58	3	6	9	8	4	5	4	8	9	2	3	2	2	7		
147214648	1	1	2	90	76	3	4	2	8	6	7	6	2	8	5	1	4	4	3		
15021717921		1	1	90	35	3	3	7	4	6	6	9	2	2	1	3	8	7	4		
153212729	2	1	0	100	49	3	5	6	4	3	6	6	4	6	5	4	3	2	6		
1592162481		1	0	100	39	3	2	5	5	7	5	9	1	4	5	7	5	5	1		
161214148		1	2	94	66	3	5	4	2	5	9	6	5	5	4	8	5	3	4		
17331622711		1	2	92	66	3	4	7	2	5	4	2	5	3	5	5	5	9	2		
17431714811		1	2	98	55	3	1	3	3	5	6	2	4	3	7	5	5	7	2		
19631686711		1	2	92	59	3	2	1	0	6	5	3	4	3	3	3	8	8	0		
2033189981		1	0	100	43	3	6	6	8	5	7	5	6	6	2	3	5	4	4		
218318989	1	1	0	95	39	3	2	6	5	4	5	6	6	7	5	6	6	3	3		
22531311821		1	0	100	47	3	1	4	1	6	5	3	4	3	5	9	5	7	2		
2283136482		1	0	100	38	3	1	4	3	6	7	7	5	5	2	7	7	8	0		
24431312911		1	0	91	42	3	2	2	2	5	3	5	1	3	5	7	6	4	2		
25041858811		1	0	100	42	3	6	4	5	4	9	7	6	6	1	6	4	4	3		
257416248	3	1	0	96	48	3	4	3	3	5	3	2	3	4	5	7	7	7	2		
259418189		1	2	90	84	3	7	7	6	3	4	5	7	8	7	5	7	2	5		
26841552912		1	2	94	63	3	7	4	4	9	9	9	4	5	1	1	7	0	2		
27241360832		1	1	96	33	3	6	2	4	4	4	3	4	4	1	4	8	6	4		
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279416829	1	1	95	25	3	3	2	5	4	4	2	6	3	3	3	4	3	4	3
327514948	1	1	100	24	3	5	7	4	3	5	4	7	3	4	6	6	3	6	4
330516218	1	1	2	90	68	3	3	4	4	5	4	1	5	3	7	4	6	6	4
335519399	2	1	1	96	35	3	5	6	3	6	6	4	4	3	6	5	5	6	4
33751102933	1	1	100	32	3	4	7	2	6	3	2	1	2	5	5	5	2	6	4
3425152481	1	1	2100	55	3	1	4	1	4	2	2	6	3	6	7	5	7	3	7
352519398	31	1	1100	28	3	2	4	2	7	4	5	5	3	3	6	5	5	1	9
3535168892	1	1	1	97	34	3	7	4	8	5	5	7	5	9	4	1	3	4	7
37451554832	1	1	100	26	3	6	5	4	4	4	4	5	3	6	5	5	5	4	6
40061838921	1	2	92	58	3	6	7	8	9	9	9	3	6	3	5	5	2	3	6
45361553911	1	1	100	11	3	6	3	3	6	9	9	2	2	1	5	8	5	2	5
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005127970	1	1	1	97	27	1	3	6	4	2	6	6	6	4	6	6	3	6	2
0321285911	1	1	1	97	34	1	9	4	6	2	2	7	8	7	2	4	4	5	2
074126570	1	1	1	96	19	1	1	4	4	8	7	7	4	0	4	8	6	8	2
09222658111	1	1	100	33	1	2	7	4	7	7	6	5	2	3	4	8	4	4	8
105228262	1	1	100	22	1	3	3	4	8	7	2	4	5	8	4	4	7	5	9
11622939111	1	1	1	94	27	1	4	6	3	7	6	6	0	5	1	3	4	6	8
12722797011	1	1	100	27	1	4	5	4	5	5	5	6	4	3	6	4	7	6	4
18032347021	1	1	100	22	1	5	3	4	7	8	6	6	4	2	6	6	4	5	8
210329392	2	1	100	31	1	3	5	3	7	6	4	3	3	5	4	6	6	2	5
254426250	2	1	74	21	1	5	4	5	6	7	5	6	4	2	4	6	4	5	6
26642524212	1	1	100	35	1	3	3	6	4	7	4	5	3	2	4	5	5	2	4
2824236423	1	1	100	28	1	5	0	3	3	5	6	2	4	5	7	5	5	2	6
28652416233	1	1	95	32	1	9	5	4	9	6	4	3	1	5	9	6	4	3	6
3085283911	1	1	100	16	1	3	9	5	8	6	6	6	2	5	8	4	3	2	6
3215255621	2	1	79	30	1	2	4	1	4	3	6	6	4	5	7	5	6	2	5
34352315013	1	1	100	21	1	4	2	4	5	7	5	1	5	3	3	6	6	4	6
3495291912	1	1	100	17	1	7	7	9	1	3	6	6	7	3	3	1	3	5	2
39962555021	1	1	1	97	33	1	7	3	4	2	6	4	6	6	5	3	4	4	8
4096268722	1	1	1	97	34	1	2	6	4	9	7	4	4	2	3	4	6	9	1
4546283721	1	1	100	31	1	1	5	1	7	2	4	8	1	5	7	6	4	2	6
46562465011	1	1	90	32	1	4	6	5	6	6	6	4	3	3	7	1	4	6	3
			13	MALE					LIGHT			LOW							
0391141622	1	1	1	97	34	1	1	5	0	5	5	6	5	2	2	6	5	8	4
06311499112	0	1	82	30	1	5	4	4	6	7	7	4	6	3	6	7	4	4	4
0641168703	1	1	96	20	1	2	3	5	6	4	6	6	5	2	4	6	6	4	7
0952168621	0	1	81	19	1	4	7	4	5	5	8	7	5	3	6	5	5	5	4
149216862	1	1	100	20	1	6	6	8	3	7	4	5	1	2	5	5	3	4	6
206313131121	1	1	100	34	1	2	5	1	7	4	4	2	3	4	9	7	7	3	6
23431626211	1	1	100	22	1	4	5	4	9	7	6	1	6	3	6	9	4	3	9
3475179911	1	1	100	29	1	5	5	4	9	7	9	3	3	3	4	6	4	3	8
3555176702	1	1	1	91	31	1	0	5	1	4	4	3	6	0	6	5	6	5	8
3585179911	1	1	95	16	1	6	3	5	6	9	5	3	7	3	3	5	3	5	4
42361797011	1	1	100	18	1	4	4	6	4	5	8	5	5	2	3	5	2	4	5

424616242	1	1	94	34	1	6	2	5	5	6	6	6	6	6	4	5	5	4	4	4		
4526134312	1	1	100	34	1	0	3	4	3	2	3	5	5	5	7	6	7	7	7	7		
			23 FEMALE			LIGHT					MEDIUM											
001129394	2	1	1100	16	2	3	9	5	5	5	5	3	7	3	4	5	5	4	4	4		
0031283851	1	1	1100	28	2	7	5	8	5	8	6	6	4	2	6	5	5	2	5	5		
00712688611	1	1	96	20	2	3	6	4	6	8	7	4	3	1	5	6	4	5	7	7		
02712979411	1	1	1100	28	2	7	6	4	4	3	4	8	5	3	3	5	5	3	3	3		
057128956	1	1	1100	23	2	7	9	5	2	2	6	6	8	4	1	5	6	5	4	4		
0932289561	1	1	91	21	2	2	6	4	5	7	7	4	6	1	7	5	6	5	3	3		
098229585	1	1	100	27	2	7	6	5	3	5	5	6	8	1	3	5	1	3	3	4		
1062289751	0	1	87	16	2	5	5	4	6	6	5	5	2	3	5	5	4	4	4	4		
1092262561	1	1	95	19	2	2	3	5	7	7	4	3	5	1	6	7	5	2	5	5		
13622939412	1	1	1100	16	2	5	7	6	7	5	5	4	7	1	6	4	4	5	5	7		
13922767511	1	1	1100	17	2	4	6	6	7	6	5	6	5	4	4	4	7	5	5	5		
201325565	1	1	96	28	2	1	5	4	8	7	6	2	1	5	7	7	7	7	7	8		
21632225621	1	1	1100	25	2	2	1	2	7	7	7	3	0	1	3	4	7	3	3	8		
2273236652	2	1	76	20	2	4	3	4	7	3	5	6	3	3	5	6	5	2	2	7		
23132625611	1	1	1100	17	2	1	3	6	5	5	6	5	3	3	1	8	3	0	7	7		
24842764542	2	1	74	16	2	4	4	2	4	5	6	6	4	4	6	6	4	4	4	4		
29352620621	1	1	1100	18	2	3	0	2	6	5	7	1	3	4	5	5	5	2	7	7		
307526556	2	1	94	33	2	2	5	4	7	2	7	2	0	4	8	5	7	2	9	9		
31552221421	1	1	1100	30	2	5	3	5	3	1	6	5	8	5	1	3	4	5	2	2		
31852625613	1	1	1100	33	2	3	6	3	7	6	4	5	3	3	6	5	5	5	5	5		
3445276561	2	1	75	14	2	3	5	2	6	6	5	5	2	3	7	6	8	1	6	6		
41262550533	1	1	97	31	2	3	3	3	7	2	2	5	5	8	8	3	6	2	3	3		
445628965	2	1	97	29	2	3	5	4	7	5	5	4	4	3	4	6	5	5	9	9		
			22 MALE			LIGHT					MEDIUM											
024118594	1	1	97	32	2	6	5	6	1	6	3	8	6	4	4	4	2	8	3	3		
0411152451	1	1	1100	31	2	4	7	8	5	4	7	6	5	7	6	7	3	6	4	4		
05911918511	1	1	97	30	2	5	6	4	6	2	3	4	4	7	6	6	5	2	6	6		
12021798621	1	1	1100	34	2	7	7	5	5	6	5	5	8	3	3	4	3	5	1	1		
188313614	2	0	87	24	2	4	2	4	3	5	4	1	2	7	3	6	6	0	6	6		
198318156	1	1	1100	7	2	2	7	4	6	7	6	3	2	4	7	6	5	2	7	7		
20031466521	1	1	1100	26	2	5	3	6	6	9	9	4	5	3	6	5	4	3	5	5		
209311425	2	1	1100	18	2	4	3	4	4	4	7	3	5	5	6	5	6	3	7	7		
21231415621	1	1	1100	19	2	6	3	2	8	5	3	3	4	2	5	5	7	3	9	9		
2133176862	1	1	1100	31	2	6	3	5	5	5	5	5	6	2	4	4	4	5	4	4		
233319794	1	1	96	25	2	6	6	4	6	4	3	4	6	5	7	4	4	1	6	6		
276412206	1	0	84	25	2	5	1	4	5	5	9	4	3	6	5	5	4	4	4	4		
2834181851	0	1	84	33	2	4	6	9	3	5	9	6	4	3	4	4	5	8	4	4		
3045179651	1	1	1100	28	2	6	9	5	7	9	5	5	6	2	6	7	4	2	8	8		
332518994	1	1	95	22	2	7	6	6	3	4	5	8	9	4	4	3	3	6	3	3		
346516565	1	0	83	29	2	4	2	6	6	9	9	9	2	6	2	4	6	1	4	6		
3515176141	1	1	93	26	2	3	2	3	5	7	9	0	2	2	5	6	6	4	4	4		
407618575	2	1	1100	22	2	7	5	4	5	6	6	6	7	3	3	5	4	5	5	5		

41461100631	0	1 85 17	2 3 2 4 8 6 6 1 4 4 8 5 5 5 4
4226107273	0	1 86 32	2 4 3 6 5 3 5 5 1 3 3 6 2 6 2 5
42561182511	1	1 94 32	2 3 4 3 4 6 5 2 1 2 2 5 1 6 1 5
4516146561	1	1100 31	2 4 4 5 7 4 6 4 5 2 5 5 6 0 8
23 FEMALE			LIGHT HIGH
0041293992	1	1100 29	3 5 9 6 6 7 6 8 6 3 5 3 3 5 7
006128389 1	0	1 86 30	3 4 5 8 4 5 7 1 7 2 2 5 6 3 2 5
02212858911	1	1 97 26	3 1 6 4 5 7 6 3 4 1 5 6 6 6 1 6
043126559 4	1	1100 35	3 0 4 4 8 6 5 4 0 4 9 8 7 1 6 9
04612714811	1	1100 30	3 4 4 2 3 6 0 5 1 7 7 8 6 6 3 4
0521268891	1	1100 10	3 5 6 5 6 7 7 0 6 2 3 8 5 1 8
07012627922	1	1 97 29	3 3 5 5 6 7 8 3 5 2 4 5 4 2 6
10322899921	1	1100 12	3 2 6 7 9 5 7 6 4 5 3 4 5 4 6
1122231391	1	1 97 27	3 4 5 3 7 3 7 3 2 6 6 3 5 5 7
115229989 3	0	1 89 27	3 4 7 4 2 7 7 8 5 5 4 3 4 8 1
1212283891	0	1 86 35	3 5 7 9 3 6 6 8 7 4 4 1 1 6 2
128227999 1	1	1100 14	3 5 9 6 3 7 6 8 6 3 4 5 3 5 4
138229198 1	0	1 83 28	3 5 7 6 2 7 6 8 7 1 4 1 1 6 2
14122718911	2	1 46 11	3 5 7 5 2 2 6 6 6 3 4 4 1 3 4
164223629 2	1	1 97 31	3 4 3 6 3 7 4 4 6 3 6 3 4 6 3
17732767911	1	1100 33	3 4 9 4 5 5 6 8 5 5 4 5 5 6 3
18432655921	1	1100 30	3 3 4 9 4 5 6 6 5 9 3 9 0 3 6 3
221323429 2	1	1100 24	3 5 3 4 5 2 5 5 4 4 5 4 3 2 8
26242624812	1	1100 21	3 3 5 2 5 2 4 3 2 5 4 4 6 8 3
3365285792	0	1 89 13	3 1 6 5 8 7 6 5 3 1 9 7 4 2 9
340528179 1	0	1 88 32	3 7 6 8 1 2 7 8 5 5 3 5 4 6 5
3976268791	1	1 91 17	3 9 5 6 2 2 4 6 7 5 1 4 1 5 1
41162221822	1	1 92 25	3 3 6 2 8 6 5 6 3 3 6 6 6 4 7
15 MALE			LIGHT HIGH
0131183831	1	1100 22	3 3 6 3 8 4 4 5 0 5 7 8 3 4 6
12321999911	1	1100 14	3 3 9 6 5 5 6 7 5 2 4 4 3 4 5
15021717921	1	1 90 35	3 3 7 4 8 6 9 2 2 1 3 8 7 4 8
27241360832	1	1 96 33	3 6 2 4 4 4 3 4 4 1 4 8 6 4 4
27441414824	1	1 97 28	3 4 4 4 5 8 8 2 5 1 4 8 6 2 7
279416829 1	1	1 95 25	3 3 2 5 4 4 2 6 3 8 3 4 3 4 4
327514948 1	1	1100 24	3 5 7 4 3 5 4 7 3 4 6 5 8 3 4
335519399 2	1	1 96 35	3 5 6 3 6 6 6 4 4 3 6 5 2 2 6
33751102933	1	1100 32	3 4 7 2 8 3 2 1 2 5 5 5 6 4 5
352519398 31	1	1100 28	3 2 4 2 7 4 5 5 3 3 5 5 6 1 9
3535168892	1	1 97 34	3 7 4 8 5 5 7 8 9 4 1 3 4 7 6
37451554832	1	1100 26	3 6 5 4 4 4 4 5 3 6 5 5 4 3 4
41061313911	2	1 80 24	3 4 3 4 7 9 6 3 6 1 5 9 6 1 7
45361553911	1	1100 11	3 6 3 3 6 9 9 2 2 1 3 8 5 2 6
45861144821	0	1 86 32	3 2 3 1 5 3 2 2 4 7 4 6 6 2 4
16 FEMALE			HEAVY LOW

00812899211	1	2	95	70	1	4	5	6	8	9	9	4	0	2	4	6	6	2	7
036127670 1	0	2	86	76	1	3	4	4	5	7	4	6	6	4	4	6	6	6	4
06112797011	1	2	91	56	1	5	4	4	6	5	4	6	6	6	4	6	6	6	4
10022837212	0	2	88	63	1	2	3	4	1	5	4	5	5	3	5	1	5	9	4
15722524211	1	2	97	64	1	2	3	3	7	6	6	5	2	2	4	6	7	2	6
186329170	1	2	91	90	1	7	4	5	3	6	4	6	5	5	4	0	4	6	3
21932020122	1	2	95	69	1	9	5	2	5	3	7	4	2	3	5	7	1	3	7
2303279921	1	2	100	62	1	7	6	5	4	6	6	8	4	4	6	5	4	5	5
2423222422	0	2	86	60	1	3	3	3	3	7	7	4	4	4	9	5	3	2	6
25642858112	0	2	86	79	1	3	6	5	8	6	4	6	2	6	4	5	4	5	6
271426270 1	0	2	63	62	1	4	4	4	6	3	5	6	6	4	4	7	6	6	6
309525572 1	0	2	82	61	1	4	5	6	4	5	7	5	4	4	6	3	4	6	6
33152797031	2	2	79	57	1	0	6	1	8	8	4	1	2	5	8	7	9	0	5
3675268501	1	2	99	66	1	2	5	1	4	7	5	4	5	5	5	5	7	8	2
383521831 1	1	2	97	62	1	1	3	1	7	5	4	0	1	3	8	6	9	2	6
38552222211	1	2	92	68	1	3	7	4	1	1	5	2	4	5	6	5	5	2	8
				23 MALE	HEAVY				LOW										
077118162	1	2	92	62	1	3	7	6	7	4	4	4	5	6	7	5	5	5	5
08311797013	0	2	85	73	1	4	7	5	3	1	1	6	6	5	6	5	4	4	5
10821837041	0	2	85	79	1	5	5	5	3	4	5	2	5	4	4	6	6	4	4
15521344211	1	2	94	55	1	7	2	6	4	7	7	5	5	0	5	1	2	4	7
162216270	1	2	98	60	1	4	7	4	8	8	4	4	3	5	8	5	5	4	4
18131764213	1	2	100	56	1	3	3	1	4	6	2	3	3	4	8	9	5	4	4
252414672 1	1	2	98	66	1	9	7	5	1	3	4	6	6	3	5	5	3	5	4
26041766224	1	2	93	55	1	5	4	5	4	4	5	3	6	4	5	5	4	7	6
26141467011	0	2	88	60	1	6	6	4	6	5	4	5	3	6	7	5	5	4	7
263414622	1	2	94	78	1	7	6	4	7	9	7	3	8	1	4	6	3	4	8
28751412221	2	2	74	59	1	5	4	4	5	6	7	4	5	6	3	5	4	3	5
32951273132	0	2	87	68	1	2	4	4	3	4	6	2	6	6	6	8	4	1	6
354514970 1	1	2	99	75	1	5	4	6	5	4	5	3	4	7	2	6	7	4	4
357518572 2	1	2	94	75	1	5	6	5	3	4	5	6	6	4	3	5	3	5	5
366516841	2	2	78	86	1	6	4	5	3	3	3	3	3	4	3	3	3	5	5
3725189701 1	0	2	84	62	1	6	2	5	3	4	2	6	6	3	4	1	3	6	4
3896171621	1	2	97	61	1	6	7	4	7	6	7	5	6	5	4	4	2	4	6
3916185922	1	2	91	66	1	5	6	9	3	5	5	8	9	4	3	5	4	6	6
4086162624	1	2	93	71	1	4	7	4	6	4	2	4	5	7	6	9	6	4	5
43461797212	1	2	96	56	1	6	6	3	8	9	9	3	6	2	6	7	4	3	4
4416165422	1	2	91	63	1	4	3	4	3	4	4	5	3	7	7	7	7	4	7
4436162621	0	2	88	76	1	2	2	5	7	4	3	5	5	3	7	5	4	7	6
46461496213	1	2	99	61	1	4	5	2	9	4	6	1	1	3	4	6	4	1	6
				15 FEMALE	HEAVY				MEDIUM										
0791281861	1	2	100	56	2	1	9	5	8	1	2	8	4	6	2	1	1	7	4
086126545 3	0	2	86	66	2	6	5	1	8	7	4	6	1	3	7	8	7	2	7
1142255251	1	2	94	67	2	5	2	4	2	8	4	8	5	5	4	5	1	2	4
15122818611	1	2	100	61	2	3	9	2	7	7	2	8	4	6	5	6	4	3	3

19132416541	0	2	89	75	2	5	5	4	3	5	5	5	5	5	4	7	8	4	2	5
28542414531	1	2	100	57	2	2	2	4	6	2	4	7	5	5	5	5	5	5	5	5
31752717521	1	2	99	61	2	4	6	4	7	5	4	5	5	6	5	5	5	5	4	5
322525256 1	0	2	85	55	2	4	5	4	4	3	5	5	5	4	4	1	4	3	5	4
33852796512	1	2	97	64	2	7	3	8	6	7	4	8	3	3	8	4	4	5	5	8
36052655614	1	2	91	79	2	2	7	4	3	5	4	6	6	6	5	7	4	4	5	2
365523425 1	1	2	98	78	2	0	4	1	4	3	6	2	0	3	7	7	5	5	5	5
37352493611	1	2	91	77	2	2	6	4	6	3	2	5	5	2	6	6	5	6	5	4
3986289941	1	2	93	67	2	3	5	2	7	6	5	5	8	3	3	8	5	6	5	7
40562795612	1	2	96	62	2	1	5	3	8	9	6	6	1	2	1	5	7	4	2	8
4576285941	1	2	97	61	2	7	7	6	2	5	7	6	8	3	3	3	3	3	3	3
			17 MALE																	
			HEAVY																	
			MEDIUM																	
030117165 2	1	2	94	57	2	7	5	4	7	9	9	3	5	2	6	7	3	6	5	5
0491179651 1	0	2	82	55	2	1	6	2	6	6	4	5	3	2	7	8	7	2	4	4
071117185111	0	2	85	64	2	5	7	4	6	4	5	6	5	6	7	5	5	8	5	5
12921858611	0	2	89	69	2	6	6	5	6	7	4	4	5	2	9	6	8	5	5	5
14521102511	1	2	98	72	2	4	5	4	5	7	6	8	3	1	4	2	7	4	6	6
146214106 3	1	2	93	72	2	3	2	4	6	6	7	6	6	5	3	4	6	6	3	3
18531311433	1	2	97	66	2	4	2	4	7	6	3	0	2	6	6	6	5	1	3	3
193316575 1	1	2	90	74	2	5	2	4	9	6	7	4	6	3	9	5	2	3	4	4
2474181851	0	2	86	61	2	4	9	4	4	4	6	1	2	5	6	7	4	4	4	4
26741341421	2	2	80	59	2	4	3	5	3	5	9	4	5	1	4	6	2	4	4	4
273411814 3	0	2	81	78	2	3	4	2	5	9	7	1	4	3	6	7	5	2	8	8
284412245 1	0	2	83	87	2	6	2	5	5	4	7	4	4	4	4	4	4	5	3	3
30051767513	2	2	73	64	2	6	3	4	2	2	4	8	4	4	5	4	0	8	4	4
359512245	1	2	90	56	2	4	3	2	3	2	4	6	2	3	6	5	5	5	4	4
36151412511	0	2	88	65	2	4	3	4	5	6	5	1	5	7	8	5	4	3	6	6
41561461421	1	2	100	55	2	6	4	5	2	4	2	4	4	4	5	5	6	2	4	4
4316181452	1	2	97	61	2	1	6	1	6	6	1	6	1	5	9	6	8	4	7	7
			10 FEMALE																	
			HEAVY																	
			HIGH																	
0181297981	1	2	96	64	3	7	7	8	1	6	6	8	6	1	3	3	0	8	0	0
0281265481	0	2	81	79	3	4	7	3	6	7	7	5	2	1	8	5	7	4	7	7
09422494812	1	2	95	73	3	4	5	4	5	6	4	4	3	2	6	4	6	2	6	6
15422491811	1	2	92	65	3	7	2	5	1	3	5	4	7	6	4	1	4	6	2	6
215326259 4	1	2	100	62	3	5	3	6	4	7	7	8	5	3	3	4	6	1	8	8
31652554831	1	2	95	76	3	4	7	5	7	3	6	8	3	5	5	5	1	5	4	4
36252340831	1	2	92	74	3	3	3	5	4	7	5	2	4	3	7	7	5	2	6	6
375527667 1	1	2	93	82	3	7	4	4	4	6	5	6	6	4	6	4	4	3	4	4
4316236673	1	2	100	57	3	3	5	3-182	2	8	2	8	2	8	5	4	5	4	1	1
44062797912	0	2	88	66	3	5	5	3	5	6	4	2	5	4	6	5	4	5	7	7
			26 MALE																	
			HEAVY																	
			HIGH																	
014118598 1	1	2	92	58	3	4	6	5	6	9	9	1	7	1	6	5	5	2	7	7
01511959911	2	2	75	64	3	6	6	6	3	9	6	4	7	1	3	5	3	2	2	2
02011798916	0	2	89	78	3	6	7	9	4	6	3	6	6	7	3	4	2	8	4	4
038115259 1	1	2	95	69	3	2	4	2	6	4	6	7	4	5	6	5	4	7	4	4

08011716722	0	2	88	71	3	3	7	4	5	9	6	4	8	2	5	5	1	1	4
14321767911	1	2	93	58	3	6	9	8	4	5	4	8	9	2	2	3	2	2	4
147214648 1	1	2	90	76	3	4	2	8	6	7	5	2	8	5	5	4	4	5	
1582141481	2	2	79	70	3	7	4	5	3	6	9	4	4	2	2	4	4	4	
161214148	1	2	94	66	3	5	4	2	5	9	6	5	5	4	8	5	3	4	
17331622711	1	2	92	66	3	4	7	2	5	5	2	5	3	5	5	5	9	2	
17431714811	1	2	98	55	3	1	3	3	5	6	2	4	3	7	5	5	7	2	
19631686711	1	2	92	59	3	2	1	0	6	5	3	4	3	3	5	8	2	0	
259418189	1	2	90	84	3	7	7	6	3	4	5	7	8	7	5	7	2	5	
26841552912	1	2	94	63	3	7	4	4	9	9	9	4	5	1	1	7	0	2	
26941714811	0	2	87	80	3	3	4	5	9	9	9	5	5	2	6	6	4	0	
2955193892	2	2	75	60	3	7	7	4	5	5	9	6	7	3	5	4	3	2	
31051654812	0	2	87	61	3	6	4	4	6	4	5	5	3	3	4	6	4	1	
324514639311	0	2	85	91	3	3	3	2	3	5	2	2	2	4	7	7	6	3	
330516218 1	1	2	90	68	3	3	4	4	5	4	1	5	3	7	4	6	5	6	
3425152481	1	2	100	55	3	1	4	1	4	2	2	6	3	8	7	5	7	3	
3785134391	0	2	84	94	3	5	7	5	1	5	5	7	7	2	3	4	2	4	
3805141273	0	2	88	79	3	5	4	5	5	6	7	2	4	4	5	5	5	3	
40061838921	1	2	92	58	3	6	7	8	9	9	9	3	6	3	5	7	2	5	
4286149391	0	2	88	66	3	7	5	6	2	5	5	5	7	2	1	1	3	6	
43061223911	0	2	86	83	3	7	1	6	3	2	4	4	7	5	3	3	3	8	
45961768912	0	2	88	59	3	6	6	6	5	4	5	4	3	2	3	7	2	3	

APPENDIX D

INSTRUCTIONS FOR RATING TELEVISION PROGRAMS

The rater is offered six conditions by which either "fantasy" or "reality" type programs can be identified. These are:

Fantasy content:

- a. invites the viewer to take leave of his problems in the real world;
- b. invites surrender, relaxation, passivity;
- c. invites emotion;
- d. works chiefly through abrogating the rules of the real world;
- e. acts to remove, at least temporarily, threat and anxiety; and often offers wish-fulfillment;
- f. offers pleasure.

Reality content:

- a. constantly refers the viewer to the problems of the real world;
- b. invites alertness, effort, activity;
- c. invites cognition;
- d. works chiefly through realistic materials and situations;
- e. tends to make the viewer even more aware of the threat, perhaps anxious, in return for a better view of the problem;
- f. offers enlightenment.

In general, westerns, crime, popular music and variety shows belong chiefly with the fantasy category; whereas, news documentaries, interviews, public affairs programs, and educational television are chiefly the domain of reality materials. In order to assign a program to either the "fantasy" or "reality" category, the program must be rated as meeting a minimum of four of the possible six criteria.

Place the letter "F" before those programs rated as "fantasy" oriented and "R" before those programs rated as "reality" oriented. Place an "X" before the programs which do not satisfy either of the above criteria. Place the letter "Q" before the programs which are unfamiliar to you.

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

MONDAY--APRIL 3, 1972

<u>Morning</u>			
_____	6:15 (9) Sunrise Semester--Chemistry	<u>F</u>	6:30 (4) Dragnet
<u>R</u>	6:30 (4) Farm News and Weather	<u>F</u>	(5) Let's Make a Deal
_____	6:45 (9) Morning Devotions	<u>R</u>	(9) News
_____	6:55 (9) Farm Report--Bill Hare	<u>R</u>	(13) Spanish II--Hancock
<u>R</u>	7:00 (4) Today	<u>F</u>	7:00 (4) Rowan and Martin's Laugh-in
<u>R</u>	(9) CBS News	_____	(5) Plimpton! At the Wheel
_____	7:20 (5) Give Us This Day	<u>F</u>	(9) Gunsmoke
_____	7:25 (5) What's Happening	_____	(13) Hollywood Television Theatre--
<u>R</u>	7:30 (4) Today	_____	"The Andersonville Trial"
<u>R</u>	(5) Rise and Shine Report	<u>F</u>	7:30 (4) Rowan and Martin's Laugh-in
<u>R</u>	(9) News	_____	(5) Plimpton! At the Wheel
_____	7:50 (9) Lucille Rivers--Sewing	<u>F</u>	(9) Gunsmoke
_____	7:55 (5) Paul Harvey--Commentary	_____	(13) Hollywood Television Theatre--
		_____	"The Andersonville Trial"
<u>Afternoon</u>			
_____	3:00 (4) Somerset	<u>F</u>	8:00 (4) Movie--"Life at the Top"
<u>F</u>	(5) Love, American Style	<u>F</u>	(5) Movie--"Smoky"
_____	(9) Amateur's Guide to Love--Game	<u>F</u>	(9) Here's Lucy
<u>F</u>	3:30 (4) Flintstones	_____	(13) Hollywood Television Theatre--
<u>F</u>	(5) Movie--"After Midnight with Boston Blackie"	<u>F</u>	"The Andersonville Trial"
<u>F</u>	(9) Gilligan's Island	<u>F</u>	8:30 (4) Movie--"Life at the Top"
<u>F</u>	4:00 (4) Daniel Boone	<u>F</u>	(5) Movie--"Smoky"
<u>F</u>	(5) Movie--"After Midnight with Boston Blackie"	_____	(9) Doris Day
<u>F</u>	(9) Flipper	_____	(13) Hollywood Television Theatre--
_____	(13) Sesame Street	<u>F</u>	"The Andersonville Trial"
<u>F</u>	4:30 (4) Daniel Boone	<u>F</u>	9:00 (4) Movie--"Life at the Top"
<u>F</u>	(5) Movie--"After Midnight with Boston Blackie"	<u>F</u>	(5) Movie--"Smoky"
<u>F</u>	(9) Perry Mason	<u>F</u>	(9) Sonny and Cher Comedy Hour
_____	(13) Sesame Street	_____	(13) Hollywood Television Theatre--
<u>F</u>	5:00 (4) I Dream of Jeannie	<u>F</u>	"The Andersonville Trial"
<u>R</u>	(5) News	<u>F</u>	9:30 (4) Movie--"Life at the Top"
<u>F</u>	(9) Perry Mason	<u>F</u>	(5) Movie--"Smoky"
_____	(13) Mister Rogers	<u>F</u>	(9) Sonny and Cher Comedy Hour
_____	5:25 (5) Paul Harvey--Commentary	_____	(13) Musical Showcase
<u>R</u>	5:30 (4) NBC News--John Chancellor	<u>R</u>	10:00 (4) News
<u>R</u>	(5) ABC News--Howard K. Smith	<u>R</u>	(5) News
<u>R</u>	(9) CBS News--Walter Cronkite	<u>R</u>	(9) News
_____	(13) Electric Company--Children	<u>F</u>	10:30 (4) Johnny Carson
		<u>F</u>	(5) Movie--"Bang! Bang! You're Dead!"
		<u>F</u>	(9) Movie--"Made in Paris"
<u>Evening</u>			
<u>R</u>	6:00 (4) News	<u>F</u>	11:00 (4) Johnny Carson
<u>F</u>	(5) Truth or Consequences	<u>F</u>	(5) Movie--"Bang! Bang! You're Dead!"
<u>R</u>	(9) News	<u>F</u>	(9) Movie--"Made in Paris"
<u>R</u>	(13) French II--Debarnot	<u>F</u>	11:30 (4) Johnny Carson
		<u>F</u>	(5) Movie--"Bang! Bang! You're Dead!"
		<u>F</u>	(9) Movie--"Made in Paris"

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

TUESDAY--APRIL 4, 1972

<u>Morning</u>		<u>Evening</u>	
<input type="checkbox"/> 6:15	(9) Sunrise Semester--Latin-American Literature	<input type="checkbox"/> R 6:00	(4) News
<input checked="" type="checkbox"/> R 6:30	(4) Farm News and Weather	<input type="checkbox"/> F	(5) Truth or Consequences
<input type="checkbox"/> 6:45	(9) Morning Devotions	<input type="checkbox"/> R	(9) News
<input type="checkbox"/> 6:55	(9) Farm Report--Bill Hare	<input type="checkbox"/> R	(13) French II--Debarnot
<input checked="" type="checkbox"/> R 7:00	(4) Today	<input type="checkbox"/> 6:30	(4) The Admiral--Special
<input checked="" type="checkbox"/> R	(9) CBS News--Hart	<input type="checkbox"/> F	(5) Mod Squad
<input type="checkbox"/> 7:20	(5) Give Us This Day	<input type="checkbox"/> R	(9) News
<input type="checkbox"/> 7:25	(5) What's Happening	<input type="checkbox"/> R	(13) Spanish II--Hancock
<input checked="" type="checkbox"/> R 7:30	(4) Today	<input type="checkbox"/> 7:00	(4) The Admiral--Special
<input checked="" type="checkbox"/> R	(5) Rise and Shine Report	<input type="checkbox"/> F	(5) Mod Squad
<input checked="" type="checkbox"/> R	(9) News	<input type="checkbox"/> F	(9) All in the Family
<input type="checkbox"/> 7:50	(9) Lucille Rivers--Sewing	<input type="checkbox"/> 7:30	(13) OPUS '72
<input type="checkbox"/> 7:55	(5) Paul Harvey--Commentary	<input type="checkbox"/> F	(4) Circus Town--Special
		<input type="checkbox"/> F	(5) Movie--"Revenge"
		<input type="checkbox"/> F	(9) Hawaii Five-O
		<input type="checkbox"/> 8:00	(13) Advocates--Debate
<input type="checkbox"/> 3:00	(4) Somerset	<input type="checkbox"/> F	(4) Circus Town--Special
<input type="checkbox"/> F	(5) Love, American Style	<input type="checkbox"/> F	(5) Movie--"Revenge"
<input type="checkbox"/> 3:30	(9) Amateur's Guide to Love--Game	<input type="checkbox"/> F	(9) Hawaii Five-O
<input type="checkbox"/> F	(4) Flintstones	<input type="checkbox"/> F	(13) Advocates--Debate
<input type="checkbox"/> F	(5) Movie--"The Dark Past"	<input type="checkbox"/> F	(4) James Garner--Western
<input type="checkbox"/> F	(9) Gilligan's Island	<input type="checkbox"/> F	(5) Movie--"Revenge"
<input type="checkbox"/> F 4:00	(4) Daniel Boone	<input type="checkbox"/> F	(9) Cannon--Crime Drama
<input type="checkbox"/> F	(5) Movie--"The Dark Past"	<input type="checkbox"/> F	(13) Black Journal
<input type="checkbox"/> F	(9) Flipper	<input type="checkbox"/> F	(4) James Garner--Western
<input type="checkbox"/> 4:30	(13) Sesame Street	<input type="checkbox"/> F	(5) Marcus Welby
<input type="checkbox"/> F	(4) Daniel Boone	<input type="checkbox"/> F	(9) Cannon--Crime Drama
<input type="checkbox"/> F	(5) Movie--"The Dark Past"	<input type="checkbox"/> 9:00	(13) Tuesdayscope
<input type="checkbox"/> F	(9) Perry Mason	<input type="checkbox"/> F	(4) Wallace Wildlife
<input type="checkbox"/> 5:00	(13) Sesame Street	<input type="checkbox"/> F	(5) Marcus Welby
<input type="checkbox"/> F	(4) I Dream of Jeannie	<input type="checkbox"/> F	(9) Mary Tyler Moore
<input checked="" type="checkbox"/> R	(5) News	<input type="checkbox"/> R 10:00	(4) News
<input type="checkbox"/> F	(9) Perry Mason	<input type="checkbox"/> R	(9) News
<input type="checkbox"/> 5:25	(13) Mister Rogers	<input type="checkbox"/> 10:10	(5) News
<input type="checkbox"/> R	(5) Paul Harvey--Commentary	<input type="checkbox"/> F 10:30	(4) Johnny Carson
<input type="checkbox"/> R 5:30	(4) NBC News--John Chancellor	<input type="checkbox"/> R	(5) News
<input type="checkbox"/> R	(5) ABC News--Howard K. Smith	<input type="checkbox"/> F	(9) Movie--"Crooks and Coronets"
<input type="checkbox"/> R	(9) CBS News--Walter Cronkite	<input type="checkbox"/> 10:40	(5) Election '72--Special
<input type="checkbox"/> 11:00	(13) Electric Company--Children	<input type="checkbox"/> F	(4) Johnny Carson
		<input type="checkbox"/> F	(5) Movie--"A New Kind of Love"
		<input type="checkbox"/> F	(9) Movie--"Crooks and Coronets"
		<input type="checkbox"/> F 11:30	(4) Johnny Carson
		<input type="checkbox"/> F	(5) Movie--"A New Kind of Love"
		<input type="checkbox"/> F	(9) Movie--"Crooks and Coronets"

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

WEDNESDAY--APRIL 5, 1972

<u>Morning</u>		<u>Evening</u>	
<u> </u> 6:15	(9) Sunrise Semester--Chemistry	<u> R</u> 6:00	(4) News
<u> R</u> 6:30	(4) Farm News and Weather	<u> F</u> 6:00	(5) Truth or Consequences
<u> </u> 6:45	(9) Morning Devotions	<u> R</u> 6:00	(9) News
<u> </u> 6:55	(9) Farm Report--Bill Hare	<u> R</u> 6:30	(13) French II--Debarnot
<u> R</u> 7:00	(4) Today	<u> F</u> 6:30	(4) Dragnet
<u> R</u> 7:00	(9) CBS News--Hart	<u> F</u> 6:30	(5) Courtship of Eddie's Father
<u> </u> 7:20	(5) Give Us This Day	<u> R</u> 6:30	(9) News
<u> </u> 7:25	(5) What's Happening	<u> R</u> 6:30	(13) Spanish II--Hancock
<u> R</u> 7:30	(4) Today	<u> F</u> 7:00	(4) Adam-12
<u> R</u> 7:30	(5) Rise and Shine Report	<u> F</u> 7:00	(5) ABC Comedy Hour
<u> R</u> 7:30	(9) News	<u> </u> 7:00	(9) Aquacade at Acapulco: Special
<u> </u> 7:50	(9) Lucille Rivers--Sewing	<u> R</u> 7:00	(13) A Public Affair--Election '72
<u> </u> 7:55	(5) Paul Harvey--Commentary	<u> F</u> 7:30	(4) NBC Mystery Movie--"Murder by the Barrel"
<u> </u> 3:00	<u> Afternoon</u>	<u> F</u> 7:30	(5) ABC Comedy Hour
<u> </u> 3:00	(4) Somerset	<u> </u> 7:30	(9) Aquacade at Acapulco: Special
<u> F</u> 3:00	(5) Love, American Style	<u> </u> 7:30	(13) This Week--Bill Moyers
<u> </u> 3:00	(9) Amateur's Guide to Love--Game	<u> F</u> 8:00	(4) NBC Mystery Movie--"Murder by the Barrel"
<u> F</u> 3:30	(4) Flintstones	<u> F</u> 8:00	(5) ABC Comedy Hour
<u> F</u> 3:30	(5) Movie--"Massacre at Sand Creek"	<u> F</u> 8:00	(9) Medical Center
<u> F</u> 3:30	(9) Gilligan's Island	<u> </u> 8:00	(13) Vibrations--Music
<u> F</u> 4:00	(4) Daniel Boone	<u> F</u> 8:30	(4) NBC Mystery Movie--"Murder by the Barrel"
<u> F</u> 4:00	(5) Movie--"Massacre at Sand Creek"	<u> F</u> 8:30	(5) Movie--"Adventures of Robin Hood"
<u> F</u> 4:00	(9) Flipper	<u> F</u> 8:30	(9) Medical Center
<u> F</u> 4:00	(13) Sesame Street	<u> </u> 8:30	(13) Vibrations--Music
<u> F</u> 4:30	(4) Daniel Boone	<u> F</u> 9:00	(4) Night Gallery
<u> F</u> 4:30	(5) Movie--"Massacre at Sand Creek"	<u> F</u> 9:00	(5) Movie--"Adventures of Robin Hood"
<u> F</u> 4:30	(9) Perry Mason	<u> F</u> 9:00	(9) Mannix
<u> F</u> 4:30	(13) Sesame Street	<u> </u> 9:00	(13) Indians for Indians
<u> F</u> 5:00	(4) I Dream of Jeannie	<u> F</u> 9:30	(4) Night Gallery
<u> R</u> 5:00	(5) News	<u> F</u> 9:30	(5) Movie--"Adventures of Robin Hood"
<u> F</u> 5:00	(9) Perry Mason	<u> F</u> 9:30	(9) Mannix
<u> </u> 5:00	(13) Mister Rogers	<u> </u> 9:30	(13) Fun From Books
<u> </u> 5:25	(5) Paul Harvey--Commentary	<u> F</u> 10:00	(4) News
<u> K</u> 5:30	(4) NBC News--John Chancellor	<u> R</u> 10:00	(5) News
<u> R</u> 5:30	(5) ABC News--Howard K. Smith	<u> R</u> 10:00	(9) News
<u> R</u> 5:30	(9) CBS News--Walter Cronkite	<u> R</u> 10:30	(4) Johnny Carson
<u> </u> 5:30	(13) Electric Company	<u> F</u> 10:30	(5) Movie--"Wild in the Country"
		<u> F</u> 10:30	(9) Movie--"Alphabet Murders"
		<u> F</u> 11:00	(4) Johnny Carson
		<u> F</u> 11:00	(5) Movie--"Wild in the Country"
		<u> F</u> 11:00	(9) Movie--"Alphabet Murders"
		<u> F</u> 11:30	(4) Johnny Carson
		<u> F</u> 11:30	(5) Movie--"Wild in the Country"
		<u> F</u> 11:30	(6) Movie--"Alphabet Murders"

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I left home for school at _____ a.m.
 3. I got home from school at _____ p.m.
 4. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

THURSDAY--APRIL 6, 1972

<u>Morning</u>			
___	6:15 (9) Sunrise Semester--Latin-American Literature	<u>F</u>	6:30 (4) Dragnet
<u>R</u>	6:30 (4) Farm News and Weather	<u>R</u>	(5) This is Your Life
___	6:45 (9) Morning Devotions	<u>R</u>	(9) News
___	6:55 (9) Farm Report--Bill Hare	<u>R</u>	(13) Spanish II--Hancock
<u>R</u>	7:00 (4) Today	<u>F</u>	7:00 (4) Flip Wilson
<u>R</u>	(9) CBS News--Hart	<u>F</u>	(5) Alias Smith and Jones
___	7:20 (5) Give Us This Day	<u>F</u>	(9) Ma and the Chimp
___	7:25 (5) What's Happening	___	(13) Thirty Minutes
<u>R</u>	7:30 (4) Today	<u>F</u>	7:30 (4) Flip Wilson
<u>R</u>	(5) Rise and Shine Report	<u>F</u>	(5) Alias Smith and Jones
<u>R</u>	(9) News	<u>F</u>	(9) My Three Sons
___	7:50 (9) Lucille Rivers--Sewing	<u>F</u>	(13) Net Playhouse Biography
___	7:55 (5) Paul Harvey--Commentary	<u>F</u>	8:00 (4) Ironside
		<u>F</u>	(5) Longstreet
		<u>F</u>	(9) Movie--"The Impossible Years"
		___	(13) Net Playhouse Biography
	<u>Afternoon</u>	<u>F</u>	8:30 (4) Ironside
___	3:00 (4) Somerset	<u>F</u>	(5) Longstreet
<u>F</u>	(5) Love, American Style	<u>F</u>	(9) Movie--"The Impossible Years"
___	(9) Amateur's Guide to Love--Game	<u>F</u>	(13) Net Playhouse Biography
<u>F</u>	3:30 (4) Flintstones	<u>F</u>	9:00 (4) Dean Martin
<u>F</u>	(5) Movie--"Badlands of Montana"	<u>F</u>	(5) Owen Marshall, Counselor at Law
<u>F</u>	(9) Gilligan's Island	___	(9) Movie--"The Impossible Years"
<u>F</u>	4:00 (4) Daniel Boone--Adventure	<u>F</u>	(13) World Press Review
<u>F</u>	(5) Movie--"Badlands of Montana"	<u>F</u>	9:30 (4) Dean Martin
<u>F</u>	(9) Flipper	<u>F</u>	(5) Owen Marshall, Counselor at Law
___	(13) Sesame Street	<u>F</u>	(9) Movie--"The Impossible Years"
<u>F</u>	4:30 (4) Daniel Boone	___	9:45 (13) David Littlejohn--Critic at Large
<u>F</u>	(5) Movie--"Badlands of Montana"	<u>R</u>	10:00 (4) News
<u>F</u>	(9) Perry Mason	<u>R</u>	(5) News
___	(13) Sesame Street	<u>R</u>	(9) News
<u>F</u>	5:00 (4) I Dream of Jeannie	<u>F</u>	10:30 (4) Johnny Carson
<u>R</u>	(5) News	<u>F</u>	(5) Movie--"The Blue Angel"
<u>F</u>	(9) Perry Mason	<u>F</u>	(9) Movie--"In the Cool of the Day"
___	(13) Mister Rogers	<u>F</u>	11:00 (4) Johnny Carson
___	5:25 (5) Paul Harvey--Commentary	<u>F</u>	(5) Movie--"The Blue Angel"
<u>R</u>	5:30 (4) NBC News--John Chancellor	<u>F</u>	(9) Movie--"In the Cool of the Day"
<u>R</u>	(5) ABC News--Howard K. Smith	<u>F</u>	11:30 (4) Johnny Carson
<u>R</u>	(9) CBS News--Walter Cronkite	<u>F</u>	(5) Movie--"The Blue Angel"
___	(13) Electric Company	<u>F</u>	(9) Movie--"In the Cool of the Day"
	<u>Evening</u>		
<u>R</u>	6:00 (4) News		
<u>F</u>	(5) Truth or Consequences		
<u>R</u>	(9) News		
<u>R</u>	(13) French II--Debarnot		

TELEVIEWING QUESTIONNAIRE

1. I got up at ____ a.m. Name: _____
 2. I left home for school at ____ a.m.
 3. I got home from school at ____ p.m.
 4. I went to bed at ____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

FRIDAY--APRIL 7, 1972

<u>Morning</u>			
___	6:15 (9) Sunrise Semester--Chemistry	<u>F</u>	6:30 (4) Dragnet
<u>R</u>	6:30 (4) Farm News and Weather	___	(5) Film
___	6:45 (9) Morning Devotions	<u>R</u>	(9) News
___	6:55 (9) Farm Report--Bill Hare	<u>R</u>	(13) Spanish II--Hancock
<u>R</u>	7:00 (4) Today	<u>F</u>	7:00 (4) Nashville Music
<u>R</u>	(9) CBS News--Hart	<u>F</u>	(5) Lassie
___	7:20 (5) Give Us This Day	<u>F</u>	(9) O'hara, U. S. Treasury
___	7:25 (5) What's Happening	___	(13) Washington Week in Review
<u>R</u>	7:30 (4) Today	<u>F</u>	7:30 (4) Movie--"Colossus: The Forbin Project"
<u>P</u>	(5) Rise and Shine Report	___	(5) Partridge Family
<u>R</u>	(9) News	<u>F</u>	(9) O'hara, U. S. Treasury
___	7:50 (9) Lucille Rivers--Sewing	<u>F</u>	(13) Film Odyssey
___	7:55 (5) Paul Harvey--Commentary	<u>F</u>	8:00 (4) Movie--"Colossus: The Forbin Project"
___		<u>F</u>	(5) Room 222
___	3:00 (4) Somerset	<u>F</u>	(9) Movie--"The Borgia Stick"
<u>F</u>	(5) Love, American Style	<u>F</u>	(13) Film Odyssey
___	(9) Amateur's Guide to Love--Game	___	8:30 (4) Movie--"Colossus: The Forbin Project"
<u>F</u>	3:30 (4) Flintstones	<u>F</u>	(5) Odd Couple
<u>F</u>	(5) Movie--"Gun Battle of Monterey"	<u>F</u>	(9) Movie--"The Borgia Stick"
<u>F</u>	(9) Gulligan's Island	<u>F</u>	(13) Film Odyssey
<u>F</u>	4:00 (4) Daniel Boone	<u>F</u>	9:00 (4) Movie--"Colossus: The Forbin Project"
<u>F</u>	(5) Movie--"Gun Battle of Monterey"	<u>F</u>	(5) Love, American Style
<u>F</u>	(9) Flipper	<u>F</u>	(9) Movie--"The Borgia Stick"
___	(13) Sesame Street	___	(13) Big Easel--McIntyre
<u>F</u>	4:30 (4) Daniel Boone	<u>F</u>	9:30 (4) Sanford and Son
<u>F</u>	(5) Movie--"Gun Battle of Monterey"	<u>F</u>	(5) Love, American Style
<u>F</u>	(9) Perry Mason	<u>F</u>	(9) Movie--"The Borgia Stick"
___	(13) Sesame Street	___	(13) Open Door
<u>F</u>	5:00 (4) I Dream of Jeannie	<u>R</u>	10:00 (4) News
<u>R</u>	(5) News	<u>R</u>	(5) News
<u>F</u>	(9) Perry Mason	<u>R</u>	(9) News
___	(13) Mister Rogers	<u>F</u>	10:30 (4) Johnny Carson
___	5:25 (5) Paul Harvey--Commentary	<u>F</u>	(5) Movie--"Five Fingers"
<u>R</u>	5:30 (4) NBC News--John Chancellor	<u>F</u>	(9) Movie--"The Power"
<u>R</u>	(5) ABC News--Howard K. Smith	<u>F</u>	11:00 (4) Johnny Carson
<u>R</u>	(9) CBS News--Walter Cronkite	<u>F</u>	(5) Movie--"Five Fingers"
___	(13) Electric Company	<u>F</u>	(9) Movie--"The Power"
___		<u>F</u>	11:30 (4) Johnny Carson
___		<u>F</u>	(5) Movie--"Five Fingers"
<u>R</u>	6:00 (4) News	<u>F</u>	(9) Movie--"The Power"
<u>F</u>	(5) Truth or Consequences		
<u>R</u>	(9) News		
<u>R</u>	(13) French II--Debarnot		

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m. Name: _____
 2. I went to bed at _____ p.m.

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

SATURDAY--APRIL 8, 1972

- | <u>Morning</u> | | | |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | 6:25 (5) Give Us This Day | <input type="checkbox"/> | 3:30 (4) Baseball |
| <input type="checkbox"/> | 6:30 (5) Across the Fence | <input type="checkbox"/> | (5) Big Valley--Western |
| <input type="checkbox"/> | 6:45 (4) Test Pattern | <input type="checkbox"/> | (9) CBS Golf Classic |
| <input type="checkbox"/> | 7:00 (4) Dr. Dolittle--Cartoon | <input type="checkbox"/> | 4:00 (4) Jude 'n' Jody |
| <input type="checkbox"/> | (5) Jerry Lewis--Cartoon | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) Bugs Bunny | <input type="checkbox"/> | (9) Golf Tournament--Special |
| <input type="checkbox"/> | 7:30 (4) Deputy Dawg | <input type="checkbox"/> | 4:30 (4) Buck Owens--Music |
| <input type="checkbox"/> | (5) Road Runner | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) Scooby Doo | <input type="checkbox"/> | (9) Golf Tournament |
| <input type="checkbox"/> | 8:00 (4) Woody Woodpecker | <input type="checkbox"/> | 5:00 (4) Wilburn Brothers |
| <input type="checkbox"/> | (5) Funky Phantom | <input type="checkbox"/> | (5) Auto Race--Special |
| <input type="checkbox"/> | (9) The Harlem Globetrotters--
Cartoon | <input type="checkbox"/> | (9) Sports Challenge--Quiz |
| <input type="checkbox"/> | 8:30 (4) The Pink Panther | <input type="checkbox"/> | 5:30 (4) Porter Wagoner |
| <input type="checkbox"/> | (5) Jackson Five--Cartoon | <input type="checkbox"/> | (5) Survival |
| <input type="checkbox"/> | (9) Help! It's the Hair Bear
Bunch | <input type="checkbox"/> | (9) CBS News--Roger Mudd |
| <input type="checkbox"/> | 9:00 (4) The Jetsons | <u>Evening</u> | |
| <input type="checkbox"/> | (5) Bewitched | <input type="checkbox"/> | 6:00 (4) News |
| <input type="checkbox"/> | (9) Pebbles and Bamm-Bamm | <input type="checkbox"/> | (5) Lawrence Welk |
| <input type="checkbox"/> | 9:30 (4) Barrier Reef--Drama | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> | (5) Lidsville--Children | <input type="checkbox"/> | 6:30 (4) Rollin' on the River |
| <input type="checkbox"/> | (9) Archie's TV Funnies | <input type="checkbox"/> | (5) Lawrence Welk |
| <input type="checkbox"/> | 10:00 (4) Take a Giant Step--Children | <input type="checkbox"/> | (9) Juvenile Jury |
| <input type="checkbox"/> | (5) Movie--"Heart of the Rockies" | <input type="checkbox"/> | 7:00 (4) Emergency!--Drama |
| <input type="checkbox"/> | (9) Sabrina the Teenage Witch | <input type="checkbox"/> | (5) Bewitched |
| <input type="checkbox"/> | 10:30 (4) Take a Giant Step | <input type="checkbox"/> | (9) Glen Campbell |
| <input type="checkbox"/> | (5) Movie--"Heart of the Rockies" | <input type="checkbox"/> | 7:30 (4) Emergency!--Drama |
| <input type="checkbox"/> | (9) Josie and the Pussycats | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| <input type="checkbox"/> | 11:00 (4) Mr. Wizard--Science | <input type="checkbox"/> | (9) Glen Campbell |
| <input type="checkbox"/> | (5) Johnny Quest | <input type="checkbox"/> | 8:00 (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (9) Dig--Cartoon Special | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| <input type="checkbox"/> | 11:30 (4) The Scene | <input type="checkbox"/> | (9) Dick Van Dyke |
| <input type="checkbox"/> | (5) Lancelot Link, Secret Chimp | <input type="checkbox"/> | 8:30 (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (9) You Are There--History | <input type="checkbox"/> | (5) Movie--"The Reluctant Heroes" |
| <u>Afternoon</u> | | <input type="checkbox"/> | (9) Arnie |
| <input type="checkbox"/> | 12:00 (4) Creative Crafts | <input type="checkbox"/> | 9:00 (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (5) American Bandstand | <input type="checkbox"/> | (5) The Sixth Sense--Drama |
| <input type="checkbox"/> | (9) CBS' Children Film Festival | <input type="checkbox"/> | (9) Mission: Impossible |
| <input type="checkbox"/> | 12:30 (4) Bugaloos | <input type="checkbox"/> | 9:30 (4) Movie--"Raid on Rommel" |
| <input type="checkbox"/> | (5) American Bandstand | <input type="checkbox"/> | (5) The Sixth Sense--Drama |
| <input type="checkbox"/> | (9) CBS' Children Film Festival | <input type="checkbox"/> | (9) Mission: Impossible |
| <input type="checkbox"/> | 1:00 (4) Baseball Pre-Game Show | <input type="checkbox"/> | 10:00 (4) News |
| <input type="checkbox"/> | (5) Movie--Western--"Red River
Range" | <input type="checkbox"/> | (5) News |
| <input type="checkbox"/> | (9) Decorating Crafts with Becky | <input type="checkbox"/> | (9) News |
| <input type="checkbox"/> | 1:15 (4) Baseball | <input type="checkbox"/> | 10:15 (5) ABC News--Sam Donaldson |
| <input type="checkbox"/> | 1:30 (4) Baseball | <input type="checkbox"/> | 10:30 (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (5) Movie--Western--"Red River
Range" | <input type="checkbox"/> | (5) Movie--Triple Feature--"Follow
that Dream," "Stars and Stripes
Forever," "Fantomas" |
| <input type="checkbox"/> | (9) What Is the Law? | <input type="checkbox"/> | (9) Movie--"The Private War of
Major Benson" |
| <input type="checkbox"/> | 2:00 (4) Baseball | <input type="checkbox"/> | 11:00 (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (5) American Adventure | <input type="checkbox"/> | (5) Movie--Triple feature--"Follow
that Dream," "Stars and Stripes
Forever," "Fantomas" |
| <input type="checkbox"/> | (9) Run for Your Life | <input type="checkbox"/> | (9) Movie--"The Private War of Major
Benson" |
| <input type="checkbox"/> | 2:30 (4) Baseball | <input type="checkbox"/> | 11:30 (4) Movie--"The War Lover" |
| <input type="checkbox"/> | (5) Sports Action Pro-File | <input type="checkbox"/> | (5) Movie--Triple Feature--"Follow
that Dream," "Stars and Stripes
Forever," "Fantomas" |
| <input type="checkbox"/> | (9) Fun for Your Life | <input type="checkbox"/> | (9) Movie--"The Private War of
Major Benson" |
| <input type="checkbox"/> | 3:00 (4) Baseball | | |
| <input type="checkbox"/> | (5) Big Valley--Western | | |
| <input type="checkbox"/> | (9) CBS Golf Classic | | |

TELEVIEWING QUESTIONNAIRE

1. I got up at _____ a.m.
 2. I went to bed at _____ p.m.

Name _____

Below you will find a list of television programs. If you watched the program, place a check mark (✓) on the line before the program.

SUNDAY--APRIL 9, 1972

<u>Morning</u>			
<input type="checkbox"/> 6:30	(9) Sunrise Semester	<input type="checkbox"/> 5:00	(4) Wallace Wildlife
<input type="checkbox"/> 7:00	(9) Gospel Hour--Religion	<input type="checkbox"/> F	(5) Movie--Science Fiction--"Gog"
<input type="checkbox"/> 7:25	(5) Give Us This Day	<input type="checkbox"/> R	(9) 60 Minutes
<input type="checkbox"/> 7:30	(5) Pattern for Living	<input type="checkbox"/> R	5:30 (4) NBC News--Chley
<input type="checkbox"/>	(9) Gospel Hour--Religion	<input type="checkbox"/> F	(5) Movie--Science Fiction--"Gog"
<input type="checkbox"/> 8:00	(4) The Christophers--Religion	<input type="checkbox"/> F	(9) Death Valley Days
<input type="checkbox"/>	(5) Revival Fires		
<input type="checkbox"/>	(9) Oral Roberts		
<input type="checkbox"/> 8:15	(4) Davey and Goliath	<input type="checkbox"/> R	6:00 <u>Evening</u>
<input type="checkbox"/> 8:30	(4) Gospel Jubilee--Music	<input type="checkbox"/> F	(4) News
<input type="checkbox"/>	(5) James Robison	<input type="checkbox"/>	(5) Hee Haw
<input type="checkbox"/>	(9) Church Service	<input type="checkbox"/>	(9) Wild Kingdom
<input type="checkbox"/> 9:00	(4) Gospel Jubilee--Music	<input type="checkbox"/> F	(13) Zoom--Children
<input type="checkbox"/>	(5) Mormon Conference--Special	<input type="checkbox"/> F	6:30 (4) World of Disney
<input type="checkbox"/>	(9) Cathedral of Tomorrow	<input type="checkbox"/> F	(5) Hee Haw
<input type="checkbox"/> 9:30	(4) Sunday School	<input type="checkbox"/> F	(9) Movie--"Don't Raise the Bridge, Lower the River"
<input type="checkbox"/>	(5) Mormon Conference--Special	<input type="checkbox"/>	(13) Who's Afraid of Opera?
<input type="checkbox"/>	(9) Cathedral of Tomorrow	<input type="checkbox"/> F	7:00 (4) World of Disney
<input type="checkbox"/> 10:00	(4) Church Service	<input type="checkbox"/> F	(5) The FBI
<input type="checkbox"/>	(5) Mormon Conference--Special	<input type="checkbox"/> F	(9) Movie--"Don't Raise the Bridge"
<input type="checkbox"/>	(9) Dr. Waldo Stephens	<input type="checkbox"/>	(13) Firing Line
<input type="checkbox"/> 10:30	(4) Church Service	<input type="checkbox"/> F	7:30 (4) Jimmy Stewart--Comedy-Drama
<input type="checkbox"/>	(5) Mormon Conference--Special	<input type="checkbox"/> F	(5) The FBI
<input type="checkbox"/> R	(9) Face the Nation	<input type="checkbox"/> F	(9) Movie--"Don't Raise the Bridge"
<input type="checkbox"/> F 11:00	(4) Laurel and Hardy--Comedy	<input type="checkbox"/>	(13) Firing Line
<input type="checkbox"/>	(5) Curiosity Shop--Children	<input type="checkbox"/> F	8:00 (4) Bonanza
<input type="checkbox"/>	(9) Day of Discovery	<input type="checkbox"/> F	(5) Movie--"Modesty Blaise"
<input type="checkbox"/> F 11:30	(4) Laurel and Hardy--Comedy	<input type="checkbox"/> F	(9) Movie--"Don't Raise the Bridge"
<input type="checkbox"/>	(5) Curiosity Shop--Children	<input type="checkbox"/>	(13) The Last of the Mohicans
<input type="checkbox"/>	(9) Dimension 9--Variety	<input type="checkbox"/> F	8:30 (4) Bonanza
		<input type="checkbox"/> F	(5) Movie--"Modesty Blaise"
		<input type="checkbox"/> F	(9) Cade's County--Drama, Crime
		<input type="checkbox"/>	(13) The Last of the Mohicans
<input type="checkbox"/> R 12:00	(4) Meet the Press	<input type="checkbox"/> F	9:00 (4) The Bold Ones
<input type="checkbox"/>	(5) The Now Generation	<input type="checkbox"/> F	(5) Movie--"Modesty Blaise"
<input type="checkbox"/>	(9) Caesar's World--Travel	<input type="checkbox"/> F	(9) Cade's County--Crime Drama
<input type="checkbox"/> 12:30	(4) Dialogue '72--Sassenrath	<input type="checkbox"/> F	(13) Self-Defense for Women
<input type="checkbox"/>	(5) Film	<input type="checkbox"/>	(4) The Bold Ones
<input type="checkbox"/>	(9) Stanley Cup Play-Offs--Special	<input type="checkbox"/> F	9:30 (5) Movie--"Modesty Blaise"
<input type="checkbox"/> F 1:00	(4) Championship Wrestling	<input type="checkbox"/> R	(9) News
<input type="checkbox"/>	(5) NBA Play-Off--Special	<input type="checkbox"/>	(13) Guitar, Guitar
<input type="checkbox"/>	(9) Stanley Cup Play-Offs--Special	<input type="checkbox"/> R	10:00 (4) News
<input type="checkbox"/> F 1:30	(4) Championship Wrestling	<input type="checkbox"/> F	(5) Movie--"Modesty Blaise"
<input type="checkbox"/>	(5) NBA Play-Off--Special	<input type="checkbox"/>	(9) Movie--"To Hell and Back"
<input type="checkbox"/>	(9) Stanley Cup Play-Offs--Special	<input type="checkbox"/>	(4) Oscar--The Story Behind the Statue
<input type="checkbox"/> 2:00	(4) Outdoors	<input type="checkbox"/> F	(5) Movie--"Modesty Blaise"
<input type="checkbox"/>	(5) NBA Play-Off--Special	<input type="checkbox"/>	(9) Movie--"To Hell and Back"
<input type="checkbox"/>	(9) Stanley Cup Play-Offs--Special	<input type="checkbox"/> F	11:00 (4) Johnny Carson
<input type="checkbox"/> 2:30	(4) World Championship Tennis	<input type="checkbox"/>	(5) Harrison and Company
<input type="checkbox"/>	(5) NBA Play-Off--Special	<input type="checkbox"/>	(9) Movie--"To Hell and Back"
<input type="checkbox"/>	(9) Stanley Cup Play-Offs--Special	<input type="checkbox"/> F	11:30 (4) Johnny Carson
<input type="checkbox"/> 3:00	(4) World Championship Tennis	<input type="checkbox"/>	(5) Herald of Truth
<input type="checkbox"/>	(5) NBA Play-Off--Special	<input type="checkbox"/>	(9) Movie--"To Hell and Back"
<input type="checkbox"/>	(9) Golf Tournament--Special		
<input type="checkbox"/> 3:30	(4) World Championship Tennis		
<input type="checkbox"/>	(5) Challenge--Special		
<input type="checkbox"/>	(9) Golf Tournament--Special		
<input type="checkbox"/> 4:00	(4) World Championship Tennis		
<input type="checkbox"/>	(5) Challenge--Special		
<input type="checkbox"/>	(9) Golf Tournament--Special		
<input type="checkbox"/> 4:30	(4) Wallace Wildlife		
<input type="checkbox"/> F	(5) Movie--Science Fiction--"Gog"		
<input type="checkbox"/>	(9) Search for the Lost Dutchman		

APPENDIX E

TELEVIEWING QUESTIONNAIRE

Instructions for Administration

- A. Write your name on the questionnaire.
- B. Complete items 1, 2, 3, and 4. (May be read to the class.)
 1. I got up at _____ a.m.
 2. I left for school at _____ a.m.
 3. I got home from school at _____ p.m.
 - *4. I went to bed at _____ p.m.
- C. Read aloud to the class.

Below you will find a list of television programs.
If you watched the program, place a check mark (✓)
on the line before the program.
- D. Assistance may be provided the student if he has difficulty in locating a program.
- E. If a Special Program was shown and the student watched the program, ask him to draw a line through the cancelled program and write in the new title.

*The importance of B₄ is to establish when the students quit watching television.

CHILDREN'S PERSONALITY QUESTIONNAIRE

Ages 8 through 12

Instructions for Administration

The test is administered without a time limit, but for younger children it might be better to divide the testing time into two parts for a given form. For the convenience of the administrator, each form is sectioned into two parts (e.g., A₁ and A₂, B₁ and B₂). A single session should not be expected to exceed fifty minutes. It is generally recommended that more than one form be used and that interpretation be made on the composite scores for each factor.

Pass out the test booklets and the separate answer sheets if they are to be used. The answer sheet is the same for either form. The children should be told to mark the A₁, A₂, B₁, or B₂ box to indicate which part of the test they are taking. Since it is recommended that the answer sheet always be used when possible, the children should be cautioned to make no marks on the test booklets. They should be told to print at the top of the answer sheet their name, age, grade, sex, and other information the examiner desires. Sometimes it is well to remind them to print both their first and last names. As soon as all the children are ready to listen, read aloud the directions at the top of the cover page of the test booklet while the children read silently.

Read each statement and mark an X on the side that fits you better. Some questions will not have the words just the way you want them but mark every one the best you can. You may ask for help if you don't know a word. Just raise your hand the teacher will come to your desk. Do not work long on one question. Mark it and go right on to the next one. Mark every one. Most of the questions have two boxes to choose from but other questions have three boxes. Always look at all the boxes and pick just one of them for your answer.

Use the first two items of the test for examples. Read the first statement.

1. When visiting a new building do you like to have someone show you around? or Do you like to find your own way?

Emphasize "or" so the children will realize there are two sides or choices. Then say,

Look on your answer sheet at the left-hand side where it says: 'Start Here.'

Mark the answer that fits you better. Make your marks on the answer sheet opposite question '1' and in the proper box. Do the same with the second statement. (Allow a short time for them to do this.) Do you understand how to mark the answers? Does anyone have a question?

Deal fully with every question the children ask so that all but the very slowest child will understand clearly how responses are to be made. As soon as the children understand what to do, instruct them to continue by themselves with the other statements, each time marking the side that fits them better. Announce that if anyone finds a word he cannot read he should raise his hand. It is permissible to tell him the word or to read the entire statement for him. It is also permissible to explain the meaning of the word EXCEPT for the intelligence scale items (numbers 11, 15, 19, 23, and 27, on pages 2 and 6 of each form). For these items, only the reading (pronunciation) of words, but not their meaning, may be given if a child asks. This should be done privately so as not to disturb the others. Tell the children to mark every statement and when they finish one page to follow the directions and go right on to the next page.

It is always important, just after the testing is started, for the examiner to move rapidly around the group to make sure that everyone is following the instructions. By observing carefully the rate at which particular children are working they may be encouraged to work faster or slower. Sometimes it is helpful to make a statement such as:

Almost everyone has now finished page one; if you have not finished it, you should try to work a little faster.

Care must be taken with younger children, and with poor readers, to keep them working without overemphasizing speed.

An important point to make at the end of the test is,

Look back over your marks and make sure that you have answered every question.

With young children and with older poor readers the entire test may be read aloud. Several proctors are essential when this procedure is used because some children may need more help and others are inclined to copy. The examiner who is reading the statements should stand at an optimum position in the room, reading each statement distinctly, perhaps repeating it, but otherwise dealing only with remarks that pertain to the whole group. The proctors must deal with the individual questions and problems.

Procedure for Individual Testing

Individual testing can be carried out with essentially the same procedure as group testing. After the child is instructed as to what to do, he should be left alone except when he asks for help. Where the test is administered individually because of some special problem, e.g., the inability to read, blindness, etc., the administrator should follow the appropriate testing procedure as used for other tests. Alternatively, he may take advantage of the tape-recorded version of the CPQ which is available through IPAT.