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ABSTRACT

To study the impact of "Sesame Street" and "The Electric Company" on teaching methods in kindergarten through second grade, a questionnaire was designed and mailed to over 300 Washington, D.C., area teachers. Results taken from the 75 returned questionnaires indicated that a majority of teachers used television in their classrooms and that, in many cases, the use was condoned by principals and school boards. Many teachers supplemented programs with additional activities emphasizing the program content. Open-ended responses on the questionnaire mentioned that television programs made good use of entertainment and varied delivery mechanisms to maintain the interest of students. This report describes the survey methodology, and summarizes the results.
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"Sesame Street" and "The Electric Company":
What Is Their Impact on Teaching Methods?

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Principia College Washington Field Project
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204

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Contents

	Page
Introduction -----	1
Purpose -----	3
Methodology -----	4
Findings -----	6
Recommendations and Conclusions -----	24
Suggestions for Further Research -----	29
Appendix <u>1</u> : List of Elementary Schools Selected to Receive Surveys.	
Appendix <u>2A</u> : Survey on the Impact of Children's Television Programming as used in Elementary Classrooms	
Appendix <u>2B</u> : Cover Letter to Principals	
Appendix <u>2C</u> : Cover Letter to Teachers	
Appendix <u>3A</u> : Manual Computer Card	
Appendix <u>3B</u> : Key for Manual Computer Card	
Appendix <u>4A</u> : Comparison of Teaching years	
Appendix <u>4B</u> : Comparison of Teachers Who Have and Have Not Had Courses in Television in Classroom Methodology	
Appendix <u>5</u> , Figure 1: Classroom Use of Children's Television Programming	
Appendix <u>5</u> , Figure 2: Number of Teachers in Each Grade Category	
Appendix <u>5</u> , Figure 3: Breakdown of Classroom Viewing by Grades	
Appendix <u>5</u> , Figure 4: Teachers Ratings of Specific Programs	
Appendix <u>5</u> , Figure 5: Comparison of Teachers' Estimates of Students' Home Viewing of Specific Programs	
Appendix <u>6</u> : Comparison of Certain Trends--Figures 1 and 2	

Introduction

This research paper was written by three students working in Washington, D.C., on a special project with the advice and guidance of the Office of Education. The students were connected with the Principia College Washington Field Program for winter, 1974. For ten weeks, twenty-five students worked with nine various government agencies and private businesses. All twenty-five researched different topics related to telecommunications.

This paper was written for the National Center for Educational Technology (NCET), a division of the Office of Education which deals with media and technology for education. NCET gives funds to the Children's Television Workshop (CTW), an innovative organization that seeks to use the mass media for educational purposes. CTW produces "Sesame Street" and "The Electric Company," two children's programs which try to entertain and simultaneously teach specific cognitive skills to television audiences. The project suggested to the students was an analysis of the impact of "Sesame Street" and "The Electric Company" on teaching methods in kindergarten through second grade.

The findings of this report are the result of ten weeks of research on the subject mentioned above. Inferences and trends drawn from analyzing returned questionnaires from teachers, personal interviews, and observations in schools comprise the body. It is felt by the researchers that the recommendations and ques-

(2)

tions raised are valuable and do deserve consideration.

Guidance and information for this research came from several sources. Mr. Michael Neben, of the Office of Education, supervised all phases of the research. Mr. Clarence Fogelstrom, of the same office, provided materials about CTW which were useful in understanding the organization. With Mr. Fogelstrom's help, it was possible to arrange a visit to the Children's Television Workshop offices in New York City. Mr. Joe Aguayo, the CTW contact, made appointments with several members of the staff. Dr. Gervin Kirk assisted the researchers in rewording the questionnaire and suggested some additional questions. All the principals and teachers who participated in the survey supplied valuable information. The eight schools in which the researchers observed classes were helpful, too. Henrietta Smith and Barbara Lindsey of the local Community Educational Services gave insight into what CTW is doing to help the community understand how to use the shows. Finally, the various people who proofread the rough draft, including Art Kirshenbaum of the Office of Education, and Dr. Donald Bliss, Dr. Thomas Fennell, Dr. David Cornell, and Mr. Clarke Beim-Esche, all of Principia College, have made suggestions on how to improve the report. The help provided by all these persons is greatly appreciated by the researchers.

Purpose

The purpose of this research is to study the impact of "Sesame Street" and "The Electric Company" on teaching methods in kindergarten through second grade.

Arising from this statement are many questions that need to be considered. For example, are teachers aware of the two shows? Do teachers use these programs in their classrooms? What are the teaching methods used on "Sesame Street" and "The Electric Company?" Can teachers implement or coordinate these methods in their classrooms? Even if the programs are not shown in the classroom but are watched at home, is there an effect on teaching methods?

After considering these and other questions, certain hypotheses were developed. First, "Sesame Street" and "The Electric Company" offer new and exciting teaching methods which could be incorporated in the classroom. Second, literally thousands of children are entering the elementary grades better prepared because of watching "Sesame Street" thus teachers should be aware that change might be necessary. However, teachers may be unaware of the broad impact of both "Sesame Street" and "The Electric Company," therefore they are not changing their methods. Finally, teachers can be slow to change their teaching methods even for something new and innovative. These statements served as springboards for research, but at this point they were still merely hypotheses.

Methodology

The methodology that would be required to analyze this subject stemmed from the questions and hypotheses that were formulated. Teachers of kindergarten through second grade would have to be contacted, whether by personal, telephone, or mail interviews. Due to the short period of time in which to perform this research, as well as the limited funds available, it was decided to concentrate on selected public elementary schools in the District of Columbia, and surrounding metropolitan areas, including the City of Alexandria and Prince William County in Virginia, and Montgomery County, Maryland. (See Appendix 1A)

It was realized that the two types of interviewing which would be most valuable were mail and personal. The mail survey could reach a large number of teachers, and the personal interview would give another perspective for the research. Telephone interviews were inconvenient during school hours, thus they were impractical for the research.

A questionnaire titled "Survey on the Impact of Children's Television Programming as used in Elementary Classrooms" was developed. (See Appendix 2) Although the research was aimed at the effect of "Sesame Street" and "The Electric Company," the general title and survey was written to help eliminate bias. If the focus had been on the two shows specifically, teachers

(5)

may not have been free to express their ideas. They might have thought that certain answers were wanted, therefore they may not have been totally candid.

These surveys were then sent with cover letters (see Appendices 1B and 1C) to the principals of the selected schools. (These schools were chosen from the lists in the telephone book.) The principals were asked to distribute the questionnaires to two teachers of their own choice in each of the school's kindergarten, first, and second grades. After completing the questionnaire, teachers were asked to return them in self-addressed stamped envelopes within a two week period. Of the 306 questionnaires sent out, 75 were returned and comprised the sample. If more time and money had been available, the researchers would have sent another letter to the schools reminding them about the questionnaires. However, this was not possible.

To serve as another information input to the research, eight schools were contacted to arrange times for visitations, so that observations could be made relating to the topic, as well as providing an opportunity to speak personally with teachers who had and had not received the questionnaires.

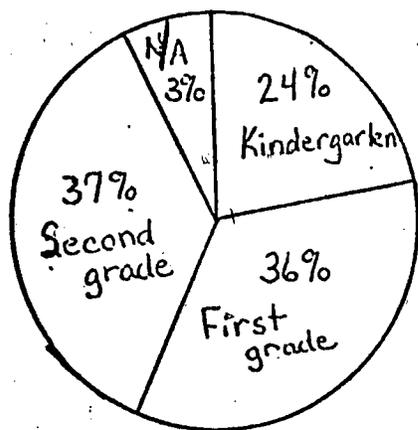
As questionnaires came back from the teachers, each one was coded and a corresponding manual computer card was punched to facilitate the identification of trends. (See Appendices 3A and 3B.) As these trends were realized, hypotheses began to be proven and disproven.

Findings

The findings of the research were divided into three categories: short answers from the survey, essay answers from the survey, and observations in the field.

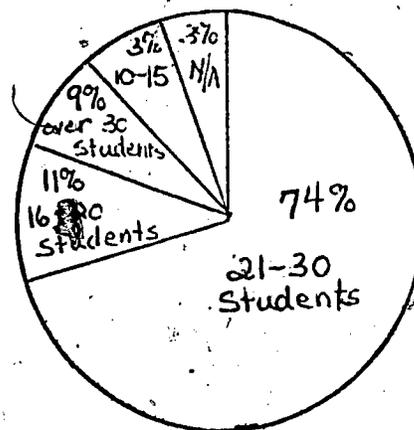
The first nine questions of the survey were of short answer format aimed at gaining an understanding of the situation and atmosphere in which the teachers were involved. (Refer again to Appendix 2) The results of these questions are displayed in the following pie charts.

Question: What grade are you presently teaching?
(Kindergarten, First, Second)



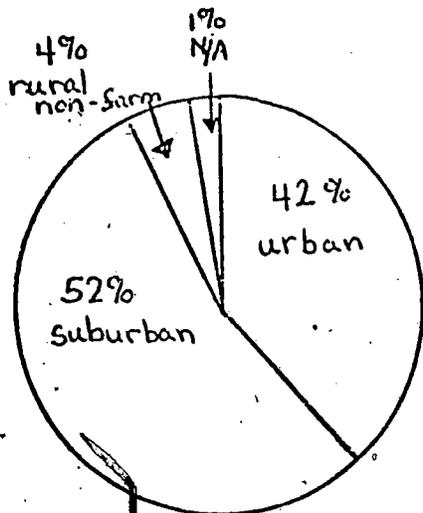
n= 75

Question: Number of pupils in your class: (under 10, 10-15, 16-20, 21-30, over 30)



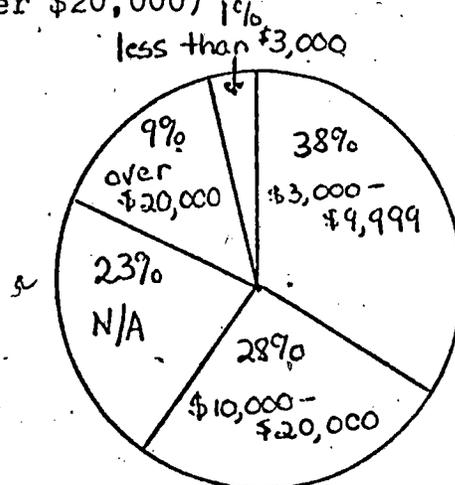
Note: "under 10" was never given as an answer

Question: How would you classify your school district? (urban, suburban, rural non-farm, rural farm)



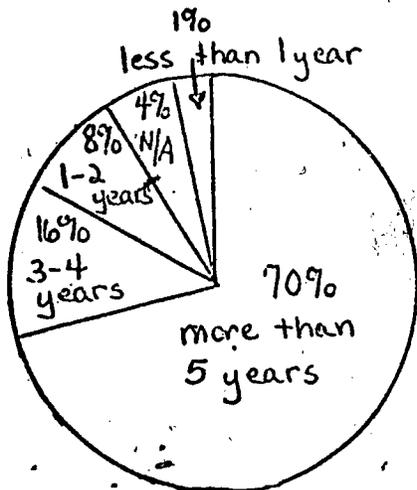
Note: "rural farm" was never given as an answer.

Question: What approximate percentage of your students are from families whose yearly income is: (less than \$3,000, \$3,000-\$9,999, \$10,000-\$20,000, over \$20,000)



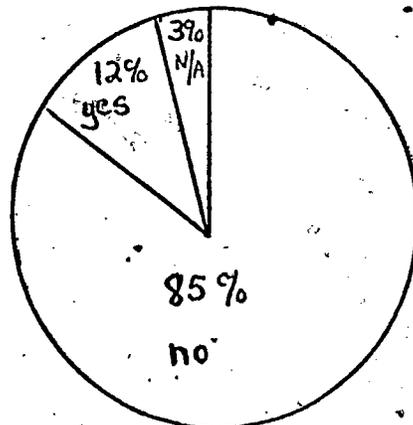
Note: This is the teacher's own approximation.

Question: How long have you been teaching elementary school? (more than 5 years, 3-4 years, 1-2 years, less than 1 year)



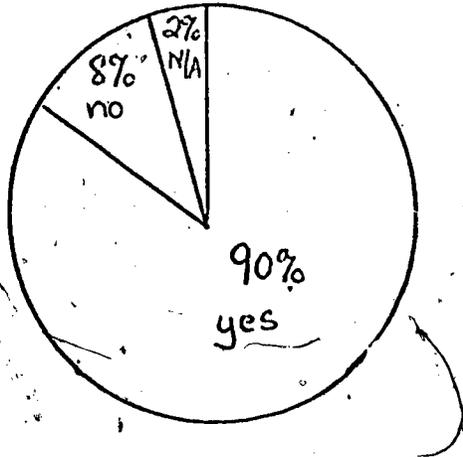
Note: See Appendix 4A for further detail.

Question: Have you ever had any courses in the use of television in classroom methodology? (yes, no)

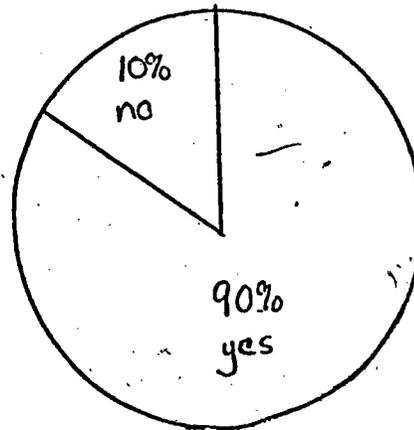


Note: See Appendix 4B for further detail.

Question: Do you have access to a working television set for use in your classroom? (yes, no)

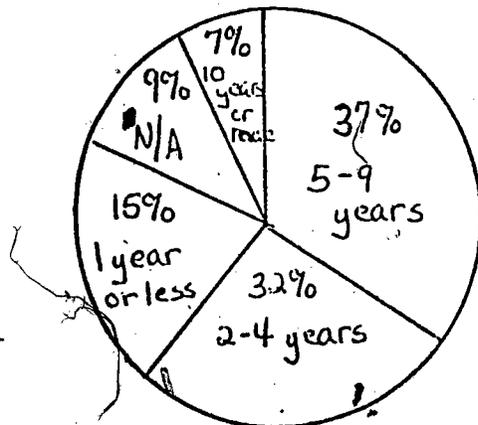


Question: Do you ever use television in your classroom? (yes, no)



Note: Teachers who do not have access to a working television were invited to answer this question in terms of what they would like to do if they had a set.

Question: How long have you used television in your classroom? (10 or more years, 5-9 years, 2-4 years, 1 year or less)



(9)

The next seven questions were concerned with the programs teachers used in their classes: why they chose the programs they did, whether or not they provided any supplementary activities before or after the programs, and which children's television programs their students watched at home.

The following is a list of the major findings in these areas:

--A 64% majority of the teachers said they used television in their classroom as a result of their own initiative.

In 36% of the cases, their principal and/or school board recommend the teachers incorporate it into the curriculum.

--Eighty-two percent of the teachers used the television for large group instruction rather than for small groups or individuals.

--"The Electric Company" is shown in the classroom more than any other educational program mentioned (56% used it). Only 4% showed "Captain Kangaroo"; 36% each used "Ripples" and "Sesame Street"; and 3% show "Misterogers' Neighborhood" in their classes. Other shows mentioned by a few teachers were "All About You" and "Inside/Out."

(See Appendix 5, Figures 1, 2, and 3, for bar graph representations. These show the break down of grades and what programs are used.)

--Sixty-one percent of the teachers used some sort of sup-

plemental activity in their classroom either before or after using the television. Twenty-two teachers incorporated oral discussions as a supplementary activity. Teachers also mentioned that they have art work, word analysis, games, films, writing exercises, and stories after some shows. However, 38% of the teachers either did not mention any type of supplementary activity or said they never used any before or after the programs.

--Teachers were asked to rate children's programs and their impact on the achievement of educational objectives on a scale from one to five. Five represented the most beneficial rating, and one represented the most detrimental rating. "The Electric Company" received the highest number of positive responses (28 teachers rated it either four or five), followed by "Sesame Street" (20 at either four or five). "Ripples" and "All About You" also received five and nine beneficial ratings, respectively. None of the shows were actually rated as being detrimental to educational objectives. (See Appendix 5, Figure 4 for bar graph representations.)

--Teachers seemed to be aware of the educational television shows which children had watched before entering school. Approximately 90% of the teachers said their children watched "Sesame Street" at home. A large number also men-

(11).

tioned "Captain Kangaroo" as a program viewed by children prior to entering school. "Ripples," "Misteroger's Neighborhood," and "The Electric Company" were cited by approximately 17% of the teachers. (See Appendix 5, Figure 5, for comparison of program preference before and after entering school.)

--Most teachers agreed that the majority of their school children watch "Sesame Street" at home, although the percentage was not as high as the percentage who viewed it before entering school. The number of students who watched "Captain Kangaroo" at home after entering school dropped by 20%. According to the teachers, more of their students presently watch "Misteroger's Neighborhood" and "The Electric Company" than before they entered school. (It should be noted here that "Sesame Street" is intended for the pre-school children, while "The Electric Company" is aimed at second through fourth graders.)

Many conclusions could be made by isolating and comparing trends. Refer to the bar graphs of Appendix 6 for various comparisons.

The last four questions on the survey were essay questions. Since essay answers tend to be more individual and detailed, it was necessary to analyze them differently from the rest of the questionnaire. Also, the teachers were answering

these questions on the basis of their contact with children's television in general. Their reactions to other shows were important to an understanding of the way that "Sesame Street" and "The Electric Company" relate with other children's television programming.

The first essay question was: "In your opinion, have children's television programs had an effect on elementary teaching methods?" Seventy percent of the teachers responded that the programs do have an effect on methods, while only 16% said they do not. Written responses to this question were of value because of their differing opinions:

- Students expect to have special effects in the classroom like the ones used on television.
- The shows have introduced different activities and games which can involve the children in learning.
- One teacher said the programs show the children that "learning can be fun."
- The shows have suggested new ideas for projects which could reinforce the students' learning.
- Old ideas could be doctored up with suggestions from the shows.
- Children need to do more rather than just listen to the teacher lecture.
- There is a need for creative methods of teaching, /just

as the programs are creative.

--There is a need for flexible learning periods and varied approaches to teaching.

--The curriculum needs changing because the children know their alphabet and numbers upon entering school.

The second essay question was: "What specific teaching methods have you observed on the shows? How are these methods the same or different from your own?" Some of their answers follow:

--Teachers recognized intensive use of repetition. Some said they use this too, while one teacher said she probably does not use it enough.

--Television programs have dramatic staging effects which the teachers cannot duplicate.

--As creative as teachers want to be, they just cannot match what is done on television.

All these methods mentioned were those which teachers thought were employed on certain television programs.

Perhaps the most important question related to the main purpose of the survey was: "Is there any specific teaching method used on any of these programs that you have incorporated in your classroom? If so, please name the show and describe the method." The responses which mentioned "Sesame Street" and "The Electric Company" are listed below:

(14)

--One teacher used puppets, characters, and dramatizations to convey concepts as on "Sesame Street."

-- A few teachers used the songs from "Sesame Street" and "The Electric Company" such as "Everyone Makes Mistakes," "The Sign Song," and "Old Silent E."

-- Another teacher used ideas from "Sesame Street," such as finding objects whose names rhyme, demonstrating concepts like up-down, and finding objects that represent the ABC's.

--One teacher has her students pretend they are characters from "The Electric Company," such as Letterman and Mr. Fargo North Decoder.

--Some general responses about the two shows were that they had more repetition and more theatrical means of teaching. They also used discovery or inductive ways of teaching.

The last essay question was: "Do you think television programs for children are mostly educational or entertaining?"

The answers to this question can be separated three ways: teachers who said the programs were entertaining, teachers who said they were educational, and teachers who stated they were both educational and entertaining. (Seventeen percent did not answer this question.)

Seventeen percent of the teachers said the shows were only entertaining. Some responses were as follows:

--"The Electric Company" was very dramatic, and it held interest, but the concepts seemed jumbled.

--Students do not transfer information from the show to the classroom.

--Children do not always connect word sounds they learned in class with the same ones on television.

--The attitude of the children while watching television was one of being entertained.

--Without some type of follow-up after the show, the show is not educational.

Only 10% of the teachers had the opinion that the shows are only educational. Two of their responses were:

--When a specific program of instruction is used to introduce, motivate, or reinforce a desired concept, the shows are highly educational.

--The repetition and recitation are purely educational.

A 56% majority of teachers responded to the survey that children's programs were both educational and entertaining. The basic premise stated by the teachers was that the shows were educational without appearing so to the children. The shows tried to make learning and fun synonymous. They are educational in that they teach phonics, reading, letters, and numbers, but all these are taught by singing songs, telling jokes, and reciting stories.

In order to get more information for the research, it was decided that visits to a random selection of schools which had participated in the survey would be helpful. The eight schools in which the researchers observed and talked with teachers were Syphax, Adams, and Goding elementary schools in Washington, D.C.; Minnieville and Occoquan schools in Prince William County, Virginia; Polk and Jefferson-Houston schools in the City of Alexandria, Virginia; and Westover elementary school in Montgomery County, Maryland.

The first school visited was Syphax Elementary School in southwest Washington. This school had grades kindergarten through second, with each classroom having its own television set. The kindergarten teachers at Syphax said they used the television to watch "Sesame Street." One said specifically that the repetition, word development, general information, and phonetics were valuable for the students to learn while watching.

Interesting observations were made at Syphax of the first grade teachers and their classes. In a few of the rooms, the teachers used methods very similar to those on the shows. One class had a discussion of the "an family" (p-an, pan). Another teacher had her pupils sound out vocabulary words phonetically, such as f-a-t. These two methods are similar to ones used on "The Electric Company." A reading teacher claimed

that "Sesame Street" and "The Electric Company" were very good shows, therefore she used them in her class. One of these teachers also used the silhouette technique, as shown on "The Electric Company," to help the children learn how to sound out words. (This phonetic technique involves two silhouettes facing each other with one sounding a consonant (i.e. "p") and the other answering with a word ending (i.e. "an"). Together they repeat the resulting word "pan.") Two teachers had other comments about the shows. One said that the hour when "Sesame Street" was shown was their reading hour. In her opinion, reading was too important to be sacrificed for a television show. Another teacher mentioned that the show was valuable only if there was a correlation with what she was already teaching in class that day. She did not know about the teacher guide which would provide her with outlines of the programs.

Finally, the researchers talked to some of the second grade teachers at Syphax. These teachers watched "The Electric Company" more than any other show. Many stated that this show serves as a supplement to the McGraw-Hill reading program (this is a school text which teaches by phonetics) because there are certain methods which are similar. Many teachers enjoyed the fact that the show paralleled what they were teaching. After the show, some would have follow-up discussions. One teacher had previously used the teacher guide for "The Electric Company," but she no longer received it (possibly because her sub-

scription had expired). Students in one class voluntarily wrote down all the words they learned on each program. Some of them were able to display quite long lists. In general, the teachers at Syphax enjoyed having the television sets in their classrooms and used it whenever they could for educational purposes.

At Adams Elementary School in northwest Washington, D.C., only three kindergarten classes were observed. The reason for this was that the first and second grade classes were on their lunch and recess breaks. However, some findings were important. One kindergarten class watched "Sesame Street" in the morning regularly. Another did not because the television set in that room did not have good reception. (They did not mention any attempt to correct this problem.) There were also "Sesame Street" books in one of the rooms.

One interesting project that Adams was organizing was a "Sesame Street" play. According to the music teacher, the older children were writing the script and the songs with her help. The art teacher was helping them with the costumes of Big Bird, Grouch, Cookie Monster, and other "Sesame Street" characters. This program had been chosen by the teachers because the children were familiar with it and because the characters are very large and easy for the children to portray. The script would include math and reading concepts, just as the television program does.

The last Washington, D.C., school observed was Goding Elementary School in the northeast area. Here it was found that the kindergarten teachers usually show "Sesame Street" to their students, but the other grades only used television on special occasions. There were only a few working television sets for the elementary grades. The kindergarten teachers were hindered in getting the full educational value out of the shows because they were not aware of what would be broadcast each day. Teachers said the shows were good if they would supplement what was being taught in the class, but otherwise the programs were merely entertaining.

The first school visited outside of D.C. was Minnieville Elementary School in Prince William County, Virginia. This school had an open space situation with each pod having a television set. (This type of situation is one in which all children of a certain grade level are located in one large room, called a pod, with designated areas for various activities.) The television was generally used in the mornings as the children came in. The classes of each pod would watch the one television set, making up a group of about one hundred children. It appeared that the television was used to occupy the children in the morning before classes start, rather than as an educational tool. "Sesame Street" was one show sometimes used for this purpose.

Occoquan Elementary School, in the same county, was also visited. One teacher at this school remarked that she does not use shows like "Sesame Street" and "The Electric Company" in her class because she knows the children can watch them at home. In her opinion, children should be outside exercising rather than watching television, "no matter how educational the program may be." In another first grade class, "The Electric Company" and "All About You" were shown to the students. "Sesame Street" is on in the mornings, but it conflicted with other activities, so it was not shown. The teacher of this class said that the black and white television set made a difference to the students, because they were accustomed to color television sets at home. (Occoquan was one of the only schools visited which had black and white television sets. This was also the only comment received concerning color verses black and white sets.)

In most cases, the second grade teachers at Occoquan had the same comments. If the show fit into the class schedule at the right time, and if the subject matter reinforced what the teachers were teaching that day, then the show was worthwhile. One teacher explained why she did not use television as much this year as she did last year. She had tried to become more individualized in her approach to her class. Therefore, there was not enough time to show

"The Electric Company" to her class. If the television set was turned on, it would be hard for some students to concentrate.

In a hallway of Occoquan school was a bulletin board titled "T.V. Programs." An "Electric Company" poster representing the "Sign Song" was tacked up beside a picture of Big Bird. This was a way to inform students about "Sesame Street" and "The Electric Company" and a way to motivate them to watch these programs at home. It was not mentioned by the teachers whether or not this was effective.

At Polk Elementary in the City of Alexandria, Virginia, television was not generally used for teaching. The kindergarten teachers did not use television during class, but they recommended "Sesame Street" to the children. A first grade teacher said that the reception was bad on the educational channel (a UHF frequency). A second grade teacher thought that "The Electric Company" might confuse some of her students because they were using the Distar reading method (a method in which every letter is sounded out and put together to finally form a word).

Jefferson-Houston Elementary in Alexandria, Virginia, was another open space school. In one of the first grade pods there was a posted schedule of educational television programs. Some groups would watch "Sesame Street," but "The Electric Company" was on at times when the teachers could not show it to the chil-

dren since it interfered with their planned schedule. "Sesame Street" and cartoons were often shown in the mornings when the students were assembling at school. In the second grade pod, "The Electric Company" and "All About You" were watched. The teachers in this pod agreed there were several creative segments on the shows. The kindergarten teachers did not show "Sesame Street" because the children were only there for three hours a day, and because they know the children could and did watch it at home.

Visiting Westover Elementary school in Montgomery County, Maryland, was a unique experience. "Sesame Street" and "The Electric Company" were aware that the students viewed the programs at home. In the opinion of the principal, the teachers do not want to use television in the classroom because it is too much of a tool of mass communication. The teachers would rather be more individualized. Their problem stemmed from a school board ruling that television sets must have at least a 14 inch screen and be mounted on the walls. Rather than having these large sets, teachers would like to have smaller monitors that students could use individually in a study carrel in the library. This school is also trying to get the teachers and students to create their own television or video taped programs. As the principal said, the students are receptive to this new type of idea; however, the teachers must be convinced

that it would be worthwhile and of educational value.

The visits to these schools helped expand an understanding of teachers opinions of "Sesame Street" and "The Electric Company" and further, what they thought about educational television programs in general.

Recommendations and Conclusions

Many of the statements which the teachers made on both the questionnaires and during the field interviews deserve comment. The researchers are not attacking the validity of the teachers' statements, but wish to make some recommendations and discuss each briefly.

1. Children should participate in the educational process by creating enjoyable and varied ways of learning. A common complaint among teachers was that they did not have the materials to be as creative as segments on television programs. They admitted that students enjoyed the way that characters and cartoons present educational materials, but the teachers claimed that they could not match what television had to offer. However, is it the teacher alone who has to be creative? The props used would not be as professional as those seen on television, but the experience of making and creating them would be very valuable for a child. In writing the script, the children would learn writing skills, punctuation, grammar, the value of planning ahead...the list is unlimited.

As an example of what can be done, consider the case of Westover Elementary School where a small group of first graders were ahead in their reading skills. The principal suggested that the students write a play to be taped on the video machine, and the students quickly accepted the task. They wrote the script, selected children from their class to play the parts,

made the costumes and directed the performance. In all this work, they learned a great deal. Their script had to be well written and all punctuation had to be correct. The ideas in the play had to be clear and well organized. It was their play from start to finish. The principal's suggestion was a success; children in that same class are now working on a second production.

2. Supplementary activities and discussion should be introduced to help the child retain the information that "Sesame Street" and "The Electric Company" are giving him. Teachers in our survey complained that children did not transfer what was learned on television to the classroom. If the teacher was aware of this, couldn't she have helped the child transfer information? Does the teacher see the need to reinforce what the child may be learning? The teacher should ask herself whether she is more concerned with what she wants the child to learn or what the child himself is actually experiencing and learning? This question refers to the broader question of whether education should be teacher centered or learner centered. The present educational system seems to be teacher centered, but the researchers think this should change. In a learner centered system the child is exposed to many educational experiences. They all combine to educate the child. In the teacher centered

system the children receive all their information from the teacher. She decides what is to be taught and how.

3. Teachers should vary their ways of giving lessons.

Teachers are aware that shows like "Sesame Street" and "The Electric Company" have a lot of variety. Each segment is quick and different from the others. In "Sesame Street," there might be a short story, then an interview with Kermit the Frog, a visit to the trash can to talk with Oscar, and finally a short segment about pigs. In a similar way, "The Electric Company" might have two children reciting words of the "an" family, then a sentence will be rearranged by Fargo North Decoder, and finally a visit from Letterman. Often children need this variety to hold and stimulate their interest. Some teachers balk at this technique and say it is too quick and flashy for students. Society today is very mobil and fast moving. Perhaps teachers need to realize that the needs of children can be met through this new type of instruction. The alphabet could be taught by singing a song one day, by writing a story the next day. Rather than continually lecturing to the children, teachers could use audio visual aids and demonstrations.

4. The joy of learning should be emphasized. Teachers have noticed that certain children's television programs have brought new recognition to the old idea that learning can be fun. Are teachers trying to bring this "fun-ness" to their class? Tele-

vision shows are not the only way that learning can be fun. It is important that the teachers have fun as well as the children. In a classroom where the teacher enjoys her lesson plans, the children will respond with enthusiasm.

One teacher complained that while the children watched "The Electric Company," they had the attitude that they were being entertained. This should not be a complaint; humor is important and has its place in education. While the children are laughing with the show, they are probably also learning. Old methods of teaching are not necessarily threatened by "Sesame Street" and "The Electric Company." They can be updated and enhanced by techniques used on the programs. The implementation of newer methods may change with more modern ideas, but this is no threat to a secure teacher.

5. Children need to be taught what is good to watch on television today. It is traditional that teachers recommend books for their pupils, why not television shows? Many people talk about television sets as "boob tubes." By recommending and using follow-up activities to programs, teachers can utilize the television media as a stimulant for discussions, activities and individual expression.

6. Teachers should be more flexible in their daily lesson schedules. It is realized that the present programming of "Se-

same Street" and "The Electric Company" is inflexible, but often teachers are not able to fit the programs into their own curriculum because they themselves are inflexible. However, through the use of cassette tapes, the situation could be helped. The programs could be taped and kept for the teachers until they decided the show fit into their curriculum or plans for the day. It could also aide in individual instruction with a child who has certain reading difficulties by showing the taped broadcast on a smaller monitor.

7. Teacher training could capitalize on the value of "Sesame Street" and "The Electric Company." Teachers attend workshops and in-service training for other educational purposes, why not for this category, too? If teachers were aware of the background and goals of the two shows, they could better incorporate them into their curriculum.

Suggestions for Further Research

This paper is only the beginning of the type of research that could be done on the topic. It was limited due to the small geographic area which was researched and also to the small sample of teachers. It is hoped that ideas presented in the report might initiate further research. Some topics which could be considered are: Is there a need for teaching methods to change for the graduates of "Sesame Street." Would changing present methods meet the needs of these students? Are the teachers failing to capitalize on the abilities of the graduates of "Sesame Street" if the methods are not changed? Are teaching methods throughout the United States being affected by "Sesame Street" and "The Electric Company?" Does implementation of the two programs and their goals into the classroom make it less teacher-centered and more learner-centered?

Appendix 1

List of Elementary Schools Selected to Receive Surveys

Washington, D.C.

*Adams	Merritt
Amidon	Lovejoy
*Goding	Bowen
Brent	Stoddert
Langston	**Cleveland
Oyster	Cooke H.D.
Hyde	Thomson
Watkins	Bundy
Stevens	Bryan
Mott	*Syphax

City of Alexandria, Virginia

Douglas Macarthur	*Jefferson-Houston
George Mason	Patrick Henry
*James K. Polk	Robert E. Lee
Lyles Crouch	Stonewall Jackson
Maury	William Ramsey
Mount Vernon	

Montgomery County, Maryland

Bannockburn	Dennis Avenue
Lynbrook	MacDonald Knolls
Wood Acres	Takoma Park
Aspen Hill	Glenwood
Wheaton Woods	*Westover
Beverly Farms	Darnestown
Maryvale	Woodfield
**West Rockville	

Prince William County, Virginia

Belmont	*Occoquan
Featherstone	R. Dean Kilby
Marumsc Hills	Rockledge
*Minnieville	Rippon
Potomac View	

*Indicates those schools which were also visited by the researchers.

**Indicates schools that made it known that they did not wish to take part in the survey.

Note: Prince William County, Virginia, does not have Kindergarten in its public schools. Because of this only four surveys were sent to schools of this county.

Appendix 2A
 Survey on the Impact
 of Children's Television Programming
 as used in Elementary Classrooms

1. What grade are you presently teaching? K _____ 1 _____ 2 _____
2. Number of pupils in your class: under ten _____ 10-15 _____ 16-20 _____
 21-30 _____ over 30 _____
3. How would you classify your school district? urban _____ suburban _____
 rural non-farm _____
 rural farm _____
4. What approximate percentage of your students are from families whose yearly income is:
 less than \$3,000 _____ \$10,000-\$20,000 _____
 \$3,000-\$9,999 _____ over \$20,000 _____
5. How long have you been teaching elementary school? more than 5 years _____
 3-4 years _____
 1-2 years _____
 less than 1 year _____
6. Have you ever had any courses in the use of television in classroom methodology?
 yes _____ no _____
7. Do you have access to a working television set for use in your classroom?
 yes _____ no _____
- (If you answered "no", then you may answer questions 8-14 in terms of what you would like to do if you had a set.)
8. Do you ever use television in your classroom? yes _____ no _____
9. How long have you used TV in your classroom? 10 or more years _____ 5-9 years _____
 2-4 years _____ 1 year or less _____
10. What motivated you to use TV in your classroom?
 Own initiative _____ Workshop _____ Magazine article _____ Principal _____
 School Board recommendation _____ Other _____ (please specify)
11. For which of the following type of situation do you use TV in your classroom?
 large group instruction _____ small group instruction _____
 individual instruction _____ other _____ (please specify)
12. Which of the following TV programs do you use in your class?
 Number of hours per week:
- Captain Kangaroo _____ _____
 Ripples _____ _____
 Sesame Street _____ _____
 Mister Roger's Neighborhood _____ _____
 Other (please specify) _____ _____
13. Do you use any supplementary activities before or after TV programs in your class?
 (please specify)

14. What kind of impact have the TV programs had on achievement of your educational objectives for your students?

	Beneficial			Detrimental	
Captain Kangaroo	5	4	3	2	1
Ripples	5	4	3	2	1
Sesame Street	5	4	3	2	1
Mister Roger's Neighborhood	5	4	3	2	1
Other (please specify)	5	4	3	2	1

15. Have your students been exposed to any of these shows before entering school?
 Captain Kangaroo _____ Ripples _____ Sesame Street _____
 Mister Roger's Neighborhood _____ Other (please specify) _____

16. To your knowledge, do your students watch any of the following programs at home?
 Captain Kangaroo _____ Ripples _____ Sesame Street _____
 Mister Roger's Neighborhood _____ Other (please specify) _____

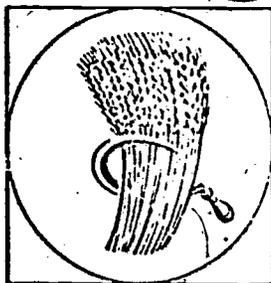
17. In your opinion, have children's television programs had an effect on elementary teaching methods? yes _____ no _____ (If yes, what effects; if no, why not?)

18. What specific teaching methods have you observed on the shows? How are these methods the same or different from your own?

19. Is there any specific teaching method used on any of these programs that you have incorporated in your classroom? If so, please name the show and describe the method.

20. Do you think television programs for children are mostly educational or entertaining? (Please be specific.)

Cover Letter to Principals



The
PRINCIPIA

Principia College,
Elsah, Illinois 62028
Phone 618/466/2131

January 17, 1974

Dear

We are students from Principia College in Elsah, Illinois. As part of a special ten-week research project in Washington, D.C., we are doing a study of the impact of children's television programming. Guidance and technical assistance for this project are being provided by the staff of the U.S. Office of Education.

We have selected public elementary schools in the District of Columbia, and surrounding metropolitan areas as the focus of our study. Included among these areas are the City of Alexandria and Prince William County in Virginia, and Montgomery County, Maryland.

Your assistance in making this project possible would be greatly appreciated. We ask only that you distribute the enclosed questionnaires to two teachers each in your kindergarten, first, and second grades.

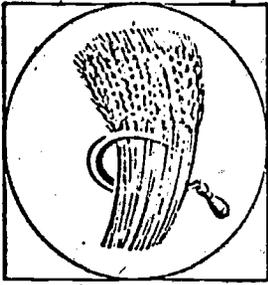
As we are confronted with a very short study period, we are requesting that the teachers mail the completed questionnaires back to us no later than February 4th. Your promptness in delivering the envelopes to the individual teachers becomes a key element in our timetable.

If you have any questions or special interest in our project, feel free to contact us at 2123 California St. N.W., Washington, D.C., 20008, telephone 202-667-4430, extension 416.

Thank you for your cooperation,

Nancy Hansen
Eleanor Cornthwaite
Victoria Irwin

Nancy Hansen
Eleanor Cornthwaite
Victoria Irwin



The
PRINCIPIA

Principia College,
Elsah, Illinois 62028
Phone 618/466/2131

Appendix 2C
Cover Letter to Teachers

January 17, 1974

Hello,

We are students from Principia College in Elsah, Illinois. As part of a special ten-week research project in Washington, D.C., we are doing a study of the impact of children's television programming. Guidance and technical assistance for this project is being provided by the staff of the U.S. Office of Education.

We have selected public elementary schools in the District of Columbia, and surrounding metropolitan areas as the focus of our study. Included among these areas are the City of Alexandria and Prince William County in Virginia, and Montgomery County, Maryland.

We are asking kindergarten through second grade teachers to answer the enclosed questionnaire. The answers you provide are a vital part of our research.

Because of our terribly short time frame, your prompt reply would be appreciated. Please return this form in the enclosed self-addressed stamped envelope to us no later than February 4th. We are excited about this project and are looking forward to receiving your answers and compiling the results.

The answers on this questionnaire will be confidential. However, at the end of the survey you may indicate if you would like a copy of the results of our research.

If you have any questions or special interest in our project, feel free to contact us at 2123 California St. N.W., Washington, D.C., 20008, telephone 202-667-4430, extension 416.

Thank you for your cooperation,

Nancy Hansen
Eleanor Cornthwaite
Victoria Irwin
Nancy Hansen
Eleanor Cornthwaite
Victoria Irwin

Appendix 3B

Key for Manual Computer Card

<u>Hole #</u>		<u>Hole #</u>	
1	- Kindergarten	B1	- -----
2	- First grade	B2	- large group instruction
3	- Second grade	B3	- small group instruction
4	- -----	B4	- individual instruction
5	- under ten	B5	- Other
6	- 10-15	B6	- -----
7	- 16-20	B7	- Captain Kangaroo
8	- 21-30	B8	- Ripples
9	- over 30	B9	- Sesame Street
10	- -----	B10	- Misterogers
11	- urban	B11	- Electric Company
12	- suburban	B12	- Other
13	- rural non-farm	B13	- -----
14	- rural farm	B14	- yes
15	- -----	B15	- no
16	- less than \$3,000	B16	- -----
17	- \$3,000-\$9,999	B17	- mentions Captain Kangaroo
18	- \$10,000-\$20,000	B18	- mentions Ripples
19	- over \$20,000	B19	- mentions Sesame Street
20	- -----	B20	- mentions Misterogers
21	- more than 5 years	B21	- mentions Electric Company
22	- 3-4 years	B22	- -----
23	- 1-2 years	B23	- Captain Kangaroo
24	- less than 1 year	B24	- Ripples
25	- -----	B25	- Sesame Street
26	- yes	B26	- Misterogers
27	- no	B27	- Electric Company
28	- -----	B28	- Other
29	- yes	B29	- -----
30	- no	B30	- Captain Kangaroo
31	- -----	B31	- Ripples
32	- yes	B32	- Sesame Street
33	- no	B33	- Misterogers
L1	- -----	R1	- Electric Company
L2	- 10 or more years	R2	- Other
L3	- 5-9 years	R3	- -----
L4	- 2-4 years	R4	- yes
L5	- 1 year or less	R5	- no
L6	- -----	R6	- entertaining
L7	- own initiative	R7	- educational
L8	- Workshop	R8	- both
L9	- Magazine article	R9	- -----
L10	- Principal	R10	- -----
L11	- School Board	R11	- -----
L12	- Other	R12	- -----

Appendix 4A

Comparison of Teaching Years

Teachers Who Have Taught
More Than Five Years (53)

- had course in television methodology..... 13%
- have access to television in classroom..... 90%
- use television..... 88%
- use television on own initiative..... 67%
- think children's television programs are purely entertaining..... 17%
- use supplementary materials in class after viewing programs..... 62%
- do not use supplementary materials..... 9%
- no answer on supplementary question..... 28%

Teachers Who Have Taught
Less Than Five Years (19)

- had course in television methodology..... 16%
- have access to television in classroom..... 94%
- use television..... 94%
- use television on own initiative..... 69%
- think children's television programs are purely entertaining..... 21%
- use supplementary materials in class after viewing programs..... 53%
- do not use supplementary materials..... 31%
- no answer on supplementary question..... 16%

Appendix 4B

Comparison of Teachers Who Have and Have Not Had Courses in Television in Classroom Methodology

Teachers Who Have Had Course on Use of Television in the Classroom (11)

- teachers who have had less than five years teaching experience..... 63%
- use television..... 98%
- use television on own initiative..... 73%
- think children's television programs are purely entertaining..... 27%
- use supplementary materials in class after viewing program..... 98%
- no answer on supplementary materials question..... 2%

Teachers Who Have Not Had Course on Use of Television in the Classroom (64)

- teachers who have had less than five years teaching experience..... 28%
- use television..... 91%
- use television on own initiative..... 61%
- think children's television programs are purely entertaining..... 16%
- use supplementary materials in class after viewing program..... 55%
- do not use supplementary materials. 17%
- no answer on supplementary materials question..... 26%

Appendix 5

Figure 1:
Classroom Use of Children's
Television Programming

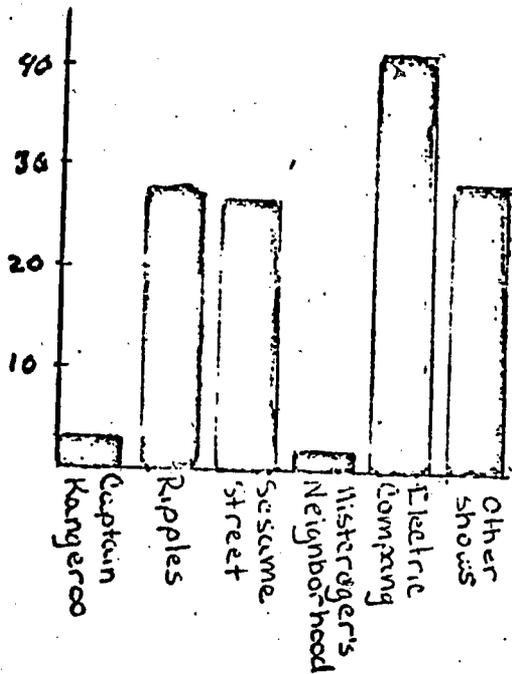


Figure 2:
Number of Teachers
in Each Grade Category

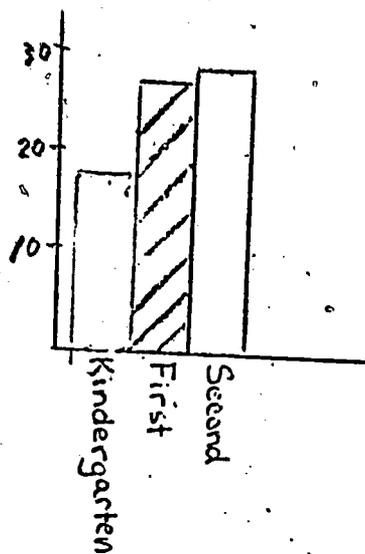
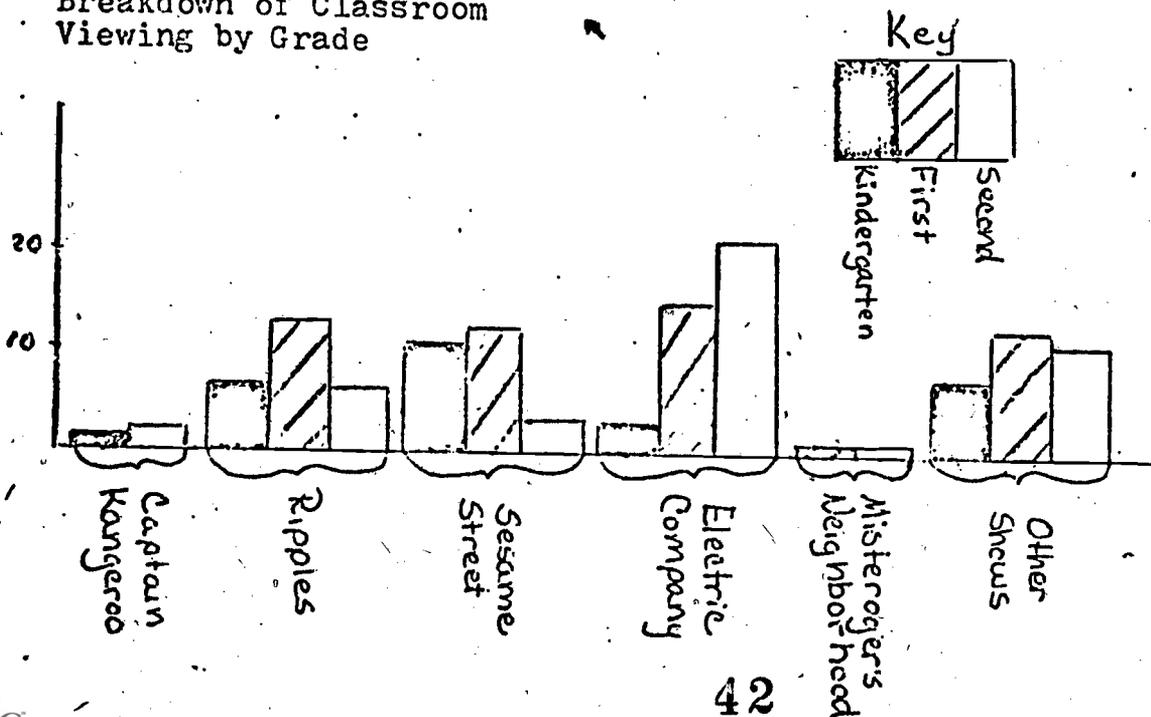


Figure 3:
Breakdown of Classroom
Viewing by Grade



Appendix 5

Figure 4:
Teachers Ratings
of Specific Programs

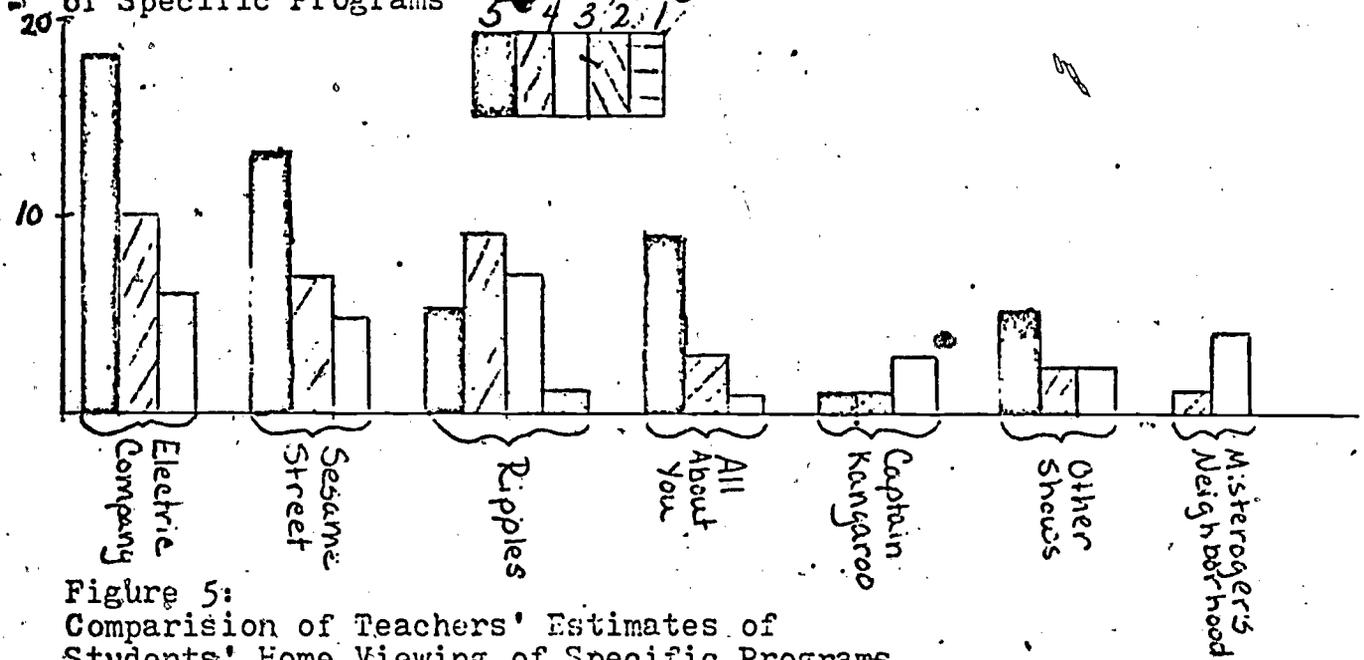
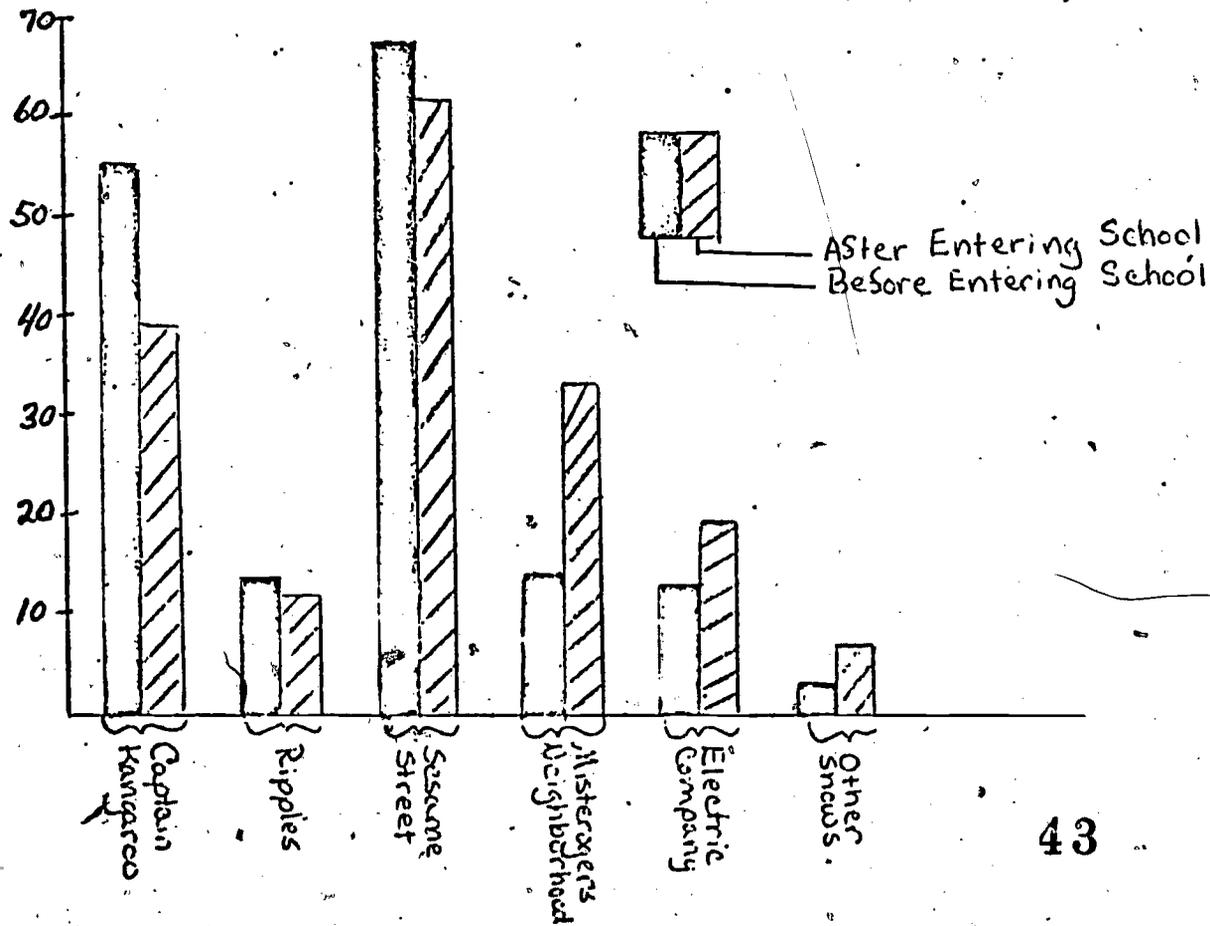


Figure 5:
Comparison of Teachers' Estimates of
Students' Home Viewing of Specific Programs.



Appendix 6

Figure 2:
Continued

Group 1
Group 2

