

# Kids Choose Fluorescent 3 Out of 4 Times.

## The Color Study

All subjects were tested individually by either a male or female graduate research assistant in a room free from distraction and under normal lighting conditions.

Outside the testing room, the research assistant explained to each child what was to happen inside the testing room. Random procedures were established for the positioning of the toys which were grouped in pairs and alternated for each succeeding interview. Each child was asked which toy he or she “liked best” and the same procedure was followed for the other pairs of toys displayed.

## Evidence

In our study with Xavier University, children stated that the toys they “liked best” were fluorescent 66% of the time. When they were asked why they picked those toys over the others, the children responded 79% of the time that the color alone was their reason.

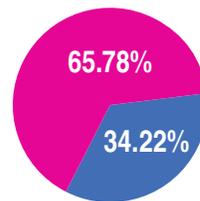
## Additional Supporting Evidence

A project to determine color preference in selecting water tempera colors was conducted. 95 of the children aged 3 to 5 years were used in this segment. The children selected their choice of color from a palette made of 5 fluorescent colors and 5 conventional colors of the same hue. The results paralleled the findings of the toy study. The children tested selected a fluorescent tempera 66% of the time.



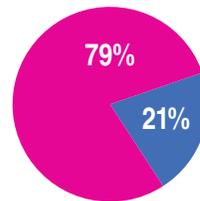
## Children are Drawn to Bright Fluorescent Colors.

Brighter, fluorescent colors are more appealing to their eyes. Bright colors give off the energy of excitement. Toy companies are strategically selecting fluorescent pigments over conventional.



### Children's preference for fluorescent vs. conventional colored toys

Children tested picked a fluorescent toy 66% of the time.



### When the reason for the choice was color

When asked why a particular toy was chosen, 79% of the children responded that the color was their reason!

## Who Conducted the Study

This study was conducted by W. Michael Nelson III Ph. D, Professor and Chair of The Department of Psychology, with support from Elizabeth L. Bronsil, Director of the Xavier University Teacher Education Program. The study was designed and directed on the campus of Xavier University in Cincinnati, Ohio and utilized 125 preschool and primary grade children enrolled in the University's Montessori Program. The socioeconomic background of the 2 to 8 year old children studied included lower, middle, and upper income families and an equitable distribution by race, age and sex.

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