71-17,046

NOLTE, Sherry Lynne, 1941-
A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES.

The University of Oklahoma, Ph.D., 1970
Education, general

University Microfilms, A XEROX Company, Ann Arbor, Michigan

© Copyrighted by

SHERRY LYNNE NOLTE

1971

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/2996

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

BY

SHERRY LYNNE NOLTE

Norman, Oklahoma

1971

A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES

APPROVED BY

Robert L. Curry

Donald Reynolds

Mary Clare Lotty

Irene Shepherd

DISSERTATION COMMITTEE

TABLE OF CONTENTS

		Page
LIST OF TABLES		v
Chapter		
I.	THE PROBLEM: IT'S BACKGROUND AND SCOPE	1
II.	REVIEW OF RELATED RESEARCH STUDIES	10
III.	PRESENTATION AND ANALYSIS OF DATA	22
IV.	SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	37
	Summary	37
	Findings	39
	Conclusions	41
	Recommendations	44
BIBLIOGRAPHY		46
APPENDIX A		48
APPENDIX B		49
APPENDIX C		50
APPENDIX D		51
APPENDIX E		52
APPENDIX F		53
APPENDIX G		54
APPENDIX H		55
APPENDIX I		56

LIST OF TABLES

Table		Page
1.	Preferences of High-Achievers and Low-Achievers	19
2.	Two Way Analysis of Variance for Study I: First Ten Preferences of Television Programs	25
3.	Individual Comparisons for Study I: Method of Tukey	27
4.	Two Way Analysis of Variance for Study II: Programs Watched Regardless of Preference.	30
5.	Individual Comparisons to Check Interaction for Study II	32
6.	High Means Used to Check Interaction for Study II.	32
7.	Individual Comparisons for Study II: Method of Tukey	34

A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES

CHAPTER I

THE PROBLEM: ITS BACKGROUND AND SCOPE

Introduction

In less than a decade following its inception, television became the principle source of companionship for the American people. It has been estimated that the average American child watches more television before he starts school than he will spend in classes throughout his school years. Bogart stated that television does not seem to have altered values so much as it has intensified them.[1] Television is man's invention and man's servant. However, it is more than merely an instrument; it has, by its quick responsiveness to man's desires and whims, become a catalyst for those interests and desires which have been present, but perhaps dormant. Man can, through television, vicariously enlarge his life-scope. If the viewer indiscriminately

---

[1]Leo Bogart, The Age of Television (New York: Frederick Ungar Publishing Company, 1956), p. viii.

watches anything which is presented, then he has relinquished control of his set. Television has not imposed itself on him.

Many studies have been done relating to television and its effect on various phases of American life. In 1956 Bogart wrote of the relationship between television and reading. He discovered that television owners read books slightly less than did television non-owners. He also included librarians' statements that television stimulated interest in subjects which culminated in requests from students and the general public for books on those subjects. Bogart stated that magazines have been most vulnerable to the effects of television. There has been a decline in magazine fiction among television owners who seemed to read slightly less than non-owners. The greatest gains in magazine articles dealt with informational articles rather than entertainment. This parallels the developments in the book field.[2] This study of studies, interesting as it may be, reflects a comparison of amount of reading time and generalized types of reading with television ownership and non-ownership. Nothing is actually determined regarding reading ability and types of television or amount of television viewed.

Other studies have been done by Witty who has also studied the kinds of programs children of a particular age group watched--amount of time and preference of specific

---

[2] Ibid., pp. 124-152.

programs without regard to reading level of the child or general type of program.[3]

McDonald studied the television viewing patterns of both the top and bottom 27 per cent grouping of a representative sampling of high school students, the divisions being based on scholastic performance. He felt that perhaps televiewing and reading

> . . . reflect the individual's degree of willingness to engage in highly purposeful intellective activities. In part, this willingness would be based on individual ability, taste, and discrimination of excellence. These are largely attributes of training and education. Reading requires more ability than televiewing. Televiewing of serious, thought-provoking programs requires more ability, and much more active participation of the viewer than do shows of a stereotyped nature.[4]

Possibly television compels the attention of the mind less than does reading. Both reading and televiewing subjects of the cultural and theoretical class require active participation of the viewer. McDonald stated that "He must be able to listen effectively and thoughtfully, assimilating what is worthwhile to him in terms of his experiential background and current estimates of future growth needs."[5]

Television differs significantly from reading in several ways, which might indicate a reason for different

---

[3]Paul Witty and Paul Kinsella, "Children and TV--A Ninth Report," Elementary English, XXXV, No. 7 (1958), 450-458.

[4]Arthur S. McDonald, "Television, Books, and School Marks," Journal of Developmental Reading, III, No. 1 (1959), 31-32.

[5]Ibid., 32.

viewing habits among different levels of readers. The ways in which viewing television differs from reading are:

> (1) It is a shift from an active pursuit of positive interests to a passive acceptance of the proffered fare; (2) It is a gain for a medium (television) which provides literal depiction of life, in real or dramatized form at the expense of a medium (reading) which makes great demands on the imagination and on the capacity for abstraction; and (3) It is a change from a medium (reading) which provides an opportunity for infinite choice of subject matter to one (television) which is a tremendous force for social and cultural conformity.[6]

The results of these studies indicate a vast network of relationships between reading and televiewing as yet untapped. Because of the undeniable influence of both these all-important forms of communication in the lives of virtually every American, it would appear that the need for closer scrutiny and determination of these relationships would justify further exploration.

Statement of the Problem

The purpose of this study is to investigate the relationship between the level of a child's reading ability as measured by the Science Research Associates reading test and the type of television program he prefers; and, further, to investigate the relationship between the level of a child's reading ability and the number of television programs of each type he watches.

---

[6]Bogart, Television, p. 152.

Hypotheses

In order to investigate the problem, the following hypotheses have been established. For these hypotheses, both preferences of programs (Study I) and number of programs watched in each category (Study II) will be investigated. Hypotheses 1 through 9 relate to Study I. Hypotheses 10 through 18 relate to Study II.

Basic Hypotheses

H_{o1} and H_{o10}: There are no significant differences among students in the types of programs they watched independent of reading level.

H_{o2} and H_{o11}: There are no significant differences in the number of programs of each type watched among students with different reading levels.

H_{o3} and H_{o12}: There is no significant interaction between types of programs watched and reading levels.

Additional Hypotheses

H_{o4} and H_{o13}: There are no significant differences between Drama and each of the other programs with respect to the number of programs of each type chosen independent of reading level.

H_{o5} and H_{o14}: There are no significant differences between Cartoons and each of the other programs with respect to the number of programs of each type chosen independent of reading level.

H_{o6} and H_{o15}: There are no significant differences between Variety and the other categories with respect to the number of programs of each type chosen independent of reading level.

H_{o7} and H_{o16}: There are no significant differences between Situation Comedy and each of the other categories with respect to the number of programs of each type chosen independent of reading level.

H_{o8} and H_{o17}: There are no significant differences between Adventure and each of the other categories with respect to the number of programs of each type chosen independent of reading level.

H_{o9} and H_{o18}: There are no significant differences between Sports and each of the other categories with respect to the number of programs of each type chosen independent of reading level.

Basic Assumptions

The basic assumptions of the study are as follows:

1. That all children have access to television sets.
2. That the SRA reading scores obtained from each child are valid.
3. That all children have access to the same selection of programs at the same time.
4. That the subjects are taken from a group of students representative of seventh grade students in Lawton, Oklahoma.

5. That the six categories of programs adequately represent the six general categories of programs existent.

Delimitations of the Study

Delimitations of the study are as follows:

1. This study is limited to programs falling within the six categories which have been identified. Programs such as documentaries, specials, movies--anything suggesting inconsistency or variety either in presentation (e.g., specials) or subject matter (e.g., movies)--were omitted from the study.

2. This study is limited to results obtained from seventh grade students in Tomlinson Junior High School in Lawton, Oklahoma.

3. This study is limited to those programs falling within "prime-time"--defined as being those programs aired between 6:30 P.M. to 10:00 P.M. every night, Saturday morning, and Saturday and Sunday afternoons.

Selection of Categories and Programs

Categories of programs were selected because of the time aired (see above), and the type of program as determined by the judgment of the writers of TV Guide and the researcher. Selection of programs would be those randomly chosen from the categories. Categories of programs are as follows:

1. Drama: Room 222, Then Came Bronson, Marcus Welby, M.D., Bracken's World, Here Come the Brides, and The Bold Ones.

2. Cartoons: Jetsons, Archie, Road Runner, Dudley Do-Right, Popeye, and Banana Splits.

3. Variety: Tom Jones, Glen Campbell, Dean Martin, Laugh-In, Johnny Cash, and Andy Williams.

4. Situation Comedy: Bill Cosby, Bewitched, Julia, Beverly Hillbillies, That Girl, and Get Smart.

5. Adventure: Land of the Giants, It Takes a Thief, Mod Squad, Bonanza, World of Disney, and Mission Impossible.

6. Sports: Soccer, Ice Skating, Ice Hockey, Basketball, Baseball, and Football.

Selection of Students

Students were selected on the basis of their grade level (seventh) and their SRA reading scores. The students were divided into three reading levels: High (ninth grade equivalent and above), Medium (seventh grade equivalent), and Low (fifth grade equivalent and below). Reading scores falling in either the six or eighth grade equivalent levels were discarded because of their proximity to the terminal points of the three categories, and partially to compensate for the possibility of measurement error in determining these scores. Thirty-six students from each level were randomly selected from the seventh grade class of Tomlinson Junior High School in Lawton, Oklahoma.

Each of the students was given a questionnaire containing 36 choices of programs meeting the previously stated criteria. The student was asked to cross out any programs he

did not watch. He was also asked to number in order of preference the ten programs he liked best. No attempt was made to determine preferences beyond ten because the distinctions between 20 and 21, for example, would be spurious.

Treatment of Data

This data was compiled and subjected to statistical analyses. A Two-Way Analysis of Variance (Two-Way ANOVA) was performed twice: Study I concerned the relationship between the first ten preferences of programs and levels of readers; Study II concerned the relationship between the levels of readers and the total number of programs of each type watched regardless of preference.

Individual comparisons using Tukey's Method B were then made using the differences of means between columns (categories of programs) for Studies I and II to ascertain where differences existed.

CHAPTER II

REVIEW OF RELATED RESEARCH STUDIES

A review of the studies related to the problem indicated that, while there are numerable studies available regarding television, many of these studies are based upon amount of time spent by children viewing television, sometimes comparing this with time spent reading, or they are simply graded lists of favorite programs with little or no consideration given either to type or content, and little attempt made to derive generalizations based on these findings. Theories are expressed that "escape" type programming in television supplants, to some degree, "escape" fiction, especially for poor students; and that high achievers demand more content depth in reading than do low achievers. Yet, these studies do not attempt to ascertain the extent to which this might hold true in actual television program selection when compared to reading ability. Six of the most germane studies have been selected for review.

In 1957 Heideman studied the relation between the amount of televiewing, reading abilities, and knowledge of current world affairs of eighth grade students. He drew a

random sample of 100 boys and 99 girls from the eighth grades of five junior high schools in St. Paul, Minnesota.

Heideman measured the amount of televiewing by means of a check list inventory of programs. The Gates Reading Survey for Grades Three to Ten was used to determine reading level. The Stanford-Binet Intelligence Test was used to determine the intelligence score of each student. The socio-economic status of the pupils' families was measured by the Barr Rating Scale. A Test of Current World Affairs, published by the Minneapolis Star, was administered to determine knowledge of current affairs. Groups from each sex were drawn from the extremes of the televiewing distribution and tested for differences on the reading variables. Both a high-achieving and a non-achieving group based on knowledge of current affairs were selected from each sex group, and differences in televiewing, general reading ability, and power of reading comprehension were tested.

Results of this study indicated that when intelligence was controlled, there was a significant difference in the amount of time devoted to televiewing among the boys relative to general reading ability. However, the differences on vocabulary and comprehension were only slightly significant. There was no significant difference in reading speed among the boys for the high or low reading ability groups. This pattern of differences was consistent on reading variables of high and low televiewing groups of boys when

socio-economic status was controlled and also when intelligence and socio-economic status were simultaneously controlled. All differences favored the high-televiewing group of boys.

Among the girls, the difference between the means of the high and low televiewers on vocabulary reached the doubtful level of significance in favor of the low televiewers when intelligence and socio-economic were simultaneously controlled.

The difference between the means of the high-achievers and the non-achieving groups of both sexes in knowledge of current affairs was significant when general reading ability and reading comprehension were taken into consideration. This difference held true between the means of the boys' groups when intelligence or socio-economic status was controlled although it disappeared between the means of the girls' groups on general reading ability when socio-economic status or intelligence was controlled. It was not significant on comprehension between means of the girls' groups when intelligence was controlled. It fell to a doubtful level of significance when socio-economic status was controlled. These differences all favored the high-achieving groups of both sexes.

Heideman concluded from his study that a positive relationship exists between amount of televiewing and reading abilities, and between reading abilities and knowledge of

current affairs among girls although it seems that this might be explained by differences in socio-economic status or intelligence.[1]

In 1956 Bogart compiled the results of many studies done on amount of televiewing and reading. At that time, according to Bogart, most of the studies available compared television owners and non-owners, interviewed only once, and at the same time. Conclusions are difficult to draw from such studies because of the numerous uncontrolled and unknown intervening variables. In comparing television ownership and reading, he stated that a major problem in drawing conclusions is based on the fact that the first television owners were above average in education and income, thereby falling in that group of those who would read more anyway. However, most studies tend to suggest that amount of reading has generally suffered with the advent of television.

Bogart quotes Quincy Mumford (at that time Librarian of Congress and President of the American Library Association) who sent questionnaires to 38 leading libraries, saying that "'there was general consensus that an active policy regarding television has visible results. Calls for books mentioned in telecasts; general communications about

---

[1]Paul John Heideman, "A Study of the Relationship between Televiewing and Reading Abilities of Eighth-Grade Students" (unpublished Ph.D. dissertation, University of Minnesota, 1957).

programs; greater attendance at library activities could be attributed to the television programs.'" This might lend credence to the theory that television stimulates interest in books, perhaps because of television's ability to visually and aurally elucidate and make exciting material formally dependent upon the individual's reading ability and imagination.

Although reports are inconsistent, there does seem to be general agreement, according to Bogart, that the amount of time which the American people spend in reading magazines and books (newspapers did not seem to be affected) has diminished with the introduction of television.[2]

In 1959 MacDonald attempted to derive a general theory which would explain the preferences of television programs based on a theoretical structure of a relationship between reading levels and television preferences. Samples in the study consisted of students from seventh grade through college level.

MacDonald developed a model for a comprehensive content analysis for the objective examination of television programs and a paper and pen test with which to measure the students' program preferences.

Results of the study indicated that, although there did seem to be a leveling in the relationship around the ninth and tenth grade levels, generally, as education

---

[2]Bogart, Television.

increases, the relationship between education and television preferences was found to be positive and rectilinear. Demand for content in programming moved from the non-informative to the informative, from the unrealistic to the realistic, and from action to nonaction.[3]

In an extensive study done between 1958 and 1960, Schramm states that one could expect television to replace the reading of "escape" fiction in magazines (i.e., confession, screen, adventure, and detective) if it is fulfilling some of the fantasy needs of children. In comparing the "escape" magazine reading of sixth- and tenth- grade children with and without television sets, 20 percent of those having sets read this escape fiction as compared to 34 percent of those not having access to television. The amount of book reading among those children without television was slightly more, but not statistically significant, than those with television. The amount of newspaper reading was the same for both groups.

In studying the relationship of amount of televiewing to mental ability, Schramm states that bright children tend to be heavy television viewers (in fact, these children seem to do more of everything, including watching television, attending movies, reading, discussing, and investigating on their own). However, about the age of ten a change occurs,

---

[3]Neil MacDonald, Television Drama Preference Choice (Minneapolis: University of Minnesota, School of Journalism, 1966).

and they begin watching television slightly less so that by the eighth grade, the amount of time spent televiewing is in inverse proportion to mental ability, this difference increasing through the tenth grade when time spent viewing by the high-intelligence group is less than half that of the lower group. In the eighth grade, highly intelligent children read 2.23 books per month as compared to 1.06 read by the low intelligence group.

Schramm states that there is a general decrease in amount of mass media use among teenagers. He thinks that this is due to their seeking social rather than solitary experiences. Although their reading time decreases, it decreases less proportionately than television time. Therefore, "the bright children are devoting an increasing proportion of that time to print and to reality experiences." This same change occurs within the middle and low intelligence groups although it occurs more slowly. The difference in the groups may lie in the fact that bright children have the ability to take most developmental steps earlier and would, therefore, reject earlier fantasy materials in order to exercise their ability to meet the challenge of more difficult reality materials. Schramm feels that this theory might explain his findings that "after the fifth or sixth grade the bright children make

more use of print (except pulp magazines and comic books), less use of television, movies, comic books, and pulps."[4]

In 1949, when television came into the Chicago area, Witty and Kinsella began a series of surveys studying the reactions of children, parents, and teachers to television. The general findings and observations made from these yearly studies were summarized in 1962. From the Chicago area, the percentage of elementary age children having television sets in their homes rose from 43 percent in 1949 to over 99 percent in 1962. The average number of hours per week spent watching television was 21 hours for both the 1949 and the 1962 studies. The greatest amount of time spent viewing seems to be among sixth and seventh grade pupils who spent from three to four hours daily with the television.

More than half the children stated that, although they did not receive regular help from their parents in television program selection, they did receive parental guidance in such matters occasionally. Over 45 percent of children in grades 4-6 stated that television helped them in their school work. Over 52 percent of the teachers in these grades suggested that their pupils watch television programs relating to school activities. When asked what kinds of programs they would have added to their television fare,

---

[4]Wilbur Schramm; Jack Lyle; and Edwin B. Parker, Television in the Lives of Our Children (Stanford: Stanford University Press, 1961), p. 81.

children in grades 4-6 listed those dealing with medicine, comedies, science, horror, and mysteries.

Witty concludes by stating that television could and should, ideally, be made an ally of school instruction. He feels that television offers a means of escape to poor students because little effort is required to watch many programs. For others, he feels that they may spend so much time watching television that development in other areas of their lives is truncated. "But TV can become an asset if parents and teachers will attempt not only to help children read better, but also to encourage them to associate reading with interests engendered by worthwhile presentations on TV."[5]

McDonald, in 1959, attempted to investigate the viewing practices of the top and bottom 27 percent of a representative group of 1,650 high school students from Milwaukee, Chicago, and the Albany area. The high-achievers did not seem to watch television as much as did either the low-achievers or those from the average range. Specifically, the mean weekly viewing time for the high-achievers was 8.5 hours and the mean weekly viewing time for the low-achievers was 19 hours. Generally, the low-achievers seemed to list programs high in preference which were based on conventional hero and villain plots. Some of these students indicated

---

[5]Paul Witty and Paul Kinsella, "Televiewing: Some Observations from Studies 1949-1962," Elementary English, XXXIX, No. 8 (1962), 772-779, 802.

their immobile passivity by indicating that they watched thirty to forty hours a week "'just anything which happens to be on.'"

There were significant differences in the claimed reading habits of the two groups. The high-achievers reported reading an average of four hours a week materials not included in class assignments as compared to a mean of 1.1 hours a week for the low-achievers. These books were classified into two categories: (1) academic, theoretical, cultural and classic, or (2) current events, popular and best sellers, and adventure. The results appear in the table below (Table 1):

TABLE 1

PREFERENCES OF HIGH-ACHIEVERS AND LOW-ACHIEVERS

Categories of books read	Percent preference	
	High-achievers	Low-achievers
Academic, theoretical, cultural and classic	51	14
Current events, popular and best sellers, and adventure	49	75

McDonald stated that:

> The relationships between these book categories (taken separately) and scholastic performance, computed in accordance with the procedure developed by Flanagan, are of moderate magnitude. The relationship between the pattern of reading (both types of categories taken together) and scholastic performance is substantial. This suggests that high-achievers engage in voluntary

> reading which is more purposeful and intellective than that done by low-achievers. Thus, the high-achievers not only claim to read more, but they read books which demand more intellectual capacity than do the low-achievers.

These results indicate that low-achievers did little voluntary reading but a great deal of television watching. Most reading was of the ephemeral, low demand type. Most of their television preferences were of the ephemeral type which demanded little effort in participation.

McDonald hypothesized that both television viewing and reading are reflections of the individual's "degree of willingness to engage in highly purposeful, intellective activities. In part, this willingness would be based on individual ability, taste, and discrimination of excellence." These may be largely attributes of training and education. However, there must be a structure of gradation here; i.e., ". . . reading requires more ability than televiewing. Televiewing of serious, thought-provoking programs requires more ability, and much more active participation of the viewer than do shows of a stereotyped nature." McDonald concluded that many of the skills necessary for both televiewing and reading--such as listening, taste, and objective standards--should be taught. Students should be guided in the ability to choose and use those media which will best facilitate the achievement of their defined goals. Television can be used to stimulate interest in books, and reading might be used to stimulate thought and discussion

necessary in understanding and evaluating television program content.[6]

The results of some of the studies cited indicated that a positive relationship existed between amount of television viewing and reading ability, intelligence, and knowledge of current affairs. It was also demonstrated in other studies that as the general educational level increased, the demand for content changed from the non-informative to the informative, from the unrealistic to the realistic, and from action to non-action. However, research previously conducted has not attempted to assess the relationship between different reading abilities and the types of television selected for viewing purposes.

---

[6]McDonald, "Television, Books, and School Marks," 27-34.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

This study was designed to determine whether there are differences among the types of television programs watched by seventh grade students of high, medium, and low reading levels, and among the number of programs of each type watched by these students.

The students were selected from the seventh grade class of Tomlinson Junior High School, Lawton, Oklahoma. The school district extends through the middle of Lawton, from North to South, in such a manner that the enrollment includes students from all social strata. It was therefore assumed that these students were representative of the Lawton area.

From a population of approximately 500 students, 108 students were selected such that there were three groups, each comprised of 36 students. Groups were formed from students' grade equivalent scores of the Science Research Associates (SRA) reading test in the following manner. The scores of those designated as members of the "Low" level group were fifth grade equivalent and below. The scores of

the "Medium" level group were within the seventh grade equivalent range. The scores of the "High" level group were ninth grade equivalent and above. Students were not selected from within either the sixth or eighth grade equivalent levels in order to allow for measurement error. The 36 students of each group were randomly selected from the larger group of students having the appropriate reading scores for each level.

The students were given a questionnaire containing a list of 36 television programs. The programs were divided into six categories. Each category contained a choice of six programs currently being aired during that period in that geographical area. Students were asked to number the ten programs they liked best in order of preference. They were then asked to mark through any programs they did not watch at all.

A Two Way Analysis of Variance (Two Way ANOVA) was performed for each study. The first study concerned the relationship between the first ten preferences of programs and grade equivalent levels of readers; the second study concerned the relationship between the total number of programs watched in each category, regardless of preference, and grade equivalent levels of readers. Individual comparisons, using Tukey's Method B[1] were then made using the differences of means between columns (categories of

---

[1] J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill, 1965), p. 277.

programs) for Studies I and II in an attempt to ascertain where differences did exist.

Eighteen hypotheses were established for the purpose of this study. Hypotheses 1 through 3 and 10 through 12 relate directly to the Two Way ANOVA main effects. Conclusions relating to hypotheses 4 through 9 and 13 through 18 were made using individual comparisons. The required level of statistical significance was set at the .05 level of confidence.

Hypotheses 1 through 9 were based on the favorite ten program preferences of the students. Data relating to these preferences were referred to as Study I.

Hypothesis 1 is that there are no significant differences among students in the types of programs they watched independent of reading level. The F-ratio for column effects was 57.377 as indicated in Table 2. A significant F-ratio at the .01 level with 5 and 525 degrees of freedom is 3.06 or greater. Therefore, the hypothesis was rejected. The inference may be drawn that there are significant differences in the types of programs the students preferred independent of reading level.

Hypothesis 2 is that there are no significant differences in the number of programs of each type watched among students with different reading levels. The F-ratio for rows effects was .033 as indicated in Table 2. A significant F-ratio at the .05 level for 2 and 105 degrees of

freedom is 3.07 or greater. The hypothesis cannot be rejected and it may be concluded that there are no significant differences in the number of programs of each type watched among students with different reading levels. This finding was expected, inasmuch as students were held to an equal number of preferences; i.e., ten.

TABLE 2

TWO WAY ANALYSIS OF VARIANCE FOR STUDY I: FIRST TEN PREFERENCES OF TELEVISION PROGRAMS

Source	df	SS	MS	F	p
Types of Programs (Columns)	5	417.993	83.599	57.377	$<.01$
Reading Levels (Rows)	2	.199	.595	.033	n.s.
Programs & Levels (Interaction)	10	22.842	2.280	1.564	n.s.
Scores	105	4.320	.041	X	X
Repeated Measures	525	764.713	1.457	X	X
Totals	647	1209.987	X	X	X

Hypothesis 3 is that there is no significant interaction between types of programs watched and reading levels. The F-ratio for interaction was 1.564 as indicated in Table 2. A significant F-ratio at the .05 level for 10 and 525 degrees of freedom is 1.85 or greater. The hypothesis can be rejected and it can be concluded that there are no

significant differences in the types of programs preferred by readers of different levels.

Hypotheses 4 through 9 were tested by computing Tukey's Method B of individual comparisons among the differences of means. To reach significance at the .05 level, the difference between means must be as large as .531, and at the .01 level the difference must be as large as .715.

Hypothesis 4 is that there are no significant differences between Drama and each of the other programs with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, with Drama the preferred choice, the difference in Drama and Cartoons was 1.667; and, with Drama the preferred choice, the difference in Drama and Sports was 1.731, both of which are significant at the .01 level. Again, with Drama the preferred choice, the difference between Drama and Variety was .685 which is significant at the .05 level. Therefore, the hypothesis may be partially rejected and the inference drawn that significant differences exist between Drama and Cartoons, Drama and Sports, and Drama and Variety for the subjects of this study.

Hypothesis 5 is that there are no significant differences between Cartoons and each of the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, with Variety the preferred choice, the difference

between Cartoons was .982; with Situation Comedy the preferred choice, the difference between Cartoons and Situation Comedy was 1.819; and with Adventure the preferred choice, the difference between Cartoons and Adventure was 1.797, all of which are significant at the .01 level. Therefore, the hypothesis may be partially rejected and the inference drawn that significant differences exist between Cartoons and Variety, Cartoons and Situation Comedy, Cartoons and Adventure, and Cartoons and Drama.

TABLE 3

INDIVIDUAL COMPARISONS FOR STUDY I: METHOD OF TUKEY

		A	B	C	D	E	F
A	Drama		D** 1.667	D* .685	SC .148	A .130	D** 1.731
B	Cartoons			V** .982	SC** 1.815	A** 1.796	C .065
C	Variety				SC** .833	A** .815	V** 1.046
D	Situation Comedy					SC .019	SC** 1.880
E	Adventure						A** 1.861
F	Sports						

*p $<$ .05
**p $<$ .01
(Capital letter in each cell indicates first letter abbreviation for preferred category)

Hypothesis 6 is that there are no significant differences between Variety and the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, with Situation Comedy the preferred choice, the difference between Variety and Situation Comedy was .833; with Adventure the preferred choice, the difference between Variety and Adventure was .815; and with Variety the preferred choice, the difference between Variety and Sports was 1.046, all of which are significant at the .01 level. The hypothesis may be rejected and the inference drawn that significant differences exist between Variety and each of the other program types.

Hypothesis 7 is that there are no significant differences between Situation Comedy and each of the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, with Situation Comedy the preferred choice, the difference between Situation Comedy and Sports was 1.880 which is significant at the .01 level. Therefore, the hypothesis may be partially rejected and the inference drawn that significant differences exist between Situation Comedy and Sports, Situation Comedy and Variety, and Situation Comedy and Cartoons.

Hypothesis 8 is that there are no significant differences between Adventure and each of the other categories

with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, with Adventure the preferred choice, the difference between Adventure and Sports was 1.861 which was significant at the .01 level. Therefore, the hypothesis may be partially rejected and the inference drawn that significant differences exist between Adventure and Sports, Adventure and Cartoons, and Adventure and Variety.

Hypothesis 9 is that there are no significant differences between Sports and each of the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 3 indicate that, as has been previously noted in Hypotheses 4 through 8, significant differences exist between Sports and Drama, Sports and Variety, Sports and Situation Comedy, and Sports and Adventure. In none of these instances was the Sports the preferred choice. Therefore, the hypothesis may be partially rejected and the inference drawn that significant differences exist between Sports and Drama, Sports and Variety, Sports and Situation Comedy, and Sports and Adventure.

Additional analyses were conducted to determine if significant differences existed between levels of reading ability and the total number of programs watched in each category regardless of preference. Hypotheses 10 through 18 were based on the total number of programs watched in each of

the six categories regardless of preference. Data relating to these choices were referred to as Study II.

Hypothesis 10 is that there are no significant differences among students in the types of programs watched independent of reading level. The F-ratio for column effects was 36.738 as indicated in Table 4. A significant F-ratio at the .01 level with 5 and 525 degrees of freedom is 3.06 or greater. Therefore, the hypothesis can be rejected and interpreted to indicate that there are significant differences in the types of programs children watched independent of reading level.

TABLE 4

TWO WAY ANALYSIS OF VARIANCE FOR STUDY II: PROGRAMS WATCHED REGARDLESS OF PREFERENCE

Source	df	SS	MS	F	p
Types of Programs (Columns)	5	238.617	47.723	36.738	<.01
Reading Levels (Rows)	2	43.835	21.918	2.513	n.s.
Programs & Levels (Interaction)	10	25.343	2.530	1.948	<.05
Scores	105	915.832	8.722	X	X
Repeated Measures	525	682.372	1.299	X	X
Totals	647	1905.999	X	X	X

Hypothesis 11 is that there are no significant differences in the number of programs of each type watched

among students with different reading levels. The F-ratio for rows effects was 2.513 as indicated in Table 4. A significant F-ratio at the .05 level for 2 and 105 degrees of freedom is 3.07 or greater. The hypothesis cannot be rejected and it can be concluded that there are no significant differences in the number of programs of each type watched by students with different reading levels.

Hypothesis 12 is that there is no significant interaction between types of programs and reading levels. The F-ratio at the .05 level for 10 and 525 degrees of freedom is 1.85 or greater. The hypothesis can be rejected and the inferences drawn that there are significant differences between types of programs watched by readers of different reading levels.

In an effort to determine where these differences existed, the means of cells that were most discrepant from each other were compared using Tukey's Method B of individual comparisons among 18 cell means. As indicated in Table 5, the highest mean of each level was compared with the lowest mean of each of the other levels.

In Table 6 the means are listed for Situation Comedy and Adventure for all three reading levels. The Situation Comedy category had the highest means for High and Medium reading groups. The Adventure category had the highest mean for the Low reading group. The lowest means for all three groups were those associated with Sports.

Differences between highest and lowest means for all groups were significant at least at the .05 level except between the means for Adventure for the Low groups and Sports for the high group.

TABLE 5

INDIVIDUAL COMPARISONS TO CHECK INTERACTION FOR STUDY II

Level and Category	Difference of Means	*p
	Highest versus Lowest Means	
H_D vs M_F	5.47 - 2.94 = 2.53	<.01
H_D vs L_F	5.47 - 2.97 = 2.50	<.01
M_D vs H_F	5.19 - 4.03 = 1.16	<.05
M_D vs L_F	5.19 - 2.97 = 2.22	<.01
L_E vs H_F	5.03 - 4.03 = 1.00	n.s.
L_E vs M_F	5.03 - 2.94 = 2.09	<.01

*p = <.05 Level of confidence set at 1.01 (df = 17)
p = <.01 Level of confidence set at 1.38 (df = 17)

TABLE 6

HIGH MEANS USED TO CHECK INTERACTION FOR STUDY II

	Type	
Level	Situation Comedy	Adventure
High	5.47	5.28
Medium	5.19	4.94
Low	4.83	5.03

From the data in these two tables, the inference can be drawn that it is the discrepancy existing between the first choice of the Low group; i.e., Adventure, which is causing the interaction in this situation.

Hypothesis 13 is that there are no significant differences between Drama and the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 7 indicate that, with Situation Comedy the preferred choice, the difference in Drama and Situation Comedy was .676; and with Adventure the preferred choice, the difference between Drama and Adventure was .592, both of which are significant at the .05 level of confidence. With Drama the preferred choice, the difference between Drama and Sports was 1.176 which is significant at the .01 level. The hypothesis may be partially rejected and the inference drawn that there are differences in the number of programs chosen with respect to Drama and Situation Comedy, Adventure and Drama, and Sports and Drama.

Hypothesis 14 is that there are no significant differences between Cartoons and the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 7 indicate that, with Situation Comedy the preferred choice, the difference between Cartoons and Situation Comedy was .787; and, with Cartoons the preferred choice, the difference between Cartoons and Sports was 1.065, both of which are significant at

the .01 level. With Adventure the preferred choice, the difference between Cartoons and Adventure was .704 which is significant at the .05 level. The hypothesis may be partially rejected and the inference drawn that there are significant differences between Cartoons and Situation Comedy, Cartoons and Sports, and Cartoons and Adventure.

TABLE 7

INDIVIDUAL COMPARISONS FOR STUDY II:
METHOD OF TUKEY

		A	B	C	D	E	F
A	Drama		D .111	V .083	SC* .676	A* .593	D** 1.176
B	Cartoons			V .194	SC** .787	A* .704	C** 1.065
C	Variety				SC** .593	A .509	V** 1.259
D	Situation Comedy					SC .083	SC** 1.852
E	Adventure						A** 1.769
F	Sports						

*p $<$ .05
**p $<$ .01
(Capital letter in each cell indicates first letter abbreviation for preferred category)

Hypothesis 15 is that there are no significant differences between Variety and the other categories with respect to the number of programs of each type chosen

independent of reading level. The data in Table 7 indicate that, with Situation Comedy the preferred choice, the difference between Variety and Situation Comedy was .593 which is significant at the .05 level. The difference between Variety and Sports was 1.259 which is significant at the .01 level. The hypothesis may be partially rejected and the inference drawn that there are significant differences between Variety and Situation Comedy and Variety and Sports with respect to the number of programs chosen.

Hypothesis 16 is that there are no significant differences between Situation Comedy and the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 7 indicate that, with Situation Comedy the preferred choice, the difference between Situation Comedy and Sports was 1.862 which is significant at the .01 level. Therefore, the hypothesis may be partially rejected and the inference drawn that there is a significant difference between Situation Comedy and Sports, Situation Comedy and Drama, Situation Comedy and Cartoons, and Situation Comedy and Variety.

Hypothesis 17 is that there are no significant differences between Adventure and the other categories with respect to the number of programs of each type chosen independent of reading level. The data in Table 7 indicate that, with Adventure the preferred choice, the difference between Adventure and Sports was 1.769 which is significant at the

.01 level. The hypothesis may be partially rejected and the inference drawn that a significant difference exists between Adventure and Sports, Adventure and Drama, and Adventure and Cartoons with respect to the number of programs chosen.

Hypothesis 18 is that there are no significant differences between Sports and the other categories with respect to the number of programs of each type chosen independent of reading level. As has been previously noted in Hypotheses 13 through 18, significant differences exist between Sports and Drama, Sports and Cartoons, Sports and Variety, Sports and Situation Comedy, and Sports and Adventure. All were significant at the .01 level as indicated in Table 7. In none of these instances was Sports the preferred choice. The hypothesis can be rejected and the inference drawn that significant differences exist between Sports and each of the other categories with respect to the number of programs chosen.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine whether any relationship exists between the reading ability and the television viewing practices of seventh grade students. The subjects were chosen from the seventh grade class of Tomlinson Junior High School, Lawton, Oklahoma. They were divided into High, Medium, and Low groups according to reading ability based grade equivalent scores of a standardized Science Research Associates (SRA) reading test. The scores of the Low group were fifth grade equivalent level and below; the scores of the Medium group were within the seventh grade equivalent range, and scores of the High group were ninth grade equivalent and above. From a seventh grade class of approximately 500, 36 students having appropriate reading scores for each grade equivalent level were randomly selected for each group, making a total population of 108 students for the study.

The students were given a questionnaire consisting of 36 television programs currently being aired in that area. These programs had been classified into six types: Drama, Cartoons, Variety, Situation Comedy, Adventure, and Sports. There were six programs listed for each category on the questionnaire. Students were asked to select their favorite ten programs from the list and number them in order of preference. They were also asked to mark out any programs they did not watch.

Two-way Analyses of Variance (ANOVA) were performed on the data: The first analysis (Study I) concerned the relationship between the first ten preferences of programs and reading levels of seventh grade students; the second analysis (Study II) concerned the relationship between the reading levels of students and the number of programs watched in each category.

Individual comparisons using Tukey's Method B were then made using the differences of means between columns (categories of programs) for Studies I and II to ascertain where differences exist.

The design of the study required the testing of 18 hypotheses. Hypotheses 1 through 9 relate to Study I, and hypotheses 10 through 18 relate to Study II. Hypotheses 1 through 3 and 10 through 12 relate directly to "main effects" of the Two-Way ANOVA's which test to determine if differences exist between types of programs preferred or

watched by students with different reading levels (rows), and whether students of different reading levels prefer or watch different types of programs (interaction).

The remaining hypotheses relate to the individual comparisons and test whether there are differences among the categories of programs with respect to the number of programs chosen.

The statistical analyses resulted in 15 of the 18 null hypotheses of these studies being rejected.

Findings

For Study I the subjects were asked to list their favorite ten programs. The data yielded the following results.

1. There were significant differences in the types of programs students preferred independent of reading level (column "main effects," $p = .01$).

2. There were significant differences in program preferences according to types of programs between Drama and Cartoons, Drama and Variety, Drama and Sports, Cartoons and Variety, Cartoons and Situation Comedy, Cartoons and Adventure, Variety and Situation Comedy, Variety and Adventure, Variety and Sports, Situation Comedy and Sports, and Adventure and Sports.[1]

---

[1]The category underlined indicates the preferred choice for that comparison.

3. There were no significant differences in the types of programs readers of different levels preferred (row "main effects," p = n.s.).

4. There was no significant interaction between types of programs and reading levels; i.e., readers of different levels did not prefer different types of programs.

5. There were no significant differences in the number of programs watched among students with different reading levels (row "main effects," p = n.s.).

6. There were significant differences in the types of programs students watched independent of reading level or preference (column "main effects," p = .01).

7. There were significant differences in types of programs watched independent of reading level or preference between Drama and Situation Comedy, Drama and Adventure, Drama and Sports, Cartoons and Situation Comedy, Cartoons and Adventure, Cartoons and Sports, Variety and Situation Comedy, Variety and Sports, Situation Comedy and Sports, and Adventure and Sports.[2]

8. There was a significant interaction between types of programs and reading levels; i.e., readers of different levels watched different types of programs. The highest means for both Medium and High reading level groups were in the category of Situation Comedy. The highest mean

---

[2]The category underlined indicates the preferred choice for that comparison.

for the Low reading level group was in the category of Adventure. Lowest means for all groups were in the category of Sports. Analysis of this finding indicates that the interaction is the result of the preference of the Highest and Medium reading level groups to watch programs of the Comedy type as opposed to the preference of the Low reading level group to watch programs of the Adventure type.

Conclusions

From this data the following conclusions can be drawn:

1. High (ninth grade equivalent and above) and Medium (seventh grade equivalent) level readers watched more programs classified as Situation Comedy than any other types of programs.

2. Low (fifth grade equivalent and below) level readers watched more programs classified as Adventure than any other types of programs.

3. The least watched type of program for all three groups was Sports.

4. Students, listing their favorite ten programs independent of reading level, significantly preferred Drama to Cartoons, Drama to Variety, Drama to Sports, Variety to Cartoons, Situation Comedy to Cartoons, Adventure to Cartoons, Situation Comedy to Variety, Adventure to Variety, Variety to Sports, Situation Comedy to Sports, and Adventure to Sports.

5. Students in the total sample watched significantly more Situation Comedy than Drama, Adventure than Drama, Drama than Sports, Situation Comedy than Cartoons, Adventure than Cartoons, Cartoons than Sports, Situation Comedy than Variety, Variety than Sports, Situation Comedy than Sports, and Adventure than Sports.

6. Between Study I and Study II, as indicated in Tables 3 and 7, there were seven instances where significances were obtained in one study and not the other. They are the following:

a. Drama and Cartoons were significantly different in Study I (preference of programs) and not so in Study II (number of programs watched in each category).

b. Drama and Variety were significantly different in Study I (preference of programs) and not so in Study II (number of programs watched in each category). This is the only comparison in which the preference choice changed between the studies; i.e., from Drama in Study I to Variety in Study II.

c. Cartoons and Variety were significantly different in Study I (preference of programs) and not so in Study II (number of programs watched in each category).

d. Drama and Situation Comedy were significantly different in Study I (preference of programs) and not so in Study II (number of programs watched in each category).

e. Drama and Adventure were not significantly different in Study I (preference of programs) and were so in Study II (number of programs watched in each category).

f. Variety and Adventure were significantly different in Study I (preference of programs) and not so in Study II (number of programs watched in each category).

g. Cartoons and Sports were not significantly different in Study I (preference of programs) and were so in Study II (number of programs watched in each category).

7. There was a high rate of consistency between the ranking of the preferred choice in the individual comparisons for Study I (preference of programs) and the preferred choice in the individual comparisons for Study II (number of programs watched in each category) with respect to the preferred choice in each individual comparison. Programs for Study I ranked from highest to lowest in order of preference choice were the following: Situation Comedy, Adventure, Drama, Variety, Cartoons, Sports. Programs for Study II ranked from highest to lowest in order of preference choice were the following: Situation Comedy, Adventure, Variety, Drama, Cartoons, and Sports. Only Variety and Drama are interchanged, indicating that while Drama was significantly preferred, more Variety programs were actually watched even though the difference between Variety and Situation Comedy in Study II was not significant.

8. Sports was never the preferred choice.

9. Cartoons was the preferred choice in both studies only when compared with Sports.

Recommendations

1. A study could be conducted of the televiewing interest of students at various grade levels and a comparison made between these levels.

2. A study could be made to determine whether televiewing interests of boys and girls differ. This study should include analyses of data for different age or grade levels in that differences may exist at certain levels but not at other levels.

3. A study could be made to determine whether there is a relationship between televiewing interests and reading interests of students at different grade levels. This study should include separate analyses of data for boys, girls, and all subjects combined.

4. Studies could be made to determine whether televiewing interests of students differ according to socio-economic levels, cultural and ethnic backgrounds, urban and rural areas, regional areas, or various combinations of these factors.

5. A methodological study could be made to isolate "content variables and factors" to be used in later reading studies.

6. A study could be made to determine whether students of high reading ability viewed TV programs with greater

content substance than did students with lesser reading abilities.

7. A study could be made to determine whether intellectual capacity or reading ability has a greater effect on the selection of programs of greater content substance for televiewing purposes.

8. A longitudinal study could be made to ascertain whether marked changes occur in the types of TV programs selected for televiewing purposes by reading disability cases after remediation has been provided.

BIBLIOGRAPHY

Bogart, Leo. The Age of Television. New York: Frederick Ungar Publishing Company, 1956.

Ferguson, George A. Statistical Analysis in Psychology and Education. 2nd ed. New York: McGraw-Hill Book Company, 1966.

Guilford, J. P. Fundamental Statistics in Psychology and Education. 4th ed. New York: McGraw-Hill Book Company, 1965.

Heideman, Paul John. "A Study of the Relationship between Televiewing and Reading Abilities of Eighth-Grade Students." Unpublished Ph.D. dissertation, University of Minnesota, 1957.

McDonald, Arthur S. "Television, Books, and School Marks." Journal of Developmental Reading, III, No. 1 (1959), 27-34.

MacDonald, Neil. Television Drama Preference Choice. Minneapolis: University of Minnesota, School of Journalism, 1966.

Schramm, Wilbur; Lyle, Jack; and Parker, Edwin B. Television in the Lives of Our Children. Stanford: Stanford University Press, 1961.

Witty, Paul. "A Seventh Report on TV." Elementary English, XXXII, No. 8 (1956), 523-528.

_____. "Children and TV--A Fifth Report." Elementary English, XXXI, No. 6 (1954), 349-357.

_____. "Children and TV--A Sixth Report." Elementary English, XXXII, No. 7 (1955), 469-476.

_____. "Children's Interest in TV." Elementary English, XXIX, No. 5 (1952), 251-257.

Witty, Paul. "Children's Reaction to TV--A Fourth Report." Elementary English, XXX, No. 7 (1953), 444-451.

_____. "Children's Reaction to TV--A Third Report." Elementary English, XXIX, No. 8 (1952), 469-473.

_____, and Gustafson, T. F. "Studies on TV--An Eighth Yearly Report." Elementary English, XXXIV, No. 8 (1957), 536-542.

_____, and Kinsella, Paul. "Children and TV--A Ninth Report." Elementary English, XXXV, No. 7 (1958), 450-456.

_____. "Televiewing: Some Observations from Studies 1949-1962." Elementary English, XXXIX, No. 8 (1962), 772-779, 802.

_____; Coomer, Ann; Kinsella, Paul; and Sizemore, Robert. "A Tenth Yearly Study and Comments on a Decade of Televiewing." Elementary English, XXXVI, No. 8 (1959), 581-586.

APPENDIX A

SRA READING SCORES

Reading Grade Scores					
Student	Low	Student	Medium	Student	High
1	5.2	1	7.5	1	10.1
2	5.0	2	7.2	2	10.3
3	5.4	3	7.2	3	10.1
4	5.1	4	7.3	4	10.1
5	5.0	5	7.6	5	10.6
6	5.0	6	7.9	6	10.3
7	5.4	7	7.9	7	10.8
8	5.0	8	7.6	8	10.8
9	5.1	9	7.7	9	10.6
10	5.3	10	7.9	10	10.5
11	3.8	11	7.9	11	10.5
12	3.5	12	7.2	12	10.5
13	4.6	13	7.6	13	10.5
14	4.9	14	7.0	14	11.8
15	4.4	15	7.1	15	11.6
16	4.4	16	7.4	16	11.3
17	4.3	17	7.5	17	11.6
18	4.6	18	7.9	18	11.3
19	4.8	19	7.0	19	11.3
20	3.8	20	7.1	20	11.5
21	4.4	21	7.5	21	11.5
22	4.1	22	7.8	22	11.1
23	4.4	23	7.8	23	11.5
24	3.3	24	7.9	24	11.6
25	4.9	25	7.8	25	11.6
26	5.4	26	7.8	26	11.6
27	4.7	27	7.9	27	11.8
28	4.0	28	7.4	28	11.5
29	4.5	29	7.7	29	13.0
30	3.9	30	7.2	30	12.1
31	4.0	31	7.9	31	13.0
32	4.0	32	7.3	32	13.0
33	4.5	33	7.8	33	12.9
34	4.4	34	7.2	34	12.6
35	5.6	35	7.3	35	12.5
36	5.7	36	7.5	36	13.0

APPENDIX B

PROGRAMS SELECTED FOR HIGH LEVEL READERS

STUDY I

	Number of Programs in First Ten Preferences					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	4	0	1	3	2	0
2	4	0	1	3	2	0
3	1	0	1	3	3	2
4	2	0	2	3	2	1
5	2	0	2	3	3	0
6	2	0	5	2	1	0
7	3	2	0	2	3	0
8	1	0	1	3	4	1
9	0	0	0	4	4	2
10	3	1	1	4	2	0
11	1	1	2	4	2	0
12	2	1	1	3	2	1
13	3	0	4	3	0	0
14	2	0	4	2	2	0
15	1	0	4	3	2	0
16	3	0	1	1	4	1
17	4	0	3	1	2	0
18	3	0	1	1	2	2
19	4	1	0	4	1	0
20	2	0	0	4	2	2
21	3	0	0	2	4	1
22	1	2	1	2	4	0
23	3	1	0	4	2	0
24	4	0	1	3	1	1
25	4	1	1	3	1	0
26	0	0	3	2	3	2
27	2	0	3	1	2	1
28	1	3	1	3	2	0
29	3	0	1	4	2	0
30	5	1	2	0	2	0
31	0	1	0	5	4	0
32	2	0	0	4	3	1
33	1	0	2	2	3	2
34	1	0	4	1	3	1
35	2	0	1	1	4	1
36	4	0	2	0	4	0

APPENDIX C

PROGRAMS SELECTED FOR HIGH LEVEL READERS

STUDY II

	Number of Programs Watched in Each Category					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	6	3	4	5	6	2
2	5	6	6	6	5	2
3	3	2	4	6	4	6
4	4	4	4	4	5	6
5	4	6	5	6	6	4
6	6	6	6	6	6	6
7	6	6	6	6	6	6
8	4	6	6	6	6	6
9	3	6	5	6	5	2
10	3	6	2	4	3	6
11	5	2	5	4	3	0
12	3	1	1	3	3	1
13	5	6	6	6	5	3
14	4	6	6	5	4	4
15	3	1	5	4	5	2
16	4	3	4	4	6	2
17	6	6	6	6	5	3
18	4	6	5	6	5	6
19	5	4	5	5	5	2
20	2	1	1	5	4	3
21	4	6	6	6	6	4
22	2	6	6	6	6	5
23	6	6	4	6	6	4
24	6	6	6	6	6	6
25	6	6	6	6	6	6
26	6	6	6	6	6	6
27	6	5	6	6	6	6
28	3	5	2	5	3	1
29	5	6	6	6	6	6
30	6	6	6	6	6	4
31	3	6	5	6	6	0
32	5	6	2	6	6	3
33	1	6	5	6	6	5
34	6	6	6	5	6	5
35	5	6	6	6	6	6
36	6	6	6	6	6	6

APPENDIX D

PROGRAMS SELECTED FOR MEDIUM LEVEL READERS

STUDY I

	Number of Programs in First Ten Preferences					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	3	0	0	4	3	0
2	2	0	4	3	1	0
3	2	0	1	5	2	0
4	1	2	3	3	1	0
5	1	4	0	4	0	0
6	3	0	2	2	3	0
7	2	1	2	3	2	0
8	3	1	0	2	3	0
9	3	2	1	1	3	0
10	3	3	0	2	2	0
11	4	0	3	0	3	0
12	3	0	2	0	4	0
13	4	0	2	1	1	2
14	0	1	5	3	0	1
15	1	0	3	3	2	1
16	3	0	2	3	2	0
17	2	0	2	3	2	2
18	4	1	4	0	1	0
19	3	0	2	2	2	1
20	2	1	1	3	2	1
21	3	0	2	3	1	1
22	3	9	2	3	2	0
23	4	0	0	4	5	0
24	1	0	0	3	2	2
25	2	0	0	1	3	3
26	2	0	2	2	1	3
27	3	0	2	3	2	0
28	1	0	4	4	0	2
29	2	0	1	2	3	0
30	2	0	2	1	4	0
31	3	0	2	4	1	0
32	3	0	1	3	3	0
33	2	0	3	2	1	2
34	4	0	0	5	1	0
35	1	2	2	0	3	2
36	1	2	2	0	3	2

APPENDIX E

PROGRAMS SELECTED FOR MEDIUM LEVEL READERS

STUDY II

	Number of Programs Watched in Each Category					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	4	3	2	6	6	3
2	6	3	6	6	5	1
3	5	6	5	6	6	1
4	4	6	6	6	6	4
5	1	6	3	6	3	5
6	6	6	6	6	6	6
7	4	6	5	4	3	2
8	4	1	5	5	6	4
9	6	6	3	5	6	2
10	5	6	5	6	5	1
11	5	3	5	3	5	2
12	4	1	4	4	5	2
13	4	1	2	3	1	3
14	2	5	5	3	2	3
15	6	6	5	6	6	3
16	4	0	4	5	5	0
17	3	2	3	4	3	2
18	5	5	5	3	4	0
19	4	4	6	5	5	2
20	4	3	5	6	5	3
21	6	2	4	6	4	1
22	3	2	4	5	4	0
23	6	0	4	6	6	0
24	1	2	0	5	4	2
25	6	6	6	6	6	6
26	4	1	3	4	2	3
27	6	6	6	6	6	3
28	2	5	6	6	6	5
29	5	5	6	4	6	0
30	6	6	6	5	6	5
31	4	6	5	6	5	5
32	6	6	6	6	6	5
33	5	6	5	6	6	6
34	5	5	5	6	6	6
35	6	6	6	6	6	6
36	4	6	5	6	6	4

APPENDIX F

PROGRAMS SELECTED FOR LOW LEVEL READERS

STUDY I

	Number of Programs in First Ten Preferences					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	1	0	1	2	5	1
2	1	2	2	3	1	1
3	2	3	1	1	3	0
4	2	3	2	2	1	0
5	3	0	1	2	4	0
6	2	1	1	1	2	2
7	2	3	2	2	0	1
8	3	0	3	1	2	1
9	2	1	2	2	4	0
10	6	2	0	2	2	0
11	3	0	3	0	3	1
12	0	0	1	3	5	1
13	1	1	1	3	3	0
14	1	0	3	3	3	0
15	3	1	1	1	4	0
16	1	1	1	3	3	0
17	2	1	0	1	4	0
18	2	0	1	2	3	2
19	2	1	3	1	4	0
20	1	3	2	2	1	1
21	1	0	2	3	3	1
22	2	1	1	2	3	1
23	4	0	3	2	1	0
24	2	1	0	4	3	0
25	2	1	1	3	3	0
26	3	1	1	4	1	1
27	2	0	2	1	5	0
28	4	1	1	1	3	0
29	2	0	4	3	1	0
30	3	0	2	3	2	0
31	1	1	2	4	2	0
32	0	0	2	2	6	0
33	2	0	1	3	3	1
34	3	2	0	2	3	1
35	4	3	0	3	2	0
36	3	1	0	4	2	0

APPENDIX G

PROGRAMS SELECTED FOR LOW LEVEL READERS

STUDY II

	Number of Programs Watched in Each Category					
Student	Drama	Cartoons	Variety	Comedy	Adventure	Sports
1	6	6	6	6	6	6
2	6	4	4	6	3	3
3	3	3	2	1	3	0
4	5	5	6	5	6	4
5	5	6	6	6	6	4
6	6	5	6	5	6	6
7	6	5	4	4	3	3
8	6	6	6	6	6	5
9	3	3	4	5	6	3
10	6	2	4	6	6	4
11	6	6	6	6	6	6
12	6	6	6	6	6	4
13	5	6	6	6	6	6
14	4	6	6	6	6	6
15	4	2	3	5	4	0
16	5	6	5	6	6	5
17	6	6	6	5	6	5
18	5	6	4	6	6	6
19	4	4	5	4	5	1
20	5	5	5	5	6	5
21	3	2	3	3	5	1
22	4	5	5	6	6	5
23	4	2	5	5	2	1
24	2	1	0	4	3	0
25	4	6	5	6	6	0
26	4	4	3	4	2	2
27	2	0	2	3	5	0
28	6	2	2	4	6	3
29	6	6	6	6	6	1
30	4	0	3	3	3	1
31	1	2	3	5	4	2
32	3	2	3	3	6	0
33	2	0	1	3	3	1
34	4	4	3	5	5	3
35	6	3	1	3	5	1
36	6	6	6	6	6	4

APPENDIX H

QUESTIONNAIRE

___ Bill Cosby
___ Soccer
___ Tom Jones
___ Jetsons
___ Room 222
___ Land of the Giants
___ Ice Skating
___ Bewitched
___ Glen Campbell
___ Then Came Bronson
___ It Takes A Thief
___ Archie
___ Ice Hockey
___ Dean Martin
___ Road Runner
___ Marcus Welby, M.D.
___ Julia
___ Mod Squad
___ Bonanza
___ Bracken's World
___ Laugh-In
___ Beverly Hillbillies
___ Basketball
___ Here Come the Brides
___ World of Disney
___ Dudley Do-Right
___ Andy Williams
___ That Girl
___ Baseball
___ Popeye
___ Johnny Cash
___ The Bold Ones
___ Mission Impossible
___ Football
___ Get Smart
___ Banana Splits

APPENDIX I

MEAN NUMBER OF PROGRAMS WATCHED
FOR EACH CATEGORY AND
LEVEL FOR STUDY II

	Drama	Cartoons	Variety	Comedy	Adventure	Sports
High	4.47	5.03	4.89	5.47	5.28	4.03
Medium	4.47	4.14	4.64	5.19	4.94	2.94
Low	4.53	3.97	4.19	4.83	5.03	2.97