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The Relationship Between Televiewing and Grammar Grades

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THE RELATIONSHIP BETWEEN TELEVISING AND GRAMMAR GRADES

BY

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This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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CHAPTER I

INTRODUCTION

Almost everyone is aware that television has become a very strong force in the lives of the American people. It is the favorite leisure time activity of many segments of our population. Studies[1,2] seem to agree that the average elementary child spends upwards of twenty hours a week watching television, and the average high school student spends fourteen hours a week watching television. Furthermore, the amount of time spent watching television does not seem to be decreasing as television ceases to be a novelty, but rather to increase or stay at the same level.

Many teachers, parents, and social scientists are alarmed at the number of hours that young people are spending in front of the television set and are wondering what effect this large amount of televiewing has on the children and youth. One of their major questions is what effect does televiewing have on the student's classroom work. Very few deny that television is an educational agency, but very few feel that they know whether or not it is a good educational influence. Parents and teachers wonder whether television

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[1] P. A. Witty, "Children and TV, a Sixth Report", School and Society, vol. 83, 166-168; May 12, 1956.

[2] E. A. Johnson, "Double-barreled Effects of Television," Phi Delta Kappan, vol. 39, 364-366, May, 1958.

programs increase interest in classroom subject matter and stimulate better work or whether the sensationalism of television programs makes classroom work seem dull and uninteresting. They are wondering whether or not listening to television improves or decreases proficiency in grammar. They wonder if children who watch large amounts of television still manage to get their school work done or if they sacrifice their time for school work. Parents are asking this type of question, "Are my child's poor grades related to the large amount of time he spends watching television?" Very little objective evidence is available with which to answer these questions.

It was beyond the scope of this thesis to study all aspects of these problems. However, the study was designed to partially investigate the possible relationship between televiewing and classroom work. The purpose of this thesis was to compare numbers of hours spent watching television with semester grammar grades and to compare quality of programs, from a grammatical point of view, with semester grammar grades to try to determine whether or not the amount of television watched and/or the types of programs watched were related to grades in grammar. It is obvious that there are many other aspects to the question of what relationship exists between televiewing and school achievement, but it is not within the range of this study to deal with those.

In order to carry out the study approximately

one-hundred students from the grammar classes of a small high school in South Dakota checked a questionnaire indicating which television programs they watched along with the number of hours per week. The students were then grouped according to total number of hours watched, and the respective average semester grammar grades were compared to discover whether or not significant differences in grammar grades existed. This was done with the subjects as a whole and separately with the girls and with the boys to determine whether or not differences related to sex existed.

Groupings according to type of programs watched with regard to quality of grammar used were made and semester grammar grades compared.

The students were also grouped according to total errors heard per week, and grades were compared in the total group and within each sex.

In addition, students' opinions about the amount of television watched and its effect on their grades were obtained.

CHAPTER II

REVIEW OF THE LITERATURE

The available pieces of research and writing concerning the relationship between televiewing and grades seem to agree that televiewing is educational in the broad sense of the term.[1,2] However, concerning the type of educational influence, authors feel that television is capable of informing or deceiving,[3] that it can be good, bad, or indifferent,[4] and that it may be the competitor of education or its ally.[5] What commercial television actually does is a matter of much disagreement. Some feel that its influence is good and constructive; some feel that it is bad and destructive, and some feel that there must be more evidence before we can reach any conclusions.

Three studies report that television seems to improve

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[1]Charles A. Siepmann, TV and Our School Crisis, Dodd, Mead: New York, 1958.

[2]A. J. Stoddard, "Television as a Powerful Factor in Education", National Association of Secondary School Principal's Bulletin, vol. 42, 33-37, September, 1958.

[3]Herbert L. Marx, Television and Radio in American Life, H. W. Wilson Company: New York, 1953.

[4]R. B. Hull, "Promise and the Danger of Television", Nation's Schools, vol. 51, 43-46, June, 1953.

[5]H. A. Anderson, "Education and the Mass Media", School Review, vol. 62, 507-511, December, 1954.

academic attainment. "In one study of 144 senior-high school students, 60 percent of those in homes with television had higher grades than they had in the previous year."[1] Another study in a Texas city showed higher grades after the advent of television.[2] From a study of oral composition grades Weathers[3] reported that a significant difference existed between the group which watched television and the group which did not. The difference was in favor of the group which did watch television.

According to Marx[4] and Maccoby[5] television can be used to increase interest in classroom work. Witty[6] states that children "have been stimulated to do better work because of interests engendered by television."

In reference to the question of whether or not television interferes with homework, Maccoby says, "Television

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[1]J. K. Balogh, "Television Viewing Habits of N. S. Boys", Educational Research Bulletin, vol. 38, 66-71, March, 1959.

[2]P. A. Witty, "Case of TV vs the Children; Symposium", National Parent Teachers, vol.52, 4-7, November, 1957.

[3]G. R. Weathers, "TV Programs Monopolize Attention, Postpone Bedtime", Nation's Schools, vol. 54, 49, December, 1954.

[4]Marx, op. cit., p. 79.

[5]Eleanor E. Maccoby, "Television, Its Impact on School Children", Public Opinion Quarterly, vol. XV, 438, Fall, 1951.

[6]Witty, loc. cit.

interferes very little with homework. Parents generally insist on their children's finishing their homework before they look at TV, and virtually none of the children attempt to do their studying in the same room with the TV set when someone is watching a program."[1]

On the other hand, some investigators report that televiewing is detrimental to academic attainment. Balogh[2] reports that excessive viewing is often accompanied by lower grades. As evidence of this he cites a survey made in Roselle, New Jersey, in which the grades of students regularly viewing television dropped 15 percent. In Clifton, New Jersey, the principal of the public school blamed television for the sharp increase in failing grades among students. Surveys in Chicago and New York City show that TV is taking its toll of school work.[3] Johnson[4] has also concluded that excessive viewing can lower academic attainment. As a result of his studies he recommends that students watch a lesser quantity of television. In agreement with these authors is Isaacs[5] who states that excessive viewing seems to be

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[1]Maccoby, loc. cit.

[2]Balogh, op. cit., pp. 66-71.

[3]Marx, op. cit., p. 144.

[4]Johnson, op. cit., pp. 364-366.

[5]Warren Isaacs, "Home TV: Has It Lessened Interest in School A-V?" Clearing House, vol. 28, 227-229, December, 1953.

associated with lower academic attainment.

From some of the writing it appears that television robs children of their sleep, causing them to be too tired to learn, and robs them of their homework time. Johnson[1] and Marx[2] agree that television can contribute to poor study habits, either because they try to study with the television set on or because they neglect their studying altogether so that they can watch television. In Stamford, Connecticut, a survey showed that one-third of the students with television sets found that television interfered with their homework frequently or once in a while, according to Marx.

In an investigation made by Scott[3] it was found that a group of children watching television 22 3/4 hours per week to 69 1/2 hours per week had significantly lower language intelligence quotients than children who viewed no hours per week to 9 3/4 hours per week. No such difference was found between non-language intelligence factors and televiewing. He interprets his results in this statement, "That a low language intelligence quotient and a low total intelligence quotient seem to be associated with heavy television

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[1] Johnson, loc. cit.

[2] Marx, op. cit., p. 143.

[3] L. F. Scott, "Relationships Between Elementary School Children and Television", Journal of Educational Research, vol. 52, 134-137, December, 1958.

viewing (an inverse relationship) may be attributable in in some measure to neglect of some aspects of language development due to pre-occupation with the television fare."

A few of the writers state that there is no correlation between school marks and amount of time spent watching television. Balogh[1] reports that when students taking part in a study were asked to state whether or not their school work improved as a result of their watching television, the answers given were inconclusive. Slightly more than 50 percent indicated that television did help them get better grades. In this same study no significant correlation was found between hours devoted to watching television and hours devoted to studying. National Parent Teachers[2] report that their studies indicate that there is little relationship between amount of televiewing and grades in school. Johnson[3] found no relationship between amount of time spent watching television and language grades. Concerning the middle elementary grades, Greenstein[4] states that it is fairly definite that their grades are not adversely affected by

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[1]Balogh, op. cit., pp. 66-71.

[2]P. A. Witty, "Case of TV vs the Children; Symposium", National Parent Teachers, vol. 52, 4-7, November, 1957.

[3]Johnson, loc. cit.

[4]J. A. Greenstein, "Effect of Television upon Elementary School Grades", Journal of Educational Research, vol. 48, pp. 161-176, November, 1954.

television viewing. However, he says that these findings cannot be applied to the higher elementary grades or to students in high school because they receive far greater homework assignments, and this factor could radically change the results.

Very little information has been produced which relates directly to the issue concerning the existence of a relationship between types of programs watched, grammatically speaking, and grades in grammar. However, some statements have been made which relate indirectly to the problem.

Witty[1] implies that language used on television programs affects the listener's language development because he gives the following as criteria for judging television programs:

> Program is desirable if it promotes language development and employs clear, correct, and interesting conversation or discussions. Program is undesirable if it uses an unsuitable vocabulary, one that is too difficult or too easy or employs faulty grammar, vulgarity and language of the underworld.

Bloom[2] also feels that boys' and girls' language is affected by what they hear on television.

One of television's supporters, Leon Levine,[3] CBS

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[1]P. A. Witty, "How to Live with TV", National Parent Teachers, vol. 48, 7-10, February, 1954.

[2]A. K. Bloom, "Taught, Not Caught", English Journal, vol. 43, 367-370, October, 1954.

[3]Marx, op. cit., p. 146.

Discussion Director, said that television will acquaint the people with the American language.

In opposition to television Johnson[1] states that television can foster poor taste. Marx[2] says that with the television tube has come "such an invasion against good taste as no other communication medium has known." Witty[3] adds that many television programs have low standards. He says, "Sponsors, out after bigger and bigger audiences, aim their programs far too low."

Televiewing may hurt language development by decreasing conversation and communication within the family, according to Johnson.[4]

Another author, Cowan[5] writes, "Common (English) errors constangly broadcast, heard by thousands, yes, millions of people, have far more effect upon the language habits of our nation than our schooling has." The following was said by Mr. Walter Williams of Atlantic City High School:

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[1]Johnson, op. cit., pp. 364-366.

[2]Marx, op. cit., p. 70.

[3]P. A. Witty, "Televiewing by Pupils, Parents, and Teachers 1950-53", School and Society, vol. 79, 150-152, May 15, 1954.

[4]Johnson, op. cit., pp. 364-366.

[5]Harold E. Cowan, "Comment on English as Untaught Over the Air", Journal of Business Education, vol. 32, 259-260, March, 1957.

> Commercial scripts are most faulty but several masters of ceremonies show a disregard for good English, and many of the theater "episodes" have illiterate script writers.
>
> Language carelessness is not confined to misuse of words but includes mispronunciation. The worst feature of mispronunciation is that much of it occurs in children's programs and in most children's programs misuse and mispronunciation are common.[1]

Hazard[2] reports in the English Journal that television language is both debased and abused.

Summary

It is clear that there is a great deal of disagreement among those who have studied this problem.

Three of the studies seemed to show that watching television improved academic attainment. Two other studies reported that televiewing lowered academic attainment. Also other authors expressed the opinion, based upon their own experience, that watching television lowered academic attainment.

Some of the authors state that televiewing can or does increase interest in school work. However, the viewpoint that televiewing can make children too tired to learn and can contribute to poor study habits is also expressed. One survey showed that television interfered with homework somewhat.

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[1] Ibid.

[2] P. B. Hazard, "Behind the Tinsel Curtain", English Journal, vol. 45, 134-137, March, 1956.

According to another study, those viewing a great deal of television had lower language intelligence scores than those not viewing a great deal of television.

In the opinion of some authors speech used on television exhibits poor taste and poor usage, and this influences the language development of people.

Several authors express the opinion that results thus far obtained are inconclusive concerning the relationship between televiewing and grades and that more objective evidence is needed.[1] Evidence is particularly lacking concerning the relationship between televiewing and grammar development as revealed by grammar grades. Therefore the following studies are warranted.

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[1]Greenstein, op. cit., pp. 161-176.

CHAPTER III

EXPERIMENTAL METHODS

Methods of Gathering Data

A survey was taken in the freshman, sophomore and senior classes at Arlington High School, Arlington, South Dakota, to ascertain the amounts of television and types of programs watched by the students. These students were chosen because they were near the completion of a semester of grammar at the time the survey was made, and the purpose of the study was to determine the relationship between television viewing and grammar grades.

Questionnaires

A questionnaire (see Appendix A) was distributed to 16 seniors (6 males and 10 females), 41 sophomores (17 males and 23 females), and 41 freshmen (23 males and 18 females), all of whom were members of the high school grammar classes at that time. All of the members of the classes filled out the questionnaires except five students who were absent on the day when the questionnaires were distributed. The teachers of the respective classes distributed the questionnaires.

The questionnaire consisted of a list of all of the television programs which it would have been possible for a student to watch weekly. This task was somewhat simplified

because there is only one channel available within this locality. Students were asked to check those programs which they watched regularly. They were also asked to estimate the average number of hours which they spend watching television per week. In addition some questions were included which investigated the students' opinions as to the benefits or detrements of televiewing toward their study habits and their grammar grades. At the end of the questionnaire space was provided for the student's name and grade placement.

Ratings of Programs

It was felt that the rating of the programs, for the purpose of determining the quality of programs watched by each student, should be done by a panel of experts. Therefore a questionnaire listing all of the programs and a rating scale to be used for all of the programs was given to 19 English professors at South Dakota State College. However, only three of these questionnaires were filled out, and these three were only partially completed. The other teachers explained that they rarely watched television, and they therefore did not feel qualified to rate the programs.

As a result an alternate plan of rating the programs was used. The author, who has a teaching major in English and who has taught grammar in high school, rated the programs by listening to each program and counting the number of errors per half hour in each program. The list of

programs and their ratings are given in Appendix B. See What You Say,[1] English in Practice,[2] and English Workshop[3] were used as authorities. It was felt that an average of the errors heard in three listenings would be generally representative of the grammar that was used throughout the semester on that program, because each program, as a rule, has the same stars week after week who ordinarily use approximately the same type of grammar each week.

Grades

Semester grammar grades, which were to be compared with televiewing, were obtained from the English grammar teachers. Only the grammar grades for the semester when the study was conducted were considered. It was felt that grammar grades from other semesters should not be used, because televiewing habits at those times could have been different.

The grading system at Arlington High School is based on the quality of work done by the students which is indicated by five letter grades--A, B, C, D, and F--which refer

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[1]Bruce A. and Esther B. Findlay, See What You Say, Prentice-Hall, Incorporated: Englewood Cliffs, New Jersey, 1951.

[2]Albert Gray, Nancy Sparks, Orthello Stephen, and Jane S. Wagner, English in Practice, McCormick-Mathers Publishing Company: Wichita, Kansas, 1953.

[3]John E. Warriner and Joseph C. Blumenthal, English Workshop, Harcourt, Brace and Company: New York, 1955.

to proficiency classifications of superior, above average, average, below average, and failing, respectively. In the processing of the data the letter grades were converted to numbers by the following system: A - 4, B - 3, C - 2, D - 1, and F - 0.

Intelligence Quotients

The I.Q. scores were taken from the results of Kuhlmann-Anderson tests, which were made available by the Arlington High School Principal.

Method of Equating Intelligence Quotients

According to educators, grades and intelligence quotients are related; thus it was necessary to keep the factor of intelligence constant within whatever groups were being compared. Adjustments in the grouping for each comparison were made so that the averages and standard deviations of the I.Q.'s in each group did not differ more than one.

Statistical Procedures

All data in this study were analyzed by means of appropriate statistical methods. For differences involving two groups the standard "t" was used. In all analyses statistically significant differences were accepted at five percent as the lower level of significance. The chi-square "goodness of fit" test was used to compare percentages of the answered questions of the questionnaire.

CHAPTER IV

RESULTS

Introduction

The relationship between amount of televiewing and grammar grades was studied with the group as a whole to determine whether or not a difference existed between the mean grammar grade averages of the group watching the most television and the group watching the least. This problem was also investigated with each sex to ascertain whether or not differences existed in one sex, both sexes, or neither sex.

The same procedure was used in investigating the relationship between average number of errors per half hour of television watched and grammar grades.

It was also used in studying the relationship between total number of errors (average number of errors per hour times hours watched) per week and grammar grades.

To add to the information concerning the relationship of televiewing and grammar grades, students' opinions about the amount of television watched and its effect on their grades were obtained.

Amount of Televiewing as Related to Grammar Grades

Total Group

The subjects were divided into two groups according

to the number of hours spent watching television per week as estimated by the subjects on the questionnaires. The first group was made up of students watching television 0 to 14½ hours per week and averaging 8.63 hours per week (see Table I). The second group was made up of students watching television 15 to 48 hours per week with an average of 22.6. Because most educators believe that intelligence and school grades are highly related, the groups were adjusted so that the average intelligence for the two groups did not differ more than 0.2 units and the standard deviations of the intelligence quotients in the two groups did not differ more than 0.4. The average I.Q. for the low group was 110.1, and the standard deviation was 12.2. For the high group the average I.Q. was 109.9, and the standard deviation was 11.8. The mean I.Q. of the total group was 110, and the standard deviation was 12. The mean hours of televiewing was 16.21 per week and the mean grade average was 2.26.

There were 94 students within the total group. Forty-three of these (forty-six percent) were in the low group, and fifty-one (fifty-four percent) were in the high group.

In both groups the range of the grade point averages was 0 to 4. The mean grade point average for the low group, which was 2.62, was significantly higher (one percent level) than the mean grade point average for the high group, which was 1.96. Thus students watching a low amount of television obtained higher grades than did students comparable in

TABLE I. GRADE POINT AVERAGES OF STUDENTS GROUPED ACCORDING TO AMOUNT OF TELEVIEWING

Group	Mean Hours Televiewing Per Week	Mean Grade Average	Range: Hours of Televiewing	Range: Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	8.63	2.62	0 - 14½	0 - 4	43	110.1	12.2
High	22.6	1.96	15 - 48	0 - 4	51	109.9	11.8
Total	16.21	2.26	0 - 48	0 - 4	94	110	12

The "t" between the grade point averages of the low and high groups equals 2.65 ($t_{.01}$ equals 2.626).

intelligence whose television viewing was at a higher incidence.

Females

To determine whether or not a significant difference would also be found between female high and low watched groups, the females were divided into two groups in the same manner as the total group with the ranges of hours watched for the low and high groups 0 to 14½ and 15 to 40 respectively (Table II).

In the undivided female group the average hours televiewing per week were 15.09, the range was 0 - 40, the average I.Q. was 112 with a standard deviation of 13.8, and the mean grade average was 2.79.

The average televiewing hours per week were 8.37 for the low group and 21.3 for the high group. There were 24 students (48 percent of total) in the low group and 26 (52 percent) in the high group. The I.Q.'s for both groups were adjusted so that they were approximately equal. The average I.Q. for the low group was 112.3 with a standard deviation of 14.2, and for the high group, 111.7 with a standard deviation of 13.4.

In both groups the range of the grade point averages was 1 to 4. The mean grade point average for the low group was 3.2 and 2.42 for the high. The "t" between the grade averages of the group watching a low amount of television

TABLE II. GRADE POINT AVERAGES OF FEMALE STUDENTS GROUPED ACCORDING TO AMOUNT OF TELEVIEWING

Group	Mean Hours Televiewing Per Week	Mean Grade Average	Range: Hours of Tele-viewing	Range: Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	8.37	3.2	0 - 14½	1 - 4	24	112.3	14.2
High	21.3	2.42	15 - 40	1 - 4	26	111.7	13.4
Total	15.09	2.79	0 - 40	1 - 4	50	112	13.8

The "t" between the mean grade point averages equals 1.95 ("t" equals 2.008).

and the group watching a greater amount of television was 1.95 ("t"$_{.05}$ 2.008). Even though the difference did not prove to be a statistically significant difference, it should be noted that it tends toward showing the same pattern of difference as that shown by the total group. The fact that it was not proven to be significantly different may be attributable to the small size of the groups.

Males

The male group did not differ appreciably from the original total group. The mean hours of televieving were 16.44 per week and the range was 2 - 48. The average I.Q. was 108.45 with a standard deviation of 11.9.

The males were also divided into two groups according to the number of hours spent watching television per week. Data for these groups are presented in Table III. Those watching 2 - 15 hours per week and having an average of 9.68 hours made up the low group. The high group included those who watched 15½ - 48 hours and had an average of 22.9 hours per week. The average I.Q. for the low group was 108.4 with a standard deviation of 11.4. That for the high group was 108.5 with a standard deviation of 12.4. There were 45 students in the total group of which 22 (49 percent) were in the low group and 23 (51 percent) were in the high group.

In both groups the range of grade point averages was

TABLE III. GRADE POINT AVERAGES OF MALE STUDENTS GROUPED ACCORDING TO AMOUNT OF TELEVIEWING

Group	Mean Hours Televiewing Per Week	Mean Grade Average	Range: Hours of Televiewing	Range: Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	9.68	1.91	2 - 15	0 - 4	22	108.4	11.4
High	22.9	1.83	15½ - 48	0 - 4	23	108.5	12.4
Total	16.44	1.87	2 - 48	0 - 4	45	108.45	11.9

The "t" between the mean grade point averages of the high and low groups equals .28 ("t"$_{.05}$ equals 2.017).

1 to 4 with a mean grade point average for the low group of 1.91 which was not significantly different ("t" equals .28) from the grade point average for the high group of 1.83. It would appear that males who watch a low amount of television do not receive grades which are much higher than those of males who watch a greater amount.

It is interesting to note that the average grade for the total group of males was 1.87 and that for the total group of females, 2.79 (Table II), almost 50 percent higher, while the average of televiewing time per week for the males was 16.44, only nine percent higher than the average time for females of 15.09 hours per week. Thus there seems to be some inverse relationship between amount of televieving time and grades, but there is apparently some other force of forces operating to keep male grades lower than female grades.

Average Grammar Errors as Related to English Grammar Grades

It was felt that television to some people has the ring of authority and that the type of language which students hear on television may influence their attitude toward grammar and their grades in grammar. Therefore the subjects were divided into two groups according to the average number of errors heard per half hour in programs regularly watched. The error rating for each program was determined by the process explained in Chapter III. The

rating for each program is given in Appendix B.

Total Group

The total group consisted of 87 students, who had a mean I.Q. of 109.9 with a standard deviation of 13.2, who heard from 0 to 16.2 errors per hour, and whose mean grade point average was 2.3 with a range of 0 to 4. This and the following information is given in Table IV.

This total group was divided into two groups, a low group which consisted of 46 students (54 percent of total group) whose range of average number of errors heard per half hour was 0 - 6.78 (mean of 3.33) and a high group which consisted of 41 students (46 percent of total) whose range of average number of errors heard per half hour was 6.84 - 16.2. The average I.Q. for the low group was 110.4 with a standard deviation of 13.5. This was approximately equal to the average I.Q. for the high group which was 109.4 with a standard deviation of 12.9.

Both the low and the high groups had a grade point average range of 1 to 4. The mean grade point average for the low error group was 2.6 which was not significantly higher than the mean grade point average for the high error group, which was 2.07. The "t" between the grade point averages equaled 1.799 ("t"$_{05}$ 1.989). Thus students hearing a low number of errors per hour did not have significantly higher grammar grades than students hearing a high number

TABLE IV. GRADE POINT AVERAGES OF STUDENTS GROUPED ACCORDING TO AVERAGE ERRORS PER HALF HOUR

Group	Ave. Errors Heard Per Half Hour	Mean Grade Average	Range: Average Errors	Range: Grade Point Average	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	5.33	2.5	0 - 6.78	0 - 4	46	110.4	13.5
High	8.95	2.07	6.84 - 16.2	0 - 4	41	109.4	12.9
Total	7.04	2.3	0 - 16.2	0 - 4	87	109.9	13.2

The "t" between the grade point averages of the high and low groups equals 1.799 ("$t_{.05}$" equals 1.989).

of errors per hour, although a trend in that direction occurred.

Females

It was thought that the average number of errors heard on TV programs might have influenced boys more than girls or vice versa; therefore both boys' and girls' grammar grades were analyzed in the same manner as that of the total group.

The average errors per half hour for the total female group were 7.29 which was slightly higher than for the original total average error group. The range, 0 - 16.2, was the same. The mean I.Q. of the females was 109.9 with a standard deviation of 14.5. See Table V for this and the following information.

There were 26 students (58 percent of total female group) in the low error female group. Average errors heard per half hour for this group were 5.27 with a range of 0 - 6.83. In order that the intelligence factor would be constant these groups, like all of the other pairs of groups used in the study, were adjusted so that the I.Q. averages and standard deviations did not differ more than one unit. The mean I.Q. of this group was 109.8 and the standard deviation 14.9, while the mean I.Q. for the high error average group was 110.1 with a standard deviation of 14. Average errors per half hour watched for the high error female group

TABLE V. GRADE POINT AVERAGES OF FEMALE STUDENTS GROUPED ACCORDING TO AVERAGE ERRORS PER HALF HOUR

Group	Ave. Errors Heard Per Half Hour	Mean Grade Average	Range: Average Errors	Range: Grade Point Average	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	5.27	2.65	0 - 6.53	1 - 4	26	109.8	14.9
High	10.05	2.68	6.61 - 16.2	1 - 4	19	110.1	14
Total	7.29	2.66	0 - 16.2	1 - 4	45	109.9	14.5

The "t" between the mean grade averages of the low and high groups equals .13 ("t"$_{05}$ 2.017).

were 10.05 and the range was 6.61 - 16.2. In both groups the grade average range was 1 to 4.

The mean grade point average for the low error female group was 2.68 which was not significantly different from the mean grade point average of the high error female group which was 2.65. Therefore it seems that there is no appreciable difference between mean grade point averages of high school girls hearing a high amount of errors in each half hour of television and high school girls hearing a lower amount of errors per half hour of television watched.

Males

As no definite difference was found between the grade averages of the females, it was thought that perhaps a significant difference would exist between the male groups as there was a trend toward a significant difference in the total group.

Average errors for the total male group ranged from 2.5 to 16, and averaged 6.58, which is slightly lower than that of the total average error group. The total male group consisted of 42 students whose average I.Q. was 109.9 with a standard deviation of 13.4. Zero to four was the range of grade point averages, and the mean of the grade point averages was 1.93. (See Table VI).

The males were divided in the same manner as the females and the total group. The low error male group,

TABLE VI. GRADE POINT AVERAGES OF MALE STUDENTS GROUPED ACCORDING TO AVERAGE ERRORS PER HALF HOUR

Group	Ave. Errors Heard Per Half Hour	Mean Grade Average	Range: Average Errors	Range: Grade Point Average	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	5.49	2.12	2.5 - 7.19	1 - 4	19	110.4	12.9
High	7.52	1.77	7.34 - 15	0 - 4	22	109.5	13.8
Total	6.56	1.93	2.5 - 15	0 - 4	41	109.9	13.4

The "t" between the mean grade averages of the low and high groups equals 1.27 ("$t_{.05}$ equals 2.023).

containing 19 students, had an average of 5.49 errors per half hour with a range of 2.5 to 7.19 errors. The high error male group had an average of 7.52 errors per half hour with a range of 7.34 to 15. Average I.Q. in the low error group was 110.4 with a standard deviation of 12.9, and average I.Q. in the high error group was 109.6 with a standard deviation of 13.8. For the low error male group the range of grade point averages was 1 to 4; for the high error male group it was 0 to 4.

The mean of the grade point averages for the low error group, 2.5, was not significantly different from the mean for the high error group, 2.07. The "t" between the grade point averages of the high and low groups equaled 1.27 ("$t_{.05}$ 2.020). Thus there was not a significant difference between grade point averages of males with a low average number of errors and the males with a higher average number of errors. However, there does appear to be a trend in that direction. If a relationship does exist between average number of errors and grade point averages, one would not expect to find a great deal of difference in the grades because the average number of errors did not differ greatly--low, 5.49, and high, 7.52.

Total Errors Heard as Related to Grammar Grades

The relationship between total hours watched per week and grammar grades and the relationship between average

number of errors per half hour watched and grammar grades have been investigated. It was postulated that perhaps a grouping according to both total hours watched and average number of errors would yield a greater difference in grade point averages.

Total Group

In the total group the average product of errors times hours watched was 224.8 with a range of 0 to 752; the mean grade average was 2.33 with a range of 0 to 4, and the mean I.Q. for the group, which had 96 students, was 110.1 with a standard deviation of 13.1. These data are given in Table VII.

The total group was divided into two groups--those whose total errors (average number of errors per hour times hours watched) ranged from 0 to 212.16 with an average of 91.22 and those whose total errors ranged from 214.4 to 752 with an average of 354.4. The mean I.Q. of the low total-error group, which consisted of 47 students (49 percent of total group), was 110.5 with a standard deviation of 13.6. The mean I.Q. of the high total-error group, which consisted of 49 students (51 percent of total group), was 109.7 with a standard deviation of 12.6. The grade point average range for each group was 0 - 4.

The mean grade average of the low total-error group, which was 2.47, was significantly higher than the mean grade

TABLE VII. GRADE AVERAGES OF STUDENTS GROUPED ACCORDING TO PRODUCT OF AVERAGE ERRORS HEARD PER HOUR TIMES AVERAGE HOURS WATCHED PER WEEK

Group	Average Product	Mean Grade Average	Range: Products	Range: Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	91.22	2.57	0 - 212.16	0 - 4	47	110.5	13.6
High	354.4	2.10	214.4 - 752	0 - 4	49	109.7	12.6
Total	224.8	2.33	0 - 752	0 - 4	96	110.1	13.1

The "t" between the mean grade point averages of the high and low groups was 2.060 ("t"$_{05}$ equals 1.984, "t"$_{01}$ equals 2.626).

average of the high total-error group, which was 2.10, at the five percent level of significance. The "t" between the mean grade point averages of the high and low groups was 2.060 ("t"$_{05}$ equals 1.984). Thus it would seem that those who hear a smaller number of errors per week have significantly higher grade point averages than those who hear a larger number of errors per week. However, this difference is less apparent than the difference in mean grade point averages of those who spend a small quantity of time watching television and those who spend a larger amount of time watching television.

Females

Again the differences in grammar grade averages were investigated within each sex to determine whether or not differences existed within one sex, both sexes, or neither sex when groupings were made according to total number of errors heard per week. Information in this section is listed in Table VIII.

For the total group the average product was 212.01 with a range of 0 - 752; its mean grade average was 2.75 with a grade point average range of 1 - 4; average I.Q. was calculated to be 11.3 with a standard deviation of 14.2.

The 81 females were divided into a low total-error group of 28 individuals in which the total errors ranged from 0 to 192 (average of 83.9) and a high total-error

TABLE VIII. GRADE AVERAGES OF FEMALE STUDENTS GROUPED ACCORDING TO PRODUCT OF AVERAGE ERRORS HEARD PER HOUR TIMES AVERAGE HOURS WATCHED PER WEEK

Group	Average Product	Mean Grade Average	Range: Products	Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	83.9	3.08	0 - 192	1 - 4	25	111.5	14.7
High	335.2	2.42	198 - 752	1 - 4	26	111.2	13.7
Total	212.01	2.75	0 - 752	1 - 4	51	111.3	14.2

The "t" between the mean grade point averages of the low and high groups was 2.212 ("t"$_{05}$ equals 2.007, "t"$_{01}$ equals 2.680).

group of 26 in which the total errors ranged from 198 to 752 (average of 338.2). The mean I.Q. of the low total-error group was 111.5 (standard deviation, 14.7), which was approximately equal to the I.Q. of 111.2 (standard deviation, 13.7) for the high group. Grade point averages ranged from 1 to 4 in each group.

A significant difference was obtained between the mean grade average of the low total-error group, which was 3.08, and the mean grade average of the high group, which was 2.42. The "t" between the averages was 2.212 ("t"$_{05}$ 2.007). From this it was concluded that females who hear a low quantity of errors on television each week have significantly higher grammar grades than females who hear a high quantity of errors.

Males

In the total group the average product (average errors per hour times hours watched) was 226.9 with the products ranging from 0 to 672; the mean grade point average was 1.82 with a range of 0 to 4, and the mean I.Q. was 107.7 with a standard deviation of 10.9. (See Table IX).

The 44 male students were divided into a low total-error group with 23 students and a high total-error group with 21 students. The range of the total errors heard per week for the low group was 0 - 231.4 and the average was 119.6; for the high group the range was 234 - 672 and the

TABLE IX. GRADE AVERAGES OF MALES GROUPED ACCORDING TO PRODUCT OF AVERAGE ERRORS HEARD PER HOUR TIMES AVERAGE HOURS WATCHED PER WEEK

Group	Average Product	Mean Grade Average	Range: Products	Range: Grade Point Averages	Number in Group	Mean I.Q.	Standard Deviation of I.Q.
Low	119.6	1.87	0 - 231.4	0 - 4	23	107.4	11.3
High	344.4	1.76	234 - 672	0 - 4	21	108.1	10.5
Total	226.9	1.82	0 - 672	0 - 4	44	107.7	10.9

The "t" between the mean grade point averages of the low and high groups was .38 ("t"$_{.05}$ equals 2.018).

average, 344.4. In both groups the grade point averages ranged from 0 to 4. A mean I.Q. of 107.4 with a standard deviation of 11.3 and a mean I.Q. of 108.1 with a standard deviation of 10.5 were obtained for the low and high groups, respectively.

No significant difference occurred between the mean grade point averages which were 1.87 for the low group and 1.76 for the high ("t" .38; "$t_{.05}$ 2.021). Therefore males who hear a lower total number of grammar errors on television do not have significantly different grammar grades than males who hear a higher total number of errors. However, there does appear to be a slight trend toward higher grades in the low error group.

Student Opinions Toward Televiewing

To further investigate the relationship between grammar grades and televiewing, students were asked to give their opinions about the relationship in a group of questions on the last page of the questionnaire (see Appendix A). These data are shown in Tables X and XI.

Effect of Televiewing on Grammar Grades

Ninety-six students were asked the following questions. Data concerning these can be found in Table X.

Question A - Do you feel that watching television has a bad effect on your English grammar grades?

TABLE X. STUDENT OPINIONS CONCERNING EFFECT OF TELEVISION ON GRAMMAR GRADES

Question	Percent Answering*
A. Do you feel that watching television has a bad effect on your English grammar grades?	
Yes	9
No	91
No answer	0
B. Do you feel that watching those television programs which use bad grammar has a bad effect on your English grammar grades?	
Yes	26
No	74
No answer	0

The chi-square value was 65 (CSq_{01} 6.64) for question A and 22 (CSq_{01} 6.64) for question B.

*This refers to the percent of the 96 students who filled out the questionnaire.

A large majority of the students (91 percent) answered yes to this question; only nine percent answered no. The chi-square value, 65, falls far above the one percent level of significance, which is 6.64.

Question B - Do you feel that watching those television programs which use bad grammar has a bad effect on your English grammar grades?

In answer to this question 26 percent said yes while the majority, 74 percent, said [illegible] The chi-square value was 22 [illegible] $_{01}$ 6.64).

Amount of Time Spent Televiewing

The opinions of the group as a whole (94 students), the opinions of the 51 watching a high amount of television, and of the 43 watching a lower amount of television were obtained as answers to the following questions. (The percentages for the different answers are given in Table XI).

Question A - Do you feel that you spend too much time watching television? the right amount of time? too little time?

The majority of the total group, 61 percent, felt that they watched the right amount while 22 percent thought they watched too much and 10 percent thought they watched too little. The chi-square value was 44, which is well beyond the one percent level of significance (9.21).

When the total group was divided into two groups

TABLE XI. STUDENT OPINIONS CONCERNING AMOUNT OF TIME SPENT TELEVIEWING

Question	Percent Answering		
	Total* Group	High Amt.** Watched Group	Low Amt.*** Watched Group
A. Do you feel that you spend:			
too much time watching television?	22	37	5
the right amount of time?	61	53	74
too little time?	10	6	16
No answer	7	4	5
B. Do you think that watching television has limited the number of hours you spend studying?			
Yes	56	69	42
No	44	31	58
No answer	0	0	0

Chi-square values for total group, questions A and B, are 44 ($CS_{q_{01}}$ 9.21) and 1.54 ($CS_{q_{05}}$ 3.84), respectively.
Chi-square values for high amount watched group, questions A and B, are 18.72 ($CS_{q_{01}}$ 9.21) and 7.08 ($CS_{q_{01}}$ 6.64), respectively.
Chi-square values for low amount watched group, questions A and B, are 33.7 ($CS_{q_{01}}$ 9.21) and 1.08 ($CS_{q_{05}}$ 3.84), respectively.

*94 students
**51 students
***43 students

according to amount watched as in Table I, it was found that a smaller majority, 53 percent, of the students who watched a high amount of television (and had significantly lower grades) thought that they were watching the right amount of television while a higher majority (74 percent) of the group of students watching less television and having significantly higher grades thought they were watching the right amount of television. In the high group 37 percent thought they spent too much time watching television; 53 percent, the right amount, and 6 percent, too little. Calculation of chi-square yielded 18.72 ($C^2_{.01}$ 9.21). In the low group 5 percent thought they were watching too much television; 74 percent, the right amount; and 16 percent, too little. Chi-square was 33.7 ($C^2_{.01}$ 9.21).

Question B - Do you think that watching television has limited the number of hours you spend studying?

In the total group opinion was divided among the students, as 56 percent thought that it limited their studying hours while 44 percent thought that it did not. Chi-square was found to be 1.54 ($C^2_{.05}$ 3.84) indicating that there was no significant majority of opinion.

However, in the group which watched the higher amount of television 69 percent thought that their televiewing limited their studying time while a minority of 31 percent did not think it had. In this case chi-square was 7.08

($CS_{c_{01}}$ 6.64).

A significant majority of opinion was not found for either yes or no in the answers of the low group. Forty-two percent said yes and fifty-eight percent said no which causes the chi-square to lie at 1.08 ($CS_{c_{05}}$ 3.84).

Summary

1. In studying the relationship between amount of televiewing and grammar grades with the group as a whole it was found that a significant difference existed between the mean grade point averages of the group watching a high amount of television and the group watching a lower amount. Significant differences were not found when the problem was investigated with each sex.

2. Mean grade averages were not found to be appreciably different between groups whose average program error rating was high and comparable groups whose rating was low.

3. Investigation of the relationship between total errors heard in a week and grammar grades showed significantly higher grades for those of the total group who had the lower of the error rating averages. This was also true within the female group, but not in the males group.

4. A significant majority of student opinions indicated that watching television in general and watching programs which use bad grammar do not have a bad effect on

English grammar grades, and that they feel they are watching the right amount of television. This majority was greater among those who watch a lower amount of television and smaller among those who watch a higher amount of television. Opinion was divided concerning television limiting study time, except in the high amount watched group in which a majority indicated that television did limit their study time.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this study was to investigate the relationship between televiewing and English grammar grades. The most apparent relationship was found when students were grouped according to average amount of time per week spent televiewing; this grouping showed that students who spent a low amount of time televiewing (0 - 14½ hours per week) had significantly higher mean grammar grade averages than students of comparable intelligence who spent a higher amount of time televieving (15 - 48 hours per week). A possible explanation of this difference is that students who watch a large amount of television neglect their homework, and perhaps are too tired in school from late televiewing to do work that is as good as the work of those who are not kept up late by television. As will be pointed out later, a significant majority of the students watching a large amount of television thought that televiewing interfered with their studying.

When the females were grouped according to amount of television watched, the difference in grade point averages did not prove to be statistically significant, but it did tend toward showing the same pattern of difference

as that shown by the total group. The fact that it was not proven to be a significant difference may be attributable to the small size of the groups. It might also be attributable to the fact that the range and average of the hours of televiewing in this group were somewhat smaller than in the total group; therefore, if grammar grades are related to amount of televiewing, one would expect to find less field of difference between the average grades of the top half and of the bottom half of the female group than in groups which showed more variability in amounts of television watched.

In comparing the mean grade averages of the male group watching a low amount of television and the male group watching a high amount of television, less difference was found although the same pattern of difference was present. From this it may be concluded that amount of television watched is more closely related to the grammar grades of girls than of boys.

It should also be noted that the mean grade average for the total group of males was 1.87 and that for the total group of females, 2.79, almost 50 percent higher, while the average amount of time per week televiewing for males was 16.44 hours, only nine percent higher than the amount of time for the females, 15.09 hours. Thus some inverse relationship between amount of televiewing and grammar grades seems to exist, but there is apparently some other force or

forces operating to keep male grades lower than female grades.

Investigation of the relationship between average number of errors heard per half four on television and grammar grades seemed to show a trend toward a higher mean grammar grade average for those with the smaller average number of errors within the total group and the male group, even though no statistically significant differences were found. Among the female group there was a lack of appreciable difference between mean grade point averages of girls having a high number of errors and girls having a lower number of errors, nor did the male groups show a significant difference in grade point averages. Possibly this difference would have been significant had groups been selected between which a greater difference in average number of errors had existed. The lack of significant difference might also be explained on the basis of the lack of consideration of quantity. It was theorized previous to the study that the average number of errors heard in programs watched, regardless of the number of programs, would be related to grammar grades because of the prestige value of television over English classes. However, the study would seem to show that this is not true, at least to a very high degree, particularly with the females.

The next part of the study took into account both average number of errors and quantity watched, or, in

other words, it investigated the relationship between total number of errors heard per week and grammar grades. Taking the group as a whole, the mean grade average of the low total-error group, which was 2.37, was significantly higher than the mean grade average of the high total-error group, 2.10. Thus it would appear that those who hear a smaller number of errors per week have significantly higher grammar grades than those who hear a larger number of errors per week. This would seem logical in view of the belief of many grammarians that we tend to learn the grammar that we hear spoken.

A significant difference in the same direction was found between the two female groups and a slight trend in that direction was found among the male groups. As with the total quantity of television watched, it would appear that total number of errors heard per week has a greater influence on the grades of femalesthan upon the grades of males.

In investigating student opinions toward the relationship between televiewing and grammar grades, it was found that the large majority of the students did not think that televiewing had an effect on their grammar grades. However, the results of the study seem to show that televiewing is related to grammar grades, and it seems to appear that excessive televiewing or large amount of errors has an adverse effect on grammar grades.

A majority of all the students thought that they were watching the right amount of television. However, this majority was smallest in the group watching the larger amount of television and having the poorer grades. Considering the group as a whole, opinions were divided as to whether or not watching television limited the number of hours spent studying, but a majority of the group which spent the larger amount of time televiewing expressed the opinion that it did limit their studying time, which would seem to explain the fact that they had significantly lower grades. This opinion would seem to be a contradiction of the students' earlier opinion that televiewing does not effect grammar grades. However, it may be that the students do not feel that there is a relationship between studying after school hours and English grammar grades.

Recommendations

Assuming that it is desirable to have high grammar grades, the author recommends that students have their televiewing time limited. To what degree it should be limited is hard to say and further studies should be done to indicate at what point the amount of televiewing starts to have an adverse effect on grammar grades. However, to give some indication of where the limitation should be imposed, it is noted that the mean number of viewing hours for the group with the higher grades was about 8½ hours per week

while that for the group with the lower grades was about 22½ hours.

Again assuming that it is desirable to have high grammar grades, it is recommended that students do not listen to programs having a large number of grammar errors, as an inverse relationship was found between total number of errors heard and grammar grades for the total group and the females. The same trend was observed for the males, but significance could not be established.

It is realized that television is related to many things other than grammar grades, and it is advised that these relationships be studied. It is particularly recommended that the relationship between televiewing and grades in other subjects be investigated.

The suggestion is also made that further investigation of the relationship between televiewing and grammar grades be done, particularly in studying the separate sexes where larger groups than those in this study should be used.

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APPENDIX

APPENDIX A

STUDENT QUESTIONNAIRE

At South Dakota State College a study is being made of the effects of watching television on English grammar grades. You are being asked to co-operate in making this study possible by filling out this sheet. All information will be used for research purposes only and will be considered strictly confidential. While your name is required on the questionnaire, it will lose its identity during the processing of the data.

Please put a check in the space within the parentheses following each program that you watch regularly.

Programs	Always or Almost Always Watch
Search for Tomorrow	( )
Captain "11"	( )
Lone Ranger	( )
Cartoons (5:30)	( )
News--Doug Edwards	( )
News (6:00)	( )
Name That Tune	( )
Union Pacific	( )
Rough Riders	( )
Highway Patrol	( )
U. S. Border Patrol	( )
People Are Funny	( )
Alfred Hitchcock	( )
Design for Living	( )
Sky King	( )
Treasure Chest	( )
Zorro	( )
Real McCoys	( )
Pat Boone	( )
Wyatt Earp	( )
Garry Moore	( )
News (10:00 p. m.)	( )
Colt .45	( )
Star Performance	( )
Murray Stewart	( )
Lawrence Welk	( )
State Trooper	( )
Millionaire	( )
I've Got a Secret	( )
U. S. Steel Hour	( )
Armstrong Circle Theater	( )

Programs (continued)	Always or Almost Always Watch
Target	( )
This Is Your Life	( )
Club Highlights	( )
Huckleberry Hound	( )
World of Business	( )
December Bride	( )
Yancy Derringer	( )
Zane Grey	( )
Trackdown	( )
Alcoa Presents	( )
Lawman	( )
Ernie Ford	( )
Cisco Kid	( )
Your Hit Parade	( )
Rawhide	( )
Bilco	( )
Playhouse	( )
Boxing	( )
Jackpot Bowling	( )
Amos 'N' Andy	( )
Maverick	( )
State College Digest	( )
Through the Porthole	( )
Howdy Doody	( )
Ruff and Reddy	( )
Fury	( )
Robin Hood	( )
Superman	( )
Roy Rogers	( )
Spotlight on Sports	( )
Americans at Work	( )
All-Star Golf	( )
Annie Oakley	( )
Walt Disney	( )
Twentieth Century	( )
Perry Mason	( )
Wanted--Dead or Alive	( )
Lineup	( )
Gunsmoke	( )
U. S. Marshal	( )
Whirlybirds	( )
Dancing Party--Welk	( )
Bowl-A-Thon	( )
What's in the Book?	( )
This is the Answer	( )
Tactic	( )
Faith for Today	( )
Oral Roberts	( )

Programs (continued)	Always or Almost Always Watch
Christian Science	( )
Senator's Report	( )
Shirley Temple's Storybook	( )
Rin Tin Tin	( )
Jubilee U.S.A.	( )
Small World	( )
Lassie	( )
Jack Benny	( )
Ed Sullivan	( )
Danny Thomas	( )
Sea Hunt	( )
Richard Diamond	( )
Honeymooners	( )

Will you please answer the following questions.

On the average, how many hours do you watch television in a week?____

Underline the correct answer.

Do you feel that watching television has a bad effect on your English grammar grades? yes no
Do you feel that watching those television programs which use bad grammar has a bad effect on your English grammar grades? yes no
Do you feel that you spend too much time watching television? yes no
Do you feel that you spend the right amount of time watching television? yes no
Do you feel that you spend too little time watching television? yes no
Do you think watching television has limited the number of hours you spend studying? yes no

Name_____ Grade_____

APPENDIX B

RATINGS OF PROGRAMS

Programs	Average Number of Errors Per Half Hour
Search for Tomorrow	2
Captain "11"	2
Lone Ranger	6
Cartoons (5:30)	14
News--Doug Edwards	0
Name That Tune	1
Union Pacific	10
Rough Riders	10
Highway Patrol	4
U. S. Border Patrol	2
People Are Funny	4
Alfred Hitchcock	2
Design for Living	1
Sky King	3
Treasure Chest	3
Zorro	1
Real McCoys	42
Pat Boone	2
Wyatt Earp	13
Garry Moore	1
News (10:00 p. m.)	0
Colt .45	8
Star Performance	1
Murray Stewart	0
Lawrence Welk	3
State Trooper	5
Millionaire	0
I've Got a Secret	1
U. S. Steel Hour	1
Armstrong Circle Theater	1
Target	8
This Is Your Life	4
Club Highlights	0
Huckleberry Hound	76
World of Business	0
December Bride	1
Yancy Derringer	1
Zane Grey	29
Trackdown	8
Alcoa Presents	1
Lawman	8

Ernie Ford	10
Cisco Kid	13
Your Hit Parade	1
Rawhide	12
Bilco	8
Playhouse	2
Boxing	1
Jackpot Bowling	1
Amos 'N' Andy	16
Maverick	23
State College Digest	0
Through the Porthole	1
Howdy Doody	3
Ruff and Reddy	3
Fury	10
Robin Hood	0
Superman	2
Roy Rogers	14
Spotlight on Sports	1
Americans at Work	1
All-Star Golf	1
Annie Oakley	8
Walt Disney	1
Twentieth Century	0
Perry Mason	1
Wanted--Dead or Alive	8
Lineup	8
Gunsmoke	7
U. S. Marshal	2
Whirlybirds	5
Dancing Party--	4
Bowl-A-Thon	2
What's in the Book?	1
This is the Answer	0
Tactic	0
Faith for Today	0
Oral Roberst	6
Christian Science	8
Senator's Report	2
Shirley Temple's Storybook	1
Rin Tin Tin	3
Jubilee U.S.A.	21
Small World	0
Lassie	11
Jack Benny	1
Ed Sullivan	3
Danny Thomas	7
Sea Hunt	3
Richard Diamond	9
Honeymooners	7