A measurement of the audible vocabulary level of selected television programs

Rudolph H. Vancura

University of Nebraska at Omaha

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A MEASUREMENT OF THE
AUDIBLE VOCABULARY LEVEL OF
SELECTED TELEVISION PROGRAMS

A Thesis
Presented to the Department of Psychology
Municipal University of Omaha

In Partial Fulfillment of
the Requirements for the Degree
Master of Arts

by
Rudolph H. Vancura
September 1953
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R. H. V.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER I</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Previous, Related Research</td>
<td>3</td>
</tr>
<tr>
<td>The Problem</td>
<td>5</td>
</tr>
<tr>
<td>Delimitations</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER II</th>
<th>METHOD AND PROCEDURE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>The Formula</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Score Interpretation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Audibility Versus Visibility</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Validity</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESULTS AND AN INTERPRETATION OF THE RESULTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESULTS</td>
<td>32</td>
</tr>
<tr>
<td>AN INTERPRETATION OF THE RESULTS</td>
<td>34</td>
</tr>
<tr>
<td>Score Interpretations Applied</td>
<td>34</td>
</tr>
<tr>
<td>Score Comparisons</td>
<td>37</td>
</tr>
<tr>
<td>Scores and Telepulse Ratings</td>
<td>49</td>
</tr>
<tr>
<td>Summary</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER IV</th>
<th>SUMMARY AND CONCLUSIONS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V</th>
<th>SUGGESTIONS FOR FURTHER STUDY</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Bibliography | 81 |</p>
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>A List of the Eighty-One Network Evening Once-a-Week Programs that Were Listed in the Program Schedule of WOW-TV Omaha, Nebraska for the Week of February 1 through February 7, 1953 and the Program Schedule of KMTV Omaha, Nebraska for the Week of March 8 through March 14, 1953 Arranged in Chronological Order Starting with 6:00 PM Sunday and Ending with 10:30 PM Saturday</td>
<td>22</td>
</tr>
<tr>
<td>II</td>
<td>A List of the Selected Daytime Programs Arranged in Alphabetical Order</td>
<td>27</td>
</tr>
<tr>
<td>III</td>
<td>A List of the Selected Evening Programs Arranged in Chronological Order Starting with 6:00 PM Sunday and Ending with 10:30 PM Saturday</td>
<td>28</td>
</tr>
<tr>
<td>IV</td>
<td>Reading Ease Scores Obtained for the Selected Daytime Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order</td>
<td>34</td>
</tr>
<tr>
<td>V</td>
<td>Human Interest Scores of the Selected Daytime Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order</td>
<td>35</td>
</tr>
<tr>
<td>VI</td>
<td>Reading Ease Scores Obtained for the Selected Evening Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order</td>
<td>36</td>
</tr>
<tr>
<td>VII</td>
<td>Human Interest Scores of the Selected Evening Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order</td>
<td>38</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Difficulty Level of the Selected Daytime Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order...</td>
<td>40</td>
</tr>
<tr>
<td>IX</td>
<td>Grade Level of the Selected Daytime Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order......</td>
<td>41</td>
</tr>
<tr>
<td>X</td>
<td>Human Interest Level of the Selected Daytime Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order...</td>
<td>42</td>
</tr>
<tr>
<td>XI</td>
<td>Difficulty Level of the Selected Evening Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order...</td>
<td>43</td>
</tr>
<tr>
<td>XII</td>
<td>Grade Level of the Selected Evening Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order......</td>
<td>45</td>
</tr>
<tr>
<td>XIII</td>
<td>Human Interest Level of the Selected Evening Programs along with the Range -- Mean -- and Standard Deviation Arranged in Rank Order...</td>
<td>47</td>
</tr>
<tr>
<td>XIV</td>
<td>Rank Order Correlation between the Reading Ease Scores and the Human Interest Scores of the Selected Daytime Programs.........................</td>
<td>49</td>
</tr>
<tr>
<td>XV</td>
<td>Rank Order Correlation between the Reading Ease Scores and the Human Interest Scores of the Selected Evening Programs.........................</td>
<td>50</td>
</tr>
<tr>
<td>XVI</td>
<td>Frequency Distributions of the Reading Ease Scores of the Selected Daytime and Selected Evening Programs.................................</td>
<td>52</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XVII Frequency Distributions of the Human Interest Scores of the Selected Daytime and Selected Evening Programs</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>XVIII Rank Order Correlation between the Reading Ease Scores of the Selected Daytime Programs and the Teletipulse Ratings for these Programs</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>XIX Rank Order Correlation between the Human Interest Scores of the Selected Daytime Programs and the Teletipulse Ratings for these Programs</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>XX Rank Order Correlation between the Reading Ease Scores of the Selected Evening Programs and the Teletipulse Ratings for these Programs</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>XXI Rank Order Correlation between the Human Interest scores of the Selected Evening Programs and the Teletipulse Ratings for these Programs</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>XXII Rank Order Correlation between the Reading Ease Scores of the Selected Daytime and Selected Evening Programs in Combination and the Teletipulse Ratings for these Programs</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>XXIII Rank Order Correlation between the Human Interest Scores of the Selected Daytime and Selected Evening Programs in Combination and the Teletipulse Ratings for these Programs</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The Flesch Difficulty Level Scale for Reading Ease Scores</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>The Flesch Grade Level Scale for Reading Ease Scores</td>
<td>14</td>
</tr>
<tr>
<td>III</td>
<td>The Flesch Human Interest Level Scale for Human Interest Scores</td>
<td>15</td>
</tr>
<tr>
<td>IV</td>
<td>A Graphical Representation of the Frequency Distributions of Reading Ease Scores of the Selected Daytime and Selected Evening Programs</td>
<td>53</td>
</tr>
<tr>
<td>V</td>
<td>A Graphical Representation of the Frequency Distributions of Human Interest Scores of the Selected Daytime and Selected Evening Programs</td>
<td>55</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Psychological study encompasses many phenomena. One of these phenomena is known as language. Language is a system of stimulating symbols (vocabulary) that is used by human beings for the purpose of manipulating themselves facilitatingly. Language is an important field of study in psychology because of its effects upon the human organism. This paper is concerned with a study of language.

As it happens, there are various levels of language or vocabulary. A knowledge of the vocabulary level at which human beings communicate is desirable information in language study. This paper is concerned with finding what vocabulary levels are communicated in specific situations.

Man has invented various devices which aid in the communication of vocabulary. One of these devices is known as television. Television is an instrument which makes it possible to simultaneously communicate audio and visual stimuli long distances. This paper is concerned with measuring the audible vocabulary levels that are communicated via television.

The problem of this paper then, may be broadly described as a measurement of the audible vocabulary levels of television. This problem, however, was limited in scope, and it was felt that a brief description of the method that was used for solving the problem would be helpful in understanding
A vocabulary measuring instrument known as the "Flesch Formula for Readability" was chosen as the method for solving the problem of this paper. This formula was invented by Dr. Rudolf Flesch as a study which was used for his doctor's dissertation. The Flesch formula in reality measured vocabulary two different ways and, therefore, consisted of two different formulas rather than one as the title indicated. These two formulae were arithmetic in composition. One of the formulae measured vocabulary for difficulty and/or grade level; this formula was known as the "Reading Ease" formula. The other formula measured vocabulary for Human Interest; this formula was known as the "Human Interest" formula. (Human Interest was a term applied by Flesch to what he called "personal" vocabulary.)

The Reading Ease formula and the Human Interest formula produced arithmetic scores known as Reading Ease and Human Interest scores respectively. If the Flesch formula for Reading Ease were applied to a group of words, a Reading Ease score would be the result, while if the Flesch formula for Human Interest were applied to a group of words, a Human Interest score would be the result. These scores in turn were translated into meaningful vocabulary levels by means of scales set up by Flesch.
This briefly was the Flesch "method." A more elaborate discussion of the Flesch formulae, the scores, and the interpretation of the scores is taken up in Chapter II.

A view of what other people have done with the Flesch formulae might be helpful in understanding how the Flesch "method" works.

Previous, Related Research

The majority of related research had been done in industry. The following articles show the typical use of the Flesch formula as applied to industry.

The Flesch formula was applied to sample passages from then current occupational information literature by Brayfield and Reed (2). Seventy-eight pieces of occupational information from twenty-four different sources were analyzed. The results were that almost two thirds ranked as "Very Difficult" (a score interpretation) or at the scientific level with respect to Reading Ease, while another thirty-two per cent were ranked "Difficult." Almost exactly the same proportions held for the categories "Dull" (a score interpretation) and "Mildly Interesting" when Human Interest scores were studied.

Pashalian, Siroon, and Crissy (16) were interested in corporate reports. They applied the Flesch formula to one-hundred-word samples of every other page of each of twenty-six annual corporate reports listed in the Corporate Billion-Dollar Club in the June 11, 1949 issue of Business Week.
The average Reading Ease score for the entire set of reports was 34.47. The average Human Interest score for the entire set of reports was 4.27.

Farr, Paterson, and Stone (5) applied the Flesch formula to twenty-five management house organs and to twenty-five union newspapers. The results were as follows: Not one of the fifty publications received a Reading Ease score above seventy. It was brought out that, on the whole, the union newspapers were written at a more difficult level than the house organs. Also, on the average, these publications were pitched at a level suitable for employees with a high school or a college education. Not one of the publications reached the "Dramatic" level and only two reached the "Highly Interesting" level. The majority of both house organs and union newspapers was only "Mildly Interesting" or "Dull."

Other applications of the Flesch formula were similar to the illustrations shown above. In order to bring out this similarity, one more illustration will now be presented.

Faison (4) applied the Flesch formula to the texts that were then currently used in the fifth, sixth, seventh, and eighth grades of two school systems. A total of thirty-eight books was used. The texts revealed few large differences in ease of reading. The books from both systems showed a progressive decrease in Reading Ease from the fifth through the eighth grades with the smallest difference between the seventh and eighth grades. The subjects were ranked in order of difficulty (Reading Ease score) and the following results
were obtained: Mathematics (most difficult), history, science, English, literature (easiest). The mathematics average for all four grades was lower than the average of all subjects of the eighth grade. The literature average for all grades was approximately that of the average of all of the subjects of the fifth grade. The Human Interest scores of the books of each school showed no definite pattern. All of the averages for the individual grades were in the "Interesting" range. The mathematics texts were the only ones in which a conscious attempt had been made by the author to personalize the material presented, but even there no system seemed to stand out.

***

In addition to the limitations of the Flesch "method," preliminary practice in the use of the Flesch formulae indicated that the time involved in the application of the Flesch "method" was too great to deem it practical for measuring a large number of television programs such as the entire field of television programs. With this in mind, a formal statement of the problem and its scope may now be presented.

**The Problem**

The problem that this paper was concerned with was a measurement of the audible vocabulary level of selected television programs.
Delimitations

This study was limited to the measurement of eight local -- daytime -- Monday through Friday -- adult interest -- one main person talking television programs and twenty-five network -- evening -- once-a-week television programs, and it was limited to the application of the Flesch formula for Readability and the subsequent Flesch interpretations.
CHAPTER II

METHOD AND PROCEDURE

In chapter I, a problem was formulated and an acquaintance was made with the method that was used for solving the problem. Chapter II will be concerned with elaborating the explanation of the method and with formulating a procedure, utilizing this method, which will be suitable for solving the problem.

METHOD

Some means of measuring the audible vocabulary of television programs was needed. A vocabulary measuring instrument known as the "Flesch formula for Readability" was chosen. This formula will now be described and verified.

The Formula

Rudolf Flesch invented a formula for measuring vocabulary levels; it was called the "Flesch formula for Readability." "Readability" was derived from the dictionary definition of "readable" ("easy or interesting to read") by Flesch (6). This dictionary derivation was as follows: "So the Readability test in this book has two parts. One part gives you a score of 'Reading Ease' -- an estimate of the ease with which a reader is going to read and understand what you have written."
The other part of the test gives you a score of 'Human Interest' -- an estimate of the Human Interest that your presentation (rather than your subject) will have for the reader. Together, the two scores give you an estimate of both aspects of Readability" (7).

Reading Ease and Human Interest were established as follows:

Reading Ease
a. Average sentence length.
b. Average word length.

Human Interest
a. Number of "personal words."
b. Number of "personal sentences."

By counting the number of sentences (that was to say, in this case, each unit of thought that was grammatically independent of another sentence or clause if its end was marked by a period, question mark, exclamation point, semicolon or colon -- and also incomplete sentences or sentence fragments) and by dividing the number of words in these sentences by this number, the average sentence length was obtained.

By counting all the syllables and, by dividing the number of syllables by the number of words, the average word length was obtained.

The number of "personal words" was obtained by counting all first, second, and third-person pronouns except the
neuter pronouns it, its, itself and the pronouns they, them, their, theirs, themselves if referring to things rather than people — all words that had masculine or feminine natural gender, but not common — gender words even though the gender may have been clear from the context — and the group words people (with the plural verb) and folks.

The number of "personal sentences" was obtained by counting spoken sentences marked by quotation marks or otherwise — questions — commands — requests and other sentences directly addressed to the reader — exclamations — and grammatically incomplete sentences or sentence fragments whose full meaning had to be inferred from the context.

Two arithmetic formulae (one for Reading Ease and one for Human Interest) were invented by Fleisch which transformed the two components of Reading Ease into an arithmetic score and the two components of Human Interest into an arithmetic score. These arithmetic scores were known as Reading Ease scores and Human Interest scores respectively.

The formula which produced a Reading Ease score from (a) average sentence length and (b) average word length was as follows:

The average sentence length was multiplied by 1.015.
The average word length was multiplied by .846.

Then these products were added.

This sum was subtracted from 206.835.

This difference was the Reading Ease score.
The formula which produced a Human Interest score from (a) number of "personal words" and (b) number of "personal sentences" was as follows:

The number of "personal words" per 100 words was multiplied by 3.635.
The number of "personal sentences" per 100 sentences was multiplied by .314.

The sum of these two products was the Human Interest score.

In using the formulae, one merely first followed directions to obtain the average sentence length, the average word length, the number of "personal words," and the number of "personal sentences" and then second applied these obtained phenomena to the prescribed formulae. The formulae produced Reading Ease and Human Interest scores. This was the Flesch formula for Readability. Details regarding specific words may be obtained by referring to "How to Test Readability" by Rudolf Flesch (New York: Harper & Brothers 1951).

To summarize, the Reading Ease component measured length (the longer the words and sentences, the harder the composition), and the Human Interest component measured percentages (the more "personal" words and sentences, the more Human Interest).

**Score Interpretation**

In order to see what Reading Ease and Human Interest scores mean, these scores have to be interpreted. This is the
final stop in a Flesch application. Although the scores
produced by the formulae are not useless without interpreta-
tion, nevertheless without interpretation it is difficult to
grasp in "common understanding" just what these scores
indicate. Hence Flesch set up scales of values for Reading
Ease and Human Interest scores. These "value" scales will
now be explained.

Reading Ease scores were interpreted by means of two
scales set up by Flesch. The first scale (9) was known as a
"Difficulty Level" scale. This scale ranged from a Reading
Ease score of 0 (practically unreadable) to a Reading Ease
score of 100 (easy for any literate person). Intervals
along the scale were interpreted by Flesch as follows: 0 - 30
was designated "very difficult," 30 - 50 was designated
"difficult," 50 - 60 was designated "fairly difficult,"
60 - 70 was designated "standard" (or average), 70 - 80
was designated "fairly easy," 80 - 90 was designated "easy,
and 90 - 100 was designated "very easy." This scale is
illustrated in Figure 1.

The second scale (10) was a Grade Level scale. This
scale ranged from a Reading Ease score of 0 (college completed)
to a Reading Ease score of 100 (4th grade completed). Intervals
along the scale were interpreted by Flesch as follows: 0 - 30
was equivalent to college completed, 30 - 50 was equivalent
to high school or "some college" completed, 50 - 60 was
equivalent to "some high school" completed, 60 - 70 was
equivalent to 7th or 8th grade completed, 70 - 80 was equivalent
FIGURE I

THE FLESCH DIFFICULTY LEVEL SCALE FOR READING EASE SCORES

<table>
<thead>
<tr>
<th>Reading Ease Score</th>
<th>Level of Difficulty</th>
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<tbody>
<tr>
<td>100</td>
<td>Very Easy</td>
</tr>
<tr>
<td>95</td>
<td>Very Easy</td>
</tr>
<tr>
<td>90</td>
<td>Easy</td>
</tr>
<tr>
<td>85</td>
<td>Easy</td>
</tr>
<tr>
<td>80</td>
<td>Fairly Easy</td>
</tr>
<tr>
<td>75</td>
<td>Fairly Easy</td>
</tr>
<tr>
<td>70</td>
<td>Standard</td>
</tr>
<tr>
<td>65</td>
<td>Standard</td>
</tr>
<tr>
<td>60</td>
<td>Fairly Difficult</td>
</tr>
<tr>
<td>55</td>
<td>Fairly Difficult</td>
</tr>
<tr>
<td>50</td>
<td>Difficult</td>
</tr>
<tr>
<td>45</td>
<td>Difficult</td>
</tr>
<tr>
<td>40</td>
<td>Difficult</td>
</tr>
<tr>
<td>35</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>30</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>25</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>20</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>15</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>10</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>5</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>0</td>
<td>Very Difficult</td>
</tr>
</tbody>
</table>
to 6th grade completed, 80 - 90 was equivalent to 5th grade completed, and 90 - 100 was equivalent to 4th grade completed. This scale is illustrated in Figure II.

The grade level scale was set up by Flesch with reservations: To quote Flesch (11), "For the first four elementary grades, scores above 100 can be used for grade level estimates, figuring roughly five points for each grade. These figures should be used only as general guides for estimating the grade level of materials for school children. It is well known that the reading ability of children of the same age varies widely. When it comes to material for adults, I should be extremely hesitant in translating the scores into grade levels.... People don't stay put at the level of the last grade they completed at school...."

Human Interest scores were interpreted by means of one scale set up by Flesch. This scale was known as a "Human Interest" scale (12). It ranged from a Human Interest score of 0 (no Human Interest) to a Human Interest score of 100 (full of Human Interest). Intervals along the scale were interpreted by Flesch as follows: 0 - 10 was designated "dull," 10 - 20 was designated "mildly interesting," 20 - 40 was designated "interesting," 40 - 60 was designated "very interesting," and 60 - 100 was designated "dramatic." This scale is illustrated in Figure III.

Audibility Versus Visibility

The term "Readability" suggests that words are analyzed
FIGURE II

THE FLESCH GRADE LEVEL SCALE FOR READING EASE SCORES

<table>
<thead>
<tr>
<th>Reading Ease Score</th>
<th>Grade Completed Level</th>
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<tbody>
<tr>
<td>100</td>
<td>4th Grade</td>
</tr>
<tr>
<td>95</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>5th Grade</td>
</tr>
<tr>
<td>80</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>6th Grade</td>
</tr>
<tr>
<td>70</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>7th or 8th Grade</td>
</tr>
<tr>
<td>60</td>
<td>&quot;Some High School&quot;</td>
</tr>
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<td>55</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>High School or</td>
</tr>
<tr>
<td>45</td>
<td>&quot;Some College&quot;</td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>College</td>
</tr>
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THE FLESCH HUMAN INTEREST LEVEL SCALE FOR HUMAN INTEREST SCORES

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<tr>
<td>95</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Very Interesting</td>
</tr>
<tr>
<td>75</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
</tr>
<tr>
<td>65</td>
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<tr>
<td>60</td>
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<td>55</td>
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<td>50</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mildly Interesting</td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dull</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
for degrees of reading rather than hearing. However, this is not the case. The Flesch formula for Readability may be used for either writing or speaking material.

With regard to applying his Readability formula to speaking as well as to writing, Flesch wrote (6), "The test analyzes language to estimate its difficulty and abstractness. It doesn't matter whether the material is written or spoken. Experiments have shown, however, that what is hard to read is even harder to understand by listening, and what is easy to read is easier to understand by listening. So, in a sense, the test works even better for speaking than for writing (3, 22). Also, don't forget that much radio material is written to be read aloud, so that readability is doubtlessly important."

Anderson and Fairbanks (1) performed an experiment on reading and hearing vocabulary. They chose two hundred and twenty freshmen from the University of Iowa during the academic year of 1935 - 1936. These students were given Form C of the Inglis Tests of English Vocabulary in order to test their reading vocabulary and an unselected sample of fifty items from Form B of the Inglis Tests recorded phonographically in order to test their hearing vocabulary. The correlation coefficient which measured the relationship between reading vocabulary and hearing vocabulary was .80.

Pupils of grades four, five, and six of six school systems, of which five were in Iowa and one in Texas, were tested on their reading and hearing vocabulary by Young (23).
Two thousand pupils took part in the experiment. The reading materials were fifteen in number and of four different types: three descriptions of industrial processes, four nature science units (units on wild animal life), four hero stories from American history, and four narrative poems. The selections varied in length from about three hundred and fifty (the descriptions of industrial processes) to about eight hundred words (the hero stories). These selections were presented in four different ways, each selection being presented merely one way to the same classroom, but each classroom (with only a few exceptions) experiencing at least three modes of presentation and three selections from each of the four types of reading materials. The four modes of presentation were: (a) The teacher read aloud to the pupils; (b) The teacher read aloud to the pupils while they read the selection silently; (c) The pupils read the selection once silently at their own individual rate; and (d) The pupils read the selection silently for the same amount of time assigned for the oral reading by the teacher. The Pearson product-moment coefficients of the results on composite tests after oral presentation and on composite tests after silent reading were \( \phi = 0.80 \) and above.

**Reliability**

It is desirable to use a reliable and a valid tool when a tool is necessary in psychological study. Studies have been made on the reliability and validity of the Fleisch
formulae. These studies will now be presented.

Only two studies bearing on the reliability of the formulae were published, and they were both published in the same article under the title of "Reliability of the Flesch Readability Formulas" (15).

In the first study, forty prize-winning letters from a General Motors' "Why I Like My Job" contest (18) were selected. Two sets of samples were chosen from the forty letters. Each set consisted of two one-hundred-word samples from each letter. Two experienced and two inexperienced analysts participated in the study. Using the Flesch formulae, the experienced workers analyzed both sets of the samples; the inexperienced workers each analyzed one set. Rank difference correlations were computed between each pair of analysts within each sample set on the rank given each letter. These correlations ranged from $.60 to $.99. All of the correlations were positive and "significantly different from zero beyond the one per-cent level."

The people performing the second study took five hundred words from sixty-three house organs and employee publications which were being examined in connection with a continuing study of industrial communications (17) and assigned them for analysis to eighteen members of a graduate seminar in psychology. Using the Flesch formulae, each student analyzed seven publications which were subsequently reanalyzed by another member of the seminar. Assignments were anonymous and cooperation between students was discouraged. Only three of the students had appreciable experience with the
formulas prior to the time of the study. Product moment correlations between the "test" and "retest" analysis were as follows: Reading Ease, \(0.91\) and Human Interest, \(0.81\). All coefficients were positive and "significantly different from zero."

### Validity

Only one article bearing on the validity of the Flesch technique was published. Gilinsky (14) published an article entitled, "How Valid is the Flesch Readability Formula?"

Thurstone's "method of equal appearing intervals" for attitude scale construction was used to establish a criterion of validity of the Flesch Readability formula against a scale of judged Readability. Seventy-five samples of prose from various sources, including pulp fiction and technical treatises, were rated for Reading Ease. The median judged values were correlated with "Flesch counts" (based on both the original and revised formulas) on these samples. A second series of prose samples based on the same subject was written to order by various members of this particular psychological laboratory. Each sample described, in the writer's usual style, a number of specific facts about rod and cone vision. Readability ratings of these samples were again obtained as a validity criterion for the Flesch index. Validity coefficients were reported and interpreted for both phases of the study. Correlations between Readability judgments and Flesch counts ranged from \(0.61\) to \(0.34\).
Summary

The method used for finding the audible vocabulary level of television programs should now be clear:

1. The Flesch Readability formula was applied to the words spoken on television programs. This yielded a Reading Ease score and a Human Interest score.
2. These Reading Ease scores and Human Interest scores were interpreted by means of Flesch's scales.

PROCEDURE

With this overview of the method in mind, the procedure used for solving the problem of finding the audible vocabulary level of television programs will now be described.

The procedure was fairly simple; it consisted of three steps: (a) The television programs were tape recorded. (b) Words from these tape recordings were transcribed into written sentences. And (c) the Flesch formulae and the subsequent Flesch interpretations were applied to these written sentences.

This procedure, however, was very time consuming. Because of its heavy toll on time, it was decided to limit the study to certain categories of television programs. Two categories of television programs were chosen: (a) daytime local -- Monday through Friday -- adult interest -- one main person talking programs (a category consisting of eight
programs) and (b) a random sample of twenty-five evening network -- once-a-week programs.

A random sample of evening network -- once-a-week programs was taken because of the large number of programs (eighty-one) in this category. A list of the evening network -- once-a-week programs is shown in Table I. (The list of programs in Table I was made from the Program Schedules of WOW-TV for the week of February 1 through February 7, 1953 and KMTV for the week of March 8 through March 14, 1953. These two stations served as the only television stations in Omaha, Nebraska at the time of this writing. Since all the programs dealt with in this paper were on these two Program Schedules, it is therefore understood that the "local" television programs originated at either of and only from these stations.) The names of the eighty-one programs were written on separate slips of paper and put into a convenient paper sack. Then after thoroughly shaking the sack, twenty-five names were obtained from the sack -- one at a time.

For convenience, hereafter the daytime local Monday through Friday -- adult interest -- one main person talking programs will be referred to as "Selected Daytime" programs, and the random sample of evening network -- once-a-week programs will be referred to as "Selected Evening" programs.

The Selected Daytime and Selected Evening programs were the ones then that were dealt with in this study. The Selected Daytime programs are shown in Table II, and the
**TABLE I**

A LIST OF THE EIGHTY-ONE NETWORK -- EVENING -- ONCE-A-WEEK PROGRAMS THAT WERE LISTED IN THE PROGRAM SCHEDULE OF WCW-TV OMAHA, NEBRASKA FOR THE WEEK OF FEBRUARY 1 THROUGH FEBRUARY 7, 1953 AND THE PROGRAM SCHEDULE OF KMTV OMAHA, NEBRASKA FOR THE WEEK OF MARCH 8 THROUGH MARCH 14, 1953 ARRANGED IN CHRONOLOGICAL ORDER STARTING WITH 6:00 PM SUNDAY AND ENDING WITH 10:30 PM SATURDAY

<table>
<thead>
<tr>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>You Asked For It</td>
</tr>
<tr>
<td>Private Secretary</td>
</tr>
<tr>
<td>Mr. Peepers</td>
</tr>
<tr>
<td>Toast of the Town</td>
</tr>
<tr>
<td>Comedy Hour</td>
</tr>
<tr>
<td>Fred Waring Show</td>
</tr>
<tr>
<td>Goodyear TV Playhouse</td>
</tr>
<tr>
<td>The Web</td>
</tr>
<tr>
<td>The Doctor</td>
</tr>
<tr>
<td>What's My Line</td>
</tr>
<tr>
<td>Dennis Day</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
</tr>
<tr>
<td>Life Begins at 80</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
</tr>
</tbody>
</table>

22
**TABLE I (CONTINUED)**

Monday

Hollywood Screen Test
Lux Video Theatre
Winchell & Mahoney
Arthur Godfrey's Talent Scouts
Voice of Firestone
I Love Lucy
Hollywood Open House
Red Buttons Show
Robert Montgomery Presents
'Studio One
Plainclothesman

Tuesday

Beulah
Life is Worth Living
Texaco Star Theater
Keep Posted
City Hospital
Fireside Theater
Suspense
Circle Theater
Danger
Two For the Money
Tuesday (continued)
The Names The Same
Four Star Playhouse

Wednesday
Godfrey & His Friends
I Married Joan
Cavalcade of America
Strike It Rich
Kraft TV Theater
Man Against Crime
Blue Ribbon Bouts
This Is Your Life
Red Skelton

Thursday
The Lone Ranger
Burns & Allen
You Bet Your Life
Chance of a Lifetime
Cisco Kid
Biff Baker; U.S.A.
Dragnet
Big Town
Thursday (continued)

Ford Theater
My Little Margie
Martin Kane
Racket Squad
Douglas Fairbanks Jr. Presents
Hit Parade

Friday

March of Time
My Friend Irma
Playhouse of Stars
Big Story
Our Miss Brooks
The Aldrich Family
Twenty Questions
Boxing
Down You Go
Rocky King

Saturday

Paul Whiteman TV Teen Club
My Hero
Jackie Gleason Show
Selected Evening programs are shown in Table III.

Having determined which programs to use, the procedure was followed with regard to these programs: (a) On a chance occasion, the selected programs were tape recorded in their entirety once. Then (b) because of a recommendation by Flesch (13), five 100 word samples were taken at random from each program and transcribed into written sentences. Two examples of these 100 word samples are shown below:

Example 1

This 100 word sample was taken along with five others from a Selected Daytime program entitled, "TV Classroom." The program was taken April 23, 1953 at 3:30 PM.
TABLE II

A LIST OF THE SELECTED DAYTIME PROGRAMS ARRANGED IN ALPHABETICAL ORDER

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup &amp; Saucer</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
</tr>
<tr>
<td>Midday News</td>
</tr>
<tr>
<td>Noon Edition</td>
</tr>
<tr>
<td>TV Classroom</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
</tr>
<tr>
<td>Woman's View</td>
</tr>
<tr>
<td>Your TV Home</td>
</tr>
</tbody>
</table>

"However, today I want to talk with you about the President’s powers with reference to the Armed Forces. Normally this doesn't get too much attention. But just about three years ago when the North Korean Communists moved into South Korea and while Mr., who was it, Halsey, I believe it was, had staged a walkout at the Security council at the United Nations, the United Nations used its Military Sanction upon the Kor, North Koreans. Following that military sanction, you will recall that President Truman ordered American troops into..."
<table>
<thead>
<tr>
<th>Day</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>You Asked For It</td>
</tr>
<tr>
<td></td>
<td>Toast of the Town</td>
</tr>
<tr>
<td></td>
<td>Fred Waring Show</td>
</tr>
<tr>
<td></td>
<td>Goodyear TV Playhouse</td>
</tr>
<tr>
<td></td>
<td>The Web</td>
</tr>
<tr>
<td></td>
<td>Mr. &amp; Mrs. North</td>
</tr>
<tr>
<td></td>
<td>Life Begins at 80</td>
</tr>
<tr>
<td></td>
<td>Tales of Tomorrow</td>
</tr>
<tr>
<td>Monday</td>
<td>Hollywood Screen Test</td>
</tr>
<tr>
<td></td>
<td>Winchell &amp; Mahoney</td>
</tr>
<tr>
<td></td>
<td>Studio One</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beulah</td>
</tr>
<tr>
<td></td>
<td>Life is Worth Living</td>
</tr>
<tr>
<td></td>
<td>City Hospital</td>
</tr>
<tr>
<td></td>
<td>Suspense</td>
</tr>
<tr>
<td></td>
<td>Texaco Star Theatre</td>
</tr>
<tr>
<td>Day</td>
<td>Events</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Red Skelton</td>
</tr>
<tr>
<td>Thursday</td>
<td>Cisco Kid</td>
</tr>
<tr>
<td></td>
<td>Ford Theater</td>
</tr>
<tr>
<td></td>
<td>Douglas Fairbanks Jr. Presents</td>
</tr>
<tr>
<td>Friday</td>
<td>Playhouse of Stars</td>
</tr>
<tr>
<td></td>
<td>Twenty Questions</td>
</tr>
<tr>
<td></td>
<td>Boxing</td>
</tr>
<tr>
<td></td>
<td>Down You Go</td>
</tr>
<tr>
<td>Saturday</td>
<td>Jackie Gleason Show</td>
</tr>
</tbody>
</table>

Korea. That touched off a great debate in the United States as to what powers does the President have with reference to the use of the Armed Forces of the United States."

Number of sentences -- 4
Number of syllables -- 164
Example 2

This 100 word sample was taken along with five others from a Selected Evening program entitled, "Studio One." The program was taken April 25, 1953 at 8:00 PM.

"You need somebody to tell you something. Now I don't care where you go, they'll find you and bring you back. They'll have a pretty tough time bringing me back from Mexico City. Not such a time as you'd think. There's an extradition treaty you know. I'm still going to Mexico. The worst, the most insane thing of all is running away without telling Celia. Now what's she going to say? What difference does it make? What difference does it make? You're going to marry the girl. Not till after all this blows over. I don't understand you Frank. Maybe I don't understand myself."

Number of sentences -- 13
Number of syllables -- 134

Number of personal sentences -- 5
Number of personal words -- 19
(The results of the Flesch "count" for the two examples cited above are directly below the examples. The Reading Ease and Human Interest scores for the two programs cited may be obtained by referring to Chapter III. It should be understood that the Reading Ease and Human Interest scores in Chapter III were obtained by averaging the Flesch "counts" of five 100 word samples per program rather than relying on one 100 word sample, and then applying those "average counts" to the Flesch formulae.)

And (c) finally the Flesch formulae were applied to the random samples of the selected programs, and the subsequent Flesch interpretations were made.
CHAPTER III

RESULTS AND AN INTERPRETATION OF THE RESULTS

Thus far a problem has been selected and limited; a method for solving this problem has been selected, historied, described, and verified; and a procedure utilizing this method has been described for solving this problem. After having applied this procedure, certain results were obtained. These results will now be shown along with an interpretation that has been made of them.

RESULTS

The results of the application of the Flesch formulae were fairly easy to grasp. After all the counting and after all the manipulating of numbers, the results of the Flesch formulae were summed up into one arithmetical number for each of the Reading Ease and the Human Interest formulas. The arithmetical number which indicated the end result of the Reading Ease formula was known as a Reading Ease score. Likewise, the arithmetical number which indicated the end result of the Human Interest formula was known as a Human Interest score. Hence after applying the Reading Ease formula to the words of a television program, the result of this application was a single number known as a Reading Ease score.
Likewise, after applying the Human Interest formula to the words of a television program, the result of this application was a single number known as a Human Interest score. It followed that after applying the Reading Ease and Human Interest formulae to a group of television programs, the results were a group of Reading Ease scores and a group of Human Interest scores.

The results of applying the Flesch formulae to the Selected Daytime and Selected Evening programs were: a group of Reading Ease scores and a group of Human Interest scores for the Selected Daytime programs — and a group of Reading Ease scores and a group of Human Interest scores for the Selected Evening programs.

The group of Reading Ease scores for the Selected Daytime programs is given in Table IV. For convenience, the range of the scores, the mean score, and the standard deviation of the scores are also given.

Human Interest scores for the Selected Daytime programs are given in Table V along with the range, mean, and standard deviation.

The Reading Ease scores for the Selected Evening programs are given in Table VI, and the Human Interest scores of the Selected Evening programs are given in Table VII. Table VI and Table VII also give the range, mean, and standard deviation of the respective groups.


TABLE IV

READING EASE SCORES OBTAINED FOR THE SELECTED DAYTIME PROGRAMS ALONG WITH THE RANGE — MEAN — AND STANDARD DEVIATION ARRANGED IN RANK ORDER

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Reading Ease Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your TV Home</td>
<td>89.58</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>83.46</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>81.80</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>81.59</td>
</tr>
<tr>
<td>Woman's View</td>
<td>71.69</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>63.14</td>
</tr>
<tr>
<td>Midday News</td>
<td>61.26</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>55.17</td>
</tr>
</tbody>
</table>

Range  —  89.58 - 55.17 = 34.41
Mean    —  73.46
Standard Deviation — 11.93

AN INTERPRETATION OF THE RESULTS

Score Interpretations Applied

Score interpretations give meaning to the Reading Ease
and Human Interest scores. Reading Ease scores may be translated into "difficulty" levels and/or grade levels, and Human Interest scores may be translated into "Human Interest" levels. 

The "difficulty" levels, grade levels, and Human Interest
### TABLE VI

**Reading Ease Scores Obtained for the Selected Evening Programs Along with the Range — Mean — and Standard Deviation Arranged in Rank Order**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Reading Ease Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodyear TV Playhouse</td>
<td>98.21</td>
</tr>
<tr>
<td>Suspense</td>
<td>96.21</td>
</tr>
<tr>
<td>Beulah</td>
<td>96.02</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>95.25</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>93.65</td>
</tr>
<tr>
<td>City Hospital</td>
<td>93.53</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>93.03</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>92.80</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>92.37</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>92.31</td>
</tr>
<tr>
<td>Down You Go</td>
<td>92.07</td>
</tr>
<tr>
<td>The Web</td>
<td>91.86</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>91.44</td>
</tr>
<tr>
<td>Studio One</td>
<td>91.30</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. Presents</td>
<td>91.09</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>90.45</td>
</tr>
<tr>
<td>Playhouse of Stars</td>
<td>89.71</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>88.73</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>87.46</td>
</tr>
</tbody>
</table>

---

36
TABLE VI (CONTINUED)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Reading Rage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hollywood Screen Test</td>
<td>87.21</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>85.17</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>81.93</td>
</tr>
<tr>
<td>Life Begins at 80</td>
<td>81.81</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>78.55</td>
</tr>
<tr>
<td>Life Is Worth Living</td>
<td>78.05</td>
</tr>
</tbody>
</table>

Range   =  98.21 - 78.05 = 20.16

Mean    =  90.01

Standard Deviation =  5.32

levels of the Selected Daytime programs are given in Tables VIII, IX, and X respectively, and the "difficulty" levels, grade levels, and Human Interest levels of the Selected Evening programs are given in Tables XI, XII, and XIII respectively.

Score Comparisons

Often a comparison of the Fleash scores proves individually interesting. The Reading Rage and Human Interest scores may be compared by correlation. A rank order correla-
TABLE VII

HUMAN INTEREST SCORES OF THE SELECTED EVENING PROGRAMS ALONG WITH THE RANGE --- MEAN --- AND STANDARD DEVIATION ARRANGED IN RANK ORDER

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Human Interest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playhouse of Stars</td>
<td>127.37</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>109.08</td>
</tr>
<tr>
<td>Beulah</td>
<td>106.37</td>
</tr>
<tr>
<td>Suspense</td>
<td>92.76</td>
</tr>
<tr>
<td>Goodyear TV Playhouse</td>
<td>90.25</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>87.59</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. Presents</td>
<td>85.33</td>
</tr>
<tr>
<td>City Hospital</td>
<td>83.46</td>
</tr>
<tr>
<td>Studio One</td>
<td>83.24</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>82.38</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>81.27</td>
</tr>
<tr>
<td>The Web</td>
<td>80.53</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>80.37</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>79.34</td>
</tr>
<tr>
<td>Life Begins at 36</td>
<td>79.38</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>76.73</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>76.52</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>76.45</td>
</tr>
</tbody>
</table>
TABLE VII (CONTINUED)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Human Interest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ford Theater</td>
<td>73.25</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>72.28</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>71.45</td>
</tr>
<tr>
<td>Down You Go</td>
<td>66.50</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>63.17</td>
</tr>
<tr>
<td>Life is Worth Living</td>
<td>62.00</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>53.62</td>
</tr>
</tbody>
</table>

Range -- $127.37 - 53.62 = 73.75$

Mean -- 62.00

Standard Deviation -- 14.54

The correlation between the Reading Ease and Human Interest scores of the Selected Daytime programs was computed in Table XIV, and a rank order correlation between the Reading Ease and Human Interest scores of the Selected Evening programs was computed in Table XV. Both of the Correlations in Table XIV ($r = \neq 0.89$) and in Table XV ($r = \neq 0.59$) are statistically significant at the one per cent level (19).

The Selected Daytime and Selected Evening programs taken as a whole are, of course, not strictly comparable. Therefore, in comparing the vocabulary levels of the Selected Daytime programs with the vocabulary levels of the Selected
## TABLE VIII

DIFFICULTY LEVEL OF THE SELECTED DAYTIME PROGRAMS ALONG WITH THE RANGE — MEAN — AND STANDARD DEVIATION ARRANGED IN RANK ORDER

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Classroom</td>
<td>&quot;Fairly Difficult&quot;</td>
</tr>
<tr>
<td>Midday News</td>
<td>&quot;Standard&quot;</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>&quot;Standard&quot;</td>
</tr>
<tr>
<td>Woman's View</td>
<td>&quot;Fairly Easy&quot;</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Your TV Home</td>
<td>&quot;Easy&quot;</td>
</tr>
</tbody>
</table>

Range — "Fairly Difficult" — "Easy" = 4 *Flesch categories* (Out of 7 categories)

Mean — "Fairly Easy"

Standard Deviation — 1.19 *Flesch categories* (Based on 10 points per category)
<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Listed as Grade Completed)</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>Some High School</td>
</tr>
<tr>
<td>Midday News</td>
<td>7th or 8th Grade</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>7th or 8th Grade</td>
</tr>
<tr>
<td>Woman's View</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>5th Grade</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Your TV Home</td>
<td>5th Grade</td>
</tr>
</tbody>
</table>

Range — 11th (approximately) — 5th or 6th Grade (approximately)

Mean — 6th Grade Completed

Standard Deviation — 1.29 Grades (Based on 10 points per grade)
TABLE X

HUMAN INTEREST LEVEL OF THE SELECTED DATING PROGAMS ALONG WITH THE RANGE --- MEAN --- AND STANDARD DEVIATION ARRANGED IN RANK ORDER

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Human Interest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your TV Home</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>&quot;Very Interesting&quot;</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>&quot;Very Interesting&quot;</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>&quot;Interesting&quot;</td>
</tr>
<tr>
<td>Woman's View</td>
<td>&quot;Interesting&quot;</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>&quot;Interesting&quot;</td>
</tr>
<tr>
<td>Midday News</td>
<td>&quot;Interesting&quot;</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>&quot;Interesting&quot;</td>
</tr>
</tbody>
</table>

Range --- "Dramatic" - "Interesting" = 2 Flesh categories

(Out of 5 categories)

Mean --- "Very Interesting"

Standard Deviation --- 1.05 Flesh categories

(Based on 10 points per category)
### Table XX

**DIFFICULTY LEVEL OF THE SELECTED EVENING PROGRAMS ALONG WITH THE RANGE -- MEAN -- AND STANDARD DEVIATION ARRANGED IN RANK ORDER**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Is Worth Living</td>
<td>&quot;Fairly Easy&quot;</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>&quot;Fairly Easy&quot;</td>
</tr>
<tr>
<td>Life Begins at 50</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Playhouse of Stars</td>
<td>&quot;Easy&quot;</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. Presents</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Studio One</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>The Job</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Down You Go</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>&quot;Very Easy&quot;</td>
</tr>
</tbody>
</table>
### TABLE XI (CONTINUED)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Waring Show</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>City Hospital</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Beulah</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Suspense</td>
<td>&quot;Very Easy&quot;</td>
</tr>
<tr>
<td>Goodyear TV Playhouse</td>
<td>&quot;Very Easy&quot;</td>
</tr>
</tbody>
</table>

Range -- "Fairly Easy" - "Very Easy" = 3 Flesch categories

(Cut of 7 categories)

Mean -- "Very Easy"

Standard Deviation -- .53 Flesch categories

(Based on 10 points per category)

Evening programs, one should keep in mind that vocabulary is only one part of a whole television program. Furthermore, since the Selected Daytime and Selected Evening programs are of two different types, perhaps this may be ground for using different levels of vocabulary.
### Table XII

**Grade Level of the Selected Evening Programs Along With the Range -- Mean -- and Standard Deviation Arranged in Rank Order**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life is Worth Living</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Life Begins at 80</td>
<td>5th Grade</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Playhouse of Stars</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr.</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Studio One</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>4th Grade</td>
</tr>
<tr>
<td>The Web</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Down You Go</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>4th Grade</td>
</tr>
</tbody>
</table>
TABLE XII (CONTINUED)

Name of Program                               Grade Level
                                                (Listed as
                                                Grade Completed)

Mr. & Mrs. North                               4th Grade
Fred Waring Show                               4th Grade
City Hospital                                  4th Grade
Texaco Star Theater                           4th Grade
Cisco Kid                                      4th Grade
Beulah                                         4th Grade
Suspense                                       4th Grade
Goodyear TV Playhouse                          4th Grade

Range -- 6th - 4th = 2 Grades
Mean -- 4th Grade Completed
Standard Deviation -- .53 Grades

A comparison of the Selected Daytime and Selected Evening programs was most easily made by comparing their frequency distributions. The frequency distributions of the Reading Ease scores of the Selected Daytime and Selected Evening programs are shown in Table XVI. A graphical representation of the frequency distributions in Table XVI is given in Figure IV.
**Table 4.4**

**Title:** Emergen Level of the Individual Evening Programs Along With the Music -- Head -- and Standard Ventilation, Arranged in Rank Order

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Human Interest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playhouse of Stars</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Sousaphone</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Suspense</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Goodyear TV Playhouse</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr.</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>City Hospital</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Studio One</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>The Web</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Life Begins at 90</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Human Interest Level</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Down You Go</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Life is Worth Living</td>
<td>&quot;Dramatic&quot;</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>&quot;Very Interesting&quot;</td>
</tr>
</tbody>
</table>

Range — "Dramatic" - "Very Interesting" = 2 Flesh categories (out of 5 categories)

Mean — "Dramatic"

Standard Deviation — 1.46 Flesh categories
(Based on 10 points per category)

The frequency distributions of the human interest scores of the selected daytime and selected evening programs are shown in Table XVII. A graphical representation of the frequency distributions in Table XVII is given in Figure V.
TABLE XIV

RANK ORDER COMPARETIONS BETWEEN THE RANK ORDER OF READING EASE AND THE HUMAN INTEREST SCORES OF THE SELECTED DAILY TELEVISION PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Rank Order of Reading Ease Scores</th>
<th>Rank Order of Human Interest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your TV Home</td>
<td>1 (Least Difficult)</td>
<td>1 (Most Human Interest)</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Woman's View</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Midday Nova</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

\[ r = \rho .89 \]

Scores and Telepulse Ratings

Television programs in the Omaha, Nebraska area were rated periodically by a commercial publication known as "Telepulse." In effect Telepulse was an estimate of the popularity of a television program. Because each program
### TABLE XV

**RANK ORDER CORRELATION BETWEEN THE READING EASE SCORES AND THE HUMAN INTEREST SCORES OF THE SELECTED EVENING PROGRAMS**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Rank Order of Reading Ease Scores</th>
<th>Rank Order of Human Interest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodyear TV Playhouse</td>
<td>1 (Least Difficult)</td>
<td>5</td>
</tr>
<tr>
<td>Suspense</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Beulah</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>City Hospital</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Down You Go</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>The Web</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Studio One</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr.</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Playhouse of Stars</td>
<td>17</td>
<td>1 (Most Human Interest)</td>
</tr>
</tbody>
</table>

50
TABLE XV (CONTINUED)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Rank Order of Reading Ease Scores</th>
<th>Rank Order of Human Interest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty Questions</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Tales of Tomorrow</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Life Begins at 80</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Life is Worth Living</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

\[ r = \not 0.59 \]

was given a rating, it was thought that a comparison of the Flesch "rating" and the Telepulse rating might prove interesting.

###

Telepulse was published by "The Pulse Incorporated;" New York, at irregular monthly intervals. People were asked which program they were viewing at such and such a time.
### Table XVI

**Frequency Distributions of the Reading Base Scores of the Selected Daytime and Selected Evening Programs**

<table>
<thead>
<tr>
<th>Intervals of Reading Base Scores</th>
<th>Frequency of Selected Daytime Programs</th>
<th>Frequency of Selected Evening Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 to 100.00</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>80 to 89.99</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>70 to 79.99</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>60 to 69.99</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>50 to 59.99</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>40 to 49.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30 to 39.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20 to 29.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10 to 19.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0 to 9.99</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The ratings were reported as "percentage of homes" which viewed such and such a program at such and such a time.

The following example of the method in which the selection of the Telepulse sample was obtained was for the month of October 1952: "The study covered Douglas, Otoe, Lancaster, Dodge, Cass, Page, and Pottawattamie Counties (the Nebraska,
FIGURE IV

A GRAPHICAL REPRESENTATION OF THE FREQUENCY DISTRIBUTIONS OF READING EASE SCORES OF THE SELECTED DAYTIME AND SELECTED EVENING PROGRAMS

Selected Daytime Programs

Selected Evening Programs

READING EASE SCORES

High Difficulty Level
TABLE XVII

FREQUENCY DISTRIBUTION OF THE HUMAN INTEREST SCORES OF THE SELECTED DAYTIME AND SELECTED EVENING PROGRAMS

<table>
<thead>
<tr>
<th>Intervals of Human Interest Scores</th>
<th>Frequency of Selected Daytime Programs</th>
<th>Frequency of Selected Evening Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 to 100.00</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>80 to 89.99</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>70 to 79.99</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>60 to 69.99</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>50 to 59.99</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40 to 49.99</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>30 to 39.99</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>20 to 29.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10 to 19.99</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0 to 9.99</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The households interviewed were selected by a random process. The primary sampling points were blocks, systematically selected from census block statistics (when available) with due weight ascribed to population differences. The interviewers were sent to the selected blocks, and they conducted their inter-
FIGURE V

A GRAPHICAL REPRESENTATION OF THE FREQUENCY DISTRIBUTIONS OF HUMAN INTEREST SCORES OF THE SELECTED DAYTIME AND SELECTED EVENING PROGRAMS

Selected Daytime Programs

Selected Evening Programs

HUMAN INTEREST SCORES

High Human Interest Level
viewing according to a preassigned plan. Sixteen primary sampling points were selected for each month's interviewing. Eight blocks were selected in Omaha from block statistics. The eight remaining sampling points were selected by a two-fold division. First, a block was selected with due emphasis on population. Second, a block was selected from block statistics for that town, (if available) or from prepared geographic maps. In all cases, the block selected was used as a starting point for the month's work."

"Interviewing was conducted between 6 PM and 9 PM. Each time a television home was located, this home was questioned concerning the viewing and listening habits (also used for radio) from 7 AM to 7 PM that day and 6 PM to 12 Midnight the previous night."

A rank order correlation between the Reading Ease scores of the Selected Daytime programs and their Telepulse ratings for February 1953 was computed in Table XVIII, and a rank order correlation between the Human Interest scores of the Selected Daytime programs and their Telepulse ratings for February 1953 was computed in Table XIX. (At the time of this study, the February 1953 issue was the latest issue of Telepulse published. Therefore, the Telepulse ratings and the Flesch "ratings" were made almost simultaneously.

A rank order correlation between the Reading Ease
TABLE XVIII

RANK ORDER CORRELATION BETWEEN THE READING EASE SCORES OF THE SELECTED DAYTIME PROGRAMS AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program in Rank Order of Reading Ease Score</th>
<th>Rank Order of Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your TV Home</td>
<td>1 (Least Difficult)</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>2</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>3</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>4</td>
</tr>
<tr>
<td>Woman's View</td>
<td>5</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>6</td>
</tr>
<tr>
<td>Midday News</td>
<td>7</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>8</td>
</tr>
</tbody>
</table>

$r = -.12$

scores of the Selected Evening programs and their Telepulse ratings for February 1953 was computed in Table XX, and a rank order correlation between the Human Interest scores of the Selected Evening programs and their Telepulse ratings
TABLE XIX

RANK ORDER CORRELATION BETWEEN THE HUMAN INTEREST SCORES OF THE SELECTED DAYTIME PROGRAMS AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Human Interest Score</th>
<th>Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your TV Home</td>
<td>1 (Most Human Interest)</td>
<td>2</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Woman's View</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Midday News</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>8</td>
<td>1 (Most Popular)</td>
</tr>
</tbody>
</table>

$r = -.19$

for February 1953 was computed in Table XXI.

None of the correlations in Table XVIII ($r = -.12$) in Table XIX ($r = -.19$) in Table XX ($r = .35$) or in Table XXI ($r = .37$) was statistically significant at the five percent level (20).
### TABLE XX

RANK ORDER CORRELATION BETWEEN THE READING EASE SCORES OF THE SELECTED EVENING PROGRAMS AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program in Rank Order of Reading Ease Score</th>
<th>Rank Order of Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodyear TV Playhouse (1 (Least Difficult))</td>
<td>6</td>
</tr>
<tr>
<td>Suspense</td>
<td>5</td>
</tr>
<tr>
<td>Beulah</td>
<td>7</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>4</td>
</tr>
<tr>
<td>Texaco Star Theater (5)</td>
<td>1 (Most Popular)</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>14</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>17</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>22</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>20</td>
</tr>
<tr>
<td>Down You Go</td>
<td>18</td>
</tr>
<tr>
<td>The Web</td>
<td>10</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>11</td>
</tr>
<tr>
<td>Studio One</td>
<td>13</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. (14)</td>
<td>16</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>3</td>
</tr>
<tr>
<td>Playhouse of Stars</td>
<td>8</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>15</td>
</tr>
</tbody>
</table>
The reason for the low and even negative correlations in Table XVIII and in Table XIX may have been due to the smallness of numbers. It may be noted for example in Table XVIII that the Reading Ease rank and the Telepulse rank for "Martha's Kitchen," "Woman's View," and "Midday News" (three out of eight programs) were perfectly positively related.

The reason for the non significant correlations in Table XX and in Table XXI may have been due also to the smallness of numbers. However here the number of programs was larger than the number of programs in Tables XVIII and XIX; and as should be if the assumption about small numbers (namely that large numbers produce more conclusive results).
TABLE XXI

RANK ORDER CORRELATION BETWEEN THE HUMAN INTEREST SCORES OF THE SELECTED EVENING PROGRAMS AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program in Rank Order of Human Interest Score</th>
<th>Rank Order of Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playhouse of Stars 1 (Most Human Interest)</td>
<td>8</td>
</tr>
<tr>
<td>Cisco Kid 2</td>
<td>4</td>
</tr>
<tr>
<td>Beulah 3</td>
<td>7</td>
</tr>
<tr>
<td>Suspense 4</td>
<td>5</td>
</tr>
<tr>
<td>Goodyear TV Playhouse 5</td>
<td>6</td>
</tr>
<tr>
<td>Jackie Gleason Show 6</td>
<td>3</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. 7</td>
<td>16</td>
</tr>
<tr>
<td>Studio One 8</td>
<td>9</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North 9</td>
<td>17</td>
</tr>
<tr>
<td>Fred Waring Show 10</td>
<td>14</td>
</tr>
<tr>
<td>The Web 11</td>
<td>10</td>
</tr>
<tr>
<td>Toast of the Town 12</td>
<td>11</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney 13</td>
<td>22</td>
</tr>
<tr>
<td>Life Begins at 80 14</td>
<td>23</td>
</tr>
<tr>
<td>Red Skelton 15</td>
<td>20</td>
</tr>
<tr>
<td>You Asked For It 16</td>
<td>19</td>
</tr>
<tr>
<td>Name of Program in Rank Order of Human Interest Score</td>
<td>Rank Order of Telepulse Rating</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>17</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>18</td>
</tr>
<tr>
<td>Texaco Star Theater</td>
<td>19</td>
</tr>
<tr>
<td>Down You Go</td>
<td>20</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>21</td>
</tr>
<tr>
<td>Life is Worth Living</td>
<td>22</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>23</td>
</tr>
</tbody>
</table>

\[ r = -0.37 \]

holds, the correlations were also larger in Tables XX and XXI than in Tables XVIII and XIX; and furthermore the larger correlations were positive.

Since the Telepulse ratings were made in rank order for all television programs as one group regardless of type, a rank order correlation between the Reading Ease scores of the Selected Daytime and Selected Evening programs in combination and their Telepulse ratings for February 1953 was computed in Table XXII, and a rank order Correlation between the Human Interest scores of the Selected Daytime and Selected Evening programs...
TABLE XXII

RANK ORDER CORRELATION BETWEEN THE READING EASE SCORES OF THE SELECTED DAYTIME AND SELECTED EVENING PROGRAMS IN COMBINATION AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program in Rank Order of Reading Ease Score</th>
<th>Rank Order of Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodyear TV Playhouse 1 (Least Difficult)</td>
<td>6</td>
</tr>
<tr>
<td>Suspense</td>
<td>5</td>
</tr>
<tr>
<td>Beulah</td>
<td>7</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>4</td>
</tr>
<tr>
<td>Texaco Star Theater 5</td>
<td>1 (Most Popular)</td>
</tr>
<tr>
<td>Fred Waring Show 6</td>
<td>14</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North 7</td>
<td>17</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney 8</td>
<td>22</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>20</td>
</tr>
<tr>
<td>Down You Go</td>
<td>18</td>
</tr>
<tr>
<td>The Web</td>
<td>10</td>
</tr>
<tr>
<td>Toast of the Town 12</td>
<td>11</td>
</tr>
<tr>
<td>Studio One</td>
<td>9</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr. 14</td>
<td>16</td>
</tr>
<tr>
<td>Jackie Gleason Show 15</td>
<td>3</td>
</tr>
<tr>
<td>Playhouse of Stars 16</td>
<td>8</td>
</tr>
<tr>
<td>Your TV Home</td>
<td>25</td>
</tr>
<tr>
<td>Name of Program in Rank Order of Reading Ease Score</td>
<td>Rank Order of Telepulse Rating</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Twenty Questions</td>
<td>18</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>19</td>
</tr>
<tr>
<td>Ford Theater</td>
<td>20</td>
</tr>
<tr>
<td>Cup &amp; Saucer</td>
<td>21</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>22</td>
</tr>
<tr>
<td>Life Begins at 80</td>
<td>23</td>
</tr>
<tr>
<td>TV Farm Reporter</td>
<td>24</td>
</tr>
<tr>
<td>Martha's Kitchen</td>
<td>25</td>
</tr>
<tr>
<td>Boxing (Friday)</td>
<td>26</td>
</tr>
<tr>
<td>Life is Worth Living</td>
<td>27</td>
</tr>
<tr>
<td>Woman's View</td>
<td>28</td>
</tr>
<tr>
<td>Noon Edition</td>
<td>29</td>
</tr>
<tr>
<td>Midday News</td>
<td>30</td>
</tr>
<tr>
<td>TV Classroom</td>
<td>31</td>
</tr>
</tbody>
</table>

\[ r = \cdot63 \]

programs in combination and their Telepulse ratings for February 1953 was computed in Table XXIII. Both of the correlations in Table XXII \((r = \cdot63)\) and in Table XXIII \((r = \cdot70)\) were statistically significant at the one percent level (21).
TABLE XXIII

RANK ORDER CORRELATION BETWEEN THE HUMAN INTEREST SCORES OF THE SELECTED DAYTIME AND SELECTED EVENING PROGRAMS IN COMBINATION AND THE TELEPULSE RATINGS FOR THESE PROGRAMS

<table>
<thead>
<tr>
<th>Name of Program in Rank Order of Human Interest Score</th>
<th>Rank Order of Telepulse Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playhouse of Stars 1 (least difficult)</td>
<td>8</td>
</tr>
<tr>
<td>Cisco Kid</td>
<td>2</td>
</tr>
<tr>
<td>Beulah</td>
<td>3</td>
</tr>
<tr>
<td>Suspense</td>
<td>4</td>
</tr>
<tr>
<td>Goodyear TV Playhouse</td>
<td>5</td>
</tr>
<tr>
<td>Jackie Gleason Show</td>
<td>6</td>
</tr>
<tr>
<td>Douglas Fairbanks Jr.</td>
<td>7</td>
</tr>
<tr>
<td>Studio One</td>
<td>8</td>
</tr>
<tr>
<td>Mr. &amp; Mrs. North</td>
<td>9</td>
</tr>
<tr>
<td>Fred Waring Show</td>
<td>10</td>
</tr>
<tr>
<td>The Web</td>
<td>11</td>
</tr>
<tr>
<td>Toast of the Town</td>
<td>12</td>
</tr>
<tr>
<td>Winchell &amp; Mahoney</td>
<td>13</td>
</tr>
<tr>
<td>Life Begins at 80</td>
<td>14</td>
</tr>
<tr>
<td>Red Skelton</td>
<td>15</td>
</tr>
<tr>
<td>You Asked For It</td>
<td>16</td>
</tr>
<tr>
<td>Hollywood Screen Test</td>
<td>17</td>
</tr>
</tbody>
</table>

65
In working with Telepulse ratings, a word of caution should be voiced. Telepulse ratings rated an entire television program and not merely a part of a television program.
such as the audible vocabulary. Visual stimuli and other audible stimuli are huge factors that cannot be overlooked in this matter. Many external factors, such as the hour of presentation, should be considered in the whole picture. A television program must not be viewed only internally (factors that make up the actual television program) but also externally (factors that make up the world from hour to hour, day to day, week to week, month to month, year to year, decade to decade, and century to century).

Summary

This chapter was, for the most part, a series of tables and figures. These tables and figures showed in detail the results and an interpretation of the results produced from the outlined attack used for solving the problem of this paper. In effect these results indicated the solution of the formulated problem, and the interpretations purported to clarify the results.

In wading through one table after another however, it is often difficult to grasp an integrated picture of all these tables and figures. Hence, a summary is in order. The summary which is about to be presented, of course, will attempt to bring out only the main points in an integrated fashion. Specific details must be obtained by referring to individual tables and figures.

1. The Selected Daytime programs produced a mean Reading Ease score of 73.46 with a standard deviation of
11.93 and a mean Human Interest score of 43.34 with a standard deviation of 10.51.

2. The Selected Evening programs produced a mean Reading Ease score of 90.01 with a standard deviation of 5.32 and a mean Human Interest score of 82.00 with a standard deviation of 14.64.

3. The Reading Ease scores of the Selected Daytime programs were interpreted to be at the "Fairly Easy" level with a standard deviation of 1.19 Flesch categories or at the "6th grade completed" level with a standard deviation of 1.19 grades, while the Human Interest scores of the Selected Daytime programs were interpreted to be at the "Very Interesting" level with a standard deviation of 1.05 Flesch categories.

4. The Reading Ease scores of the Selected Evening programs were interpreted to be at the "Very Easy" level with a standard deviation of .53 Flesch categories or at the "4th grade completed" level with a standard deviation of .53 grades, while the Human Interest scores of the Selected Evening programs were interpreted to be at the "Dramatic" level with a standard deviation of 1.46 Flesch categories.

5. The Reading Ease scores and the Human Interest scores
of the Selected Daytime programs correlated positively and significantly at the one per cent level with a correlation coefficient of .89.

6. The Reading Ease scores and the Human Interest scores of the Selected Evening programs correlated positively and significantly at the one per cent level with a correlation coefficient of .59.

7. The Reading Ease scores of the Selected Daytime and Selected Evening programs were compared graphically as were the Human Interest scores of the Selected Daytime and Selected Evening programs.

8. The Reading Ease scores of the Selected Daytime programs and their Telepulse ratings correlated negatively and non-significantly at the five per cent level with a correlation coefficient of -.12.

9. The Human Interest scores of the Selected Daytime programs and their Telepulse ratings correlated negatively and non-significantly at the five per cent level with a correlation coefficient of -.19.

10. The Reading Ease scores of the Selected Evening programs and their Telepulse ratings correlated positively and non-significantly at the five per cent level with a correlation coefficient of .35.
11. The Human Interest scores of the Selected Evening programs and their Telepulse ratings correlated positively and non-significantly at the five percent level with a correlation coefficient of \( r = 0.37 \).

12. The Reading Base scores of the Selected Daytime and Selected Evening programs in combination and their Telepulse ratings correlated positively and significantly at the one percent level with a correlation coefficient of \( r = 0.63 \).

13. The Human Interest scores of the Selected Daytime and Selected Evening programs in combination and their Telepulse ratings correlated positively and significantly at the one percent level with a correlation coefficient of \( r = 0.70 \).
CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY

1. The problem of this study was to find the audible vocabulary level of selected television programs.

2. The problem was limited to include measurement of eight local -- daytime -- Monday through Friday -- adult interest -- one main person talking television programs and twenty-five network -- evening -- once a week television programs; it was limited by the personal formulation of the spoken words into written sentences; and it was limited to the application of the Flesch Formula for Readability and the subsequent Flesch interpretations.

3. A method for solving this problem (the Flesch Formula for Readability and the subsequent Flesch interpretations) was selected, historied, described, and verified.

4. A procedure utilizing this method was described for solving this problem: (a) The television programs were
tape recorded. (b) Words from these tape recordings were transcribed into written sentences. And (c) the Flesch formula and the subsequent Flesch interpretations were applied to these written sentences.

5. Application of the formulated procedure brought forth certain results which were in turn interpreted. These results and their interpretations may be summarized as follows:

a. The Selected Daytime programs produced a mean Reading Ease score of 73.46 with a standard deviation of 11.93 and a mean Human Interest score of 43.34 with a standard deviation of 10.51.

b. The Selected Evening programs produced a mean Reading Ease score of 90.01 with a standard deviation of 5.32 and a mean Human Interest score of 82.00 with a standard deviation of 14.64.

c. The Reading Ease scores of the Selected Daytime programs were interpreted to be at the "Fairly Easy" level with a standard deviation of 1.19 Flesch categories or at the "6th grade completed" level with a standard deviation of 1.19 grades, while the Human Interest scores of the Selected Daytime programs were interpreted to be at the
"Very Interesting" level with a standard deviation of 1.05 Flesch categories.

d. The Reading Ease scores of the Selected Evening programs were interpreted to be at the "Very Easy" level with a standard deviation of .53 Flesch categories or at the "4th grade completed" level with a standard deviation of .53 grades, while the Human Interest scores of the Selected Evening programs were interpreted to be at the "Dramatic" level with a standard deviation of 1.45 Flesch categories.

e. The Reading Ease scores and the Human Interest scores of the Selected Daytime programs correlated positively and significantly at the one per cent level with a correlation coefficient of .89.

f. The Reading Ease scores and the Human Interest scores of the Selected Evening programs correlated positively and significantly at the one per cent level with a correlation coefficient of .59.

g. The Reading Ease scores of the Selected Daytime and Selected Evening programs were compared graphically as were the Human Interest scores of the Selected Daytime and Selected Evening programs.
h. The Reading Ease scores of the Selected Daytime programs and their Telepulse ratings correlated negatively and non-significantly at the five per-cent level with a correlation coefficient of -.12.

i. The Human Interest scores of the Selected Daytime programs and their Telepulse ratings correlated negatively and non-significantly at the five per-cent level with a correlation coefficient of -.19.

j. The Reading Ease scores of the Selected Evening programs and their Telepulse ratings correlated positively and non-significantly at the five per-cent level with a correlation coefficient of .35.

k. The Human Interest scores of the Selected Evening programs and their Telepulse ratings correlated positively and non-significantly at the five per-cent level with a correlation coefficient of .37.

l. The Reading Ease scores of the Selected Daytime and Selected Evening programs in combination and their Telepulse ratings correlated positively and
significantly at the one per-cent level with a correlation coefficient of \( \cdot 63 \).

m. The Human Interest scores of the Selected Daytime and Selected Evening programs in combination and their Telepulse ratings correlated positively and significantly at the one per-cent level with a correlation coefficient of \( \cdot 70 \).

CONCLUSIONS

1. The audible vocabulary of the local (Omaha, Nebraska) -- daytime -- Monday through Friday -- adult interest -- one main person talking television programs which were studied as measured by the Flesch formula for Reading Ease was found to be on the average at the sixth grade completed level or at what Flesch called the "Fairly Easy" level.

2. The audible vocabulary of the local (Omaha, Nebraska) -- daytime -- Monday through Friday -- adult interest -- one main person talking television programs which were studied as measured by the Flesch formula for Human Interest was found to be pitched on the average at what Flesch called the "Very Interesting" level.
3. The audible vocabulary of the network -- evening -- once a week television programs which were studied as measured by the Flesch formula for Reading Ease was found to be on the average at the fourth grade completed level or at what Flesch called the "Very Easy" level.

4. The audible vocabulary of the network -- evening -- once a week television programs which were studied as measured by the Flesch formula for Human Interest was found to be pitched on the average at what Flesch called the "Dramatic" level.

5. Low difficulty level audible vocabulary of the television programs used in this study (each of the two groups taken separately) correlated positively and significantly with high Human Interest level audible vocabulary of the television programs used in this study and vice versa.

6. Low difficulty level audible vocabulary of the television programs used in this study (both groups combined) correlated positively and significantly with high Telepulse ratings for those programs and vice versa.

7. High Human Interest level audible vocabulary of the television programs used in this study (both groups combined) correlated positively and significantly with high Telepulse ratings for those programs and vice versa.
Men communicated vocabulary by means of various media. One of these media was television. This study was undertaken in order to find out on what level television programs communicated audible vocabulary.

A measurement of the audible vocabulary of the television programs that were studied revealed that the grade level or "difficulty" level at which these programs communicated was quite low. The network -- evening -- once-a-week television programs in this study for the most part were communicating an audible vocabulary at the fourth grade completed level. This particular network group of programs probably constituted the largest part of a television viewer's viewing. A group of programs that were studied, which may be classified as local (Omaha, Nebraska) -- daytime -- Monday through Friday -- adult interest -- one main person talking television programs was for the most part communicating an audible vocabulary at the sixth grade completed level. Not only was the grade level low, but further investigation brought forth the conclusion that of the programs studied, the most popular television programs, or the programs that were viewed the most, seemed to communicate an audible vocabulary at lower grade levels than the programs that were viewed less frequently.

Further measurement of the audible vocabulary of the television programs studied revealed that these programs contained relatively large amounts of Human Interest. (Human
Interest was the amount of what was termed "personal words" and "personal sentences" that the communicating vocabulary contained. "Personal words" were words such as "he" or "she" or a person's name, while "personal sentences" were sentences such as those that were addressed directly to the one communicated or quoted sentences.

The network programs in this study were pitched for the most part at what Flesch called the "Dramatic" level, and the local programs in this study were pitched for the most part at what Flesch called the "Very Interesting" level. It was brought out that of the programs that were studied, the most popular television programs, or the programs that were viewed the most, seemed to contain large quantities of Human Interest, while less popular programs seemed to contain less Human Interest.

In this study, the audible vocabulary that was measured to be at low grade levels contained large quantities of Human Interest, while the audible vocabulary that was measured to be at high grade levels contained relatively smaller quantities of Human Interest.

If the people who are responsible for the success of television programs know at which level they are communicating audible vocabulary, know at which relative level they are communicating audible vocabulary, and know at which level successful and unsuccessful programs are communicating audible vocabulary, then perhaps by adjusting their program's vocabulary up or down as their judgment predetermines, this
factor -- even though it is only one of many contributing
t factors which make up a television program -- may be made
to help a television program succeed. (Success here is
measured by popularity.) Measuring the audible vocabulary
of a television program is in effect a means of controlling
one aspect of a television program.

Ethically speaking, perhaps a low level vocabulary is
undesirable as a stimulus to televiewers. Conversely however,
perhaps televiewers, by showing their preference, do not
wish an "education," but wish rather to relax and be free
from "thinking" as much as possible.
A study measuring the audible vocabulary of the television programs that were not measured in this paper (a supplementary study) might be of value.

Individual programs or a group of individual programs might be studied similarly for consistency of audible vocabulary or for the effect of a change of audible vocabulary.

Another study exactly like this one might be tried and the results correlated with these results in order to reveal a degree of reliability.
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