AN EXPERIMENT IN THE USE OF TELEVISION FOR ORGANIZED VIEWING GROUPS

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AN EXPERIMENT IN THE USE OF TELEVISION FOR ORGANIZED VIEWING GROUPS

By

Dorothy Jane Mulder

AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan
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Dorothy Mulder

The purpose of the study was to experiment with a method for using television with organized viewing groups and to evaluate its effectiveness.

The experiment consisted of planning, preparing, and presenting a series of home economics television shows to organized viewing groups of homemakers. A pre and post questionnaire were used to secure information to evaluate the viewing group method.

Ten counties in the WKAR-TV coverage were selected to cooperate in the experiment.

A viewing group consisted of several homemakers who met in homes for the purpose of viewing and discussing a series of television programs on "Understanding Young Children." The telecasts served as a springboard for a follow-up discussion. Each group selected a leader to lead the discussion period.

The series consisted of four weekly 30-minute shows which were telecast on Tuesdays at 3:00 p.m. during February and March, 1954 over WKAR-TV, Channel 60, the Michigan State College television station.

Mrs. Lennah Backus, extension specialist in parent education, Michigan State College, presented the television programs. The format used was the lecture method combined with interviews, drama, film and other visuals.

Home demonstration agents in the selected counties were responsible for publicizing the television series and enrolling the viewing groups.

The state extension office prepared publicity releases, produced the television programs and provided discussion guides to supplement the telecasts.

The writer constructed a pre and post questionnaire which was used to evaluate the viewing group method.

Seventeen different groups with 110 members in six counties enrolled in the viewing group project, "Understanding Young Children."

One out of three groups or 49 members were unable to receive the WKAR-TV signal due to technical difficulties and unfamiliarity with ultra high frequency operation.

Sixty-one different women participated in the series by viewing one or more of the television programs. Five groups with a total of 27 members completed the series. Of those completing 64 percent attended all of the meetings in the series.

Reasons for non-completion included lack of interest in program content and lack of group cooperation. Other uncontrollable circumstances which prevented completion were a measles epidemic in the community, sickness, and previous committments.

Due to the limited number completing the television

series, it was not possible to carry out a complete analysis of the results of the pre and post tests. Consequently, no conclusions can be made concerning the educational influence brought about by the television series.

Reactions and opinions expressed by the limited number who completed the series indicated a general favorable response to the viewing group method.

Under more favorable telecasting conditions than experienced in this study, it appears that the viewing group method has potential for extension teaching. The extension specialist can reach more people through a one-time television presentation to viewing groups, than could be reached through direct teaching to a limited number in one county.

The preconditioning period is a crucial point in the success of the viewing group method. During this period, the purpose and scope of the project must be thoroughly understood by all those interested in organizing a viewing group. The latter will insure enrollment of only groups interested in the project.

An outstanding characteristic of the audience studied was the high proportion of young mothers. Almost 65 percent of the women were under 34 years of age. Thus, it appears that television can provide extension workers with a channel for reaching a segment of the population not ordinarily available through normal extension channels.

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CHAPTER I

INTRODUCTION

For thousands of years primitive people communicated with each other by developing queer sounds into spoken language and crude pictures into a true alphabet. Then man learned to send messages over long distances by smoke and drum signals. Until the middle of the nineteenth century, man depended on horses, ships and railroads to carry messages long distances.

The first great invention to create opportunities for mass communicating was the printing press. It liberated communications from the barriers of time and space and helped to stimulate the flow of information and ideas, thereby influencing every phase of our culture. Other discoveries during this period which helped to advance communications were the telephone, telegraph and motion picture camera.[1]

The chief advances in mass communications were reached in the twentieth century with the advent of radio and television.

The discovery of radio carried communication techniques into a whole new dimension. It meant that voice could be

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[1] John T. Greenman and Albert B. Meredith, Everyday Problems of American Democracy. New York: Houghton Mifflin Company, 1943.

sent at the speed of light to an unlimited number of people at one time. Today, nearly 100 percent of American homes are equipped with one or more radios.

Television, the newest of the mechanical devices in the mass media family, combines sight and sound, the most natural and basic form of communication experience.[2] Educators soon recognized this new mass medium as a powerful tool for large audience instruction.

To the extension worker in the cooperative extension service,[3] television created another channel for conveying information to people not ordinarily available for face-to-face contacts or direct teaching. With demonstrations long having been the core of extension teaching, television made it possible for everyone to have a front seat at the demonstration.

It was predicted by some that television might change the present extension educational methods, allow certain economies in other educational operations, replace many meetings, save travel and time of specialists and allow for more economical distribution of some visual materials.

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[2] Frank Stanton, "TV and People," Education, pp. 217-224, December, 1949.

[3] For an explanation of the cooperative extension service, see pp. 6-10

According to Schramm, television offers a means of carrying the extension services beyond the farthest dreams of the founders of American extension programs. Television merely offers the means. The extension worker must accept the offer by learning how to use the medium.[4]

In the process of attempting to incorporate television into the extension program, some of the many problems that needed solving were: What are the best ways to utilize television in an extension program? What methods besides demonstrations could be used effectively on television? How much time should the extension worker devote to television?

Thus, a challenge presented itself, that of devising methods for the most successful use of television in the total extension program.

Purpose of the Study

Having had several years of experience as a county extension worker, the writer was aware of the heavy workload carried by both county and state extension personnel. The extension worker is therefore faced with the problem of finding time and energy to incorporate television into an

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[4] Wilbur Schramm, "TV Predictions Based on Research," Journal of Association for Education by Radio and Television, November, 1953.

already full schedule, as much as he recognizes its potentiality.

State extension specialists at Michigan State College were asked to prepare and present television programs for the time when WKAR-TV would begin telecasting.[5] In order to accomplish the television assignments, specialists found it necessary to cancel other activities in their program. Ordinarily the specialist allocates a certain portion of time to direct teaching of subject matter in the county extension program. In order to find time to plan and present television programs, the specialist had to decrease the amount of direct teaching normally carried on in the counties. The home economics extension specialists, for example, decreased the amount of time normally devoted to direct teaching in county home demonstration programs.

At first it appeared to the home demonstration agents that their county programs might suffer from the decrease in assistance with direct teaching by the home economics specialists. However, they soon realized that the specialist could reach many more people at one time by television, rather than one group in one county through direct teaching. At this point, the home demonstration agents in the WKAR-TV

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[5] The writer was concerned primarily with the utilization of the Michigan State College television station, WKAR-TV, Channel 60 (ultra high frequency) which was scheduled to begin telecasting January 15, 1954.

coverage area were faced with the problem of finding ways to integrate the specialist's television programs into their county home demonstration programs.

Thus, in trying to analyze how the specialists' television programs might be integrated into the county home demonstration program, the idea of television viewing groups was conceived by the writer. Such viewing groups would be established by the home demonstration agents.

A viewing group would consist of several homemakers who would meet in a neighborhood home for the purpose of viewing and discussing certain home economics television programs, which would be presented by the extension specialist over WKAR-TV. The telecast would serve as a springboard for a follow-up discussion. Each viewing group would select a discussion leader to lead the discussion period. Obviously, only counties in the WKAR-TV coverage area would benefit from the viewing group method.

A significant fact to be noted is that the extension service already has an existing organizational setup which is conducive to establishing television viewing groups. The home demonstration agent in the county extension office can serve as the coordinator for the enrollment of viewing groups and distribution of study materials. The home demonstration groups in the county can act as a nucleus for viewing groups.

The Problem

The problem of the study was to plan, prepare, and present a series of home economics television shows to organized viewing groups of homemakers and to evaluate its effectiveness, for the purpose of determining whether or not the viewing group method is suitable for future use.

History and Organization of the Michigan Cooperative Extension Service

Within the context of this study, considerable reference is made to the cooperative extension program of Michigan State College. Therefore, it was deemed advisable to set forth a brief summary of the history and organization of the Cooperative Extension Service in Michigan.

In 1914, the passage of the Smith-Lever Act created the cooperative extension service, a nation-wide cooperative educational service for farm people, in which the research and teaching functions of the United States Department of Agriculture and land grant colleges were integrated.[6] The act provided:

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[6] History of Cooperative Extension Work in Michigan, 1914-1939, Extension Bulletin 229, Michigan State College, June 1941, p. 7.

> ...that cooperative agricultural extension work shall consist of giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or residents in said colleges in the several communities and imparting to such persons information on said subjects through field demonstrations, publications and otherwise and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the state agricultural college receiving the benefits of this act.[7]

Federal, state and county governments are financially responsible for the cooperative extension service.

The state and county personnel who work in the cooperative extension service are frequently called extension workers. They are joint employees or representatives of Michigan State College and the United States Department of Agriculture. Extension personnel working at the county level directly with the people are called county extension agents.

There are three phases of county extension work: agriculture, home economics and 4-H clubs.

Through 4-H club work, under direction of the 4-H club agent, boys and girls acquire information and develop skills in projects related to the farm, home and community. The success of the 4-H club program can be attributed to the volunteer local leaders who give time and energy in leading

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[7] John Stone, Michigan Cooperative Extension Service Organization, Development and Policies, Michigan State College.

the boys and girls clubs.[8]

The home economics extension work is the responsibility of the home demonstration agent. The major portion of this work is carried on through locally organized home demonstration clubs whose leaders are trained by the home demonstration agent. The leaders receive training in homemaking areas such as home management, home furnishings, foods and nutrition, clothing and related arts, and parent education.[9] The leader-training method in home economics extension work enables the home demonstration agent to extend her services far beyond any individual teaching she might attempt.

The agricultural affairs and farmer's interests are the primary responsibilities of the county agricultural agent. In addition he is usually designated as the administrator and coordinator of the extension program in the county.[10]

Each extension agent has specific responsibilities, but his work is basically similar. All of the extension agents work as a county extension team. He maintains a public office, usually in the county seat, where people may obtain information on farm and home problems. Besides conveying

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[8] Ibid, p. 7

[9] Loc. cit.

[10] Loc. cit.

information by individual contacts, the county extension worker makes group contacts such as group meetings, demonstrations, workshops, exhibits, tours and camps. The extension worker utilizes the mass media channels, radio, newspapers, bulletins and circular letters to keep a constant flow of information to all people in the county.

Every possible method is used to reach the largest number of persons in the most effective manner.

To be effective, the extension program must be understood and supported by the people. Advisory groups of voluntary lay people such as the 4-H club council, home demonstration council and agricultural council, work closely with the respective county extension agents to select, plan and carry out jointly an effective county extension program.[11]

Other workers in the cooperative extension service are district and state personnel who are specialists and administrators and help support the county workers.

The specialists keep the county extension staff informed on new scientific findings and their application to the solution of farm and home problems. They prepare teaching materials in their respective fields. In some instances

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[11] Stone, op. cit., p. 7

they handle direct teaching or train leaders in counties.[12]

The administrative staff is responsible for organization and administrative functions on a state level.

Survey of Previous Research

The amount of research information on the use of television that applies specifically to extension work is somewhat limited. This is especially true regarding research data on the television viewing group method. However, television research findings from studies in related fields might have some significance for extension work.

In a study by Williams,[13] at WOI-TV, Iowa State College, an attempt was made to determine the effectiveness of television as a teaching medium for clothing construction. The study concerned a series of nine 30-minute television programs entitled, "Make A Dress, TV." The relative effects of four teaching methods were compared. Group A received television only, group B received television and printed material, group C received television and assistance by the home demonstration agent and group D received television,

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[12] Stone, op. cit., p. 7

[13] Elsie K. Williams, "Effectiveness of Television as a Medium for Clothing Construction," (unpublished Master's thesis, Iowa State College, Ames, 1953).

printed material and assistance by the home demonstration agent. Results of data secured by the personal interview method, indicated a sizable number of women received a better knowledge of clothing construction processes from the television series. There appeared to be little difference in the results of the four teaching methods used. The number of women viewing the programs decreased gradually but consistently throughout the series and only 35% completed the entire series. Williams concluded that a shorter series, with subject matter less involved, might result in more women following and participating in similar programs in the future. It was found that group D who received television, printed material and assistance by the home demonstration agent, watched more programs than any other group. Most of the women said that 30-minute programs were a satisfactory length.

In 1950, a similar study by the United States Department of Agriculture[14] attempted to measure the effectiveness of a series of eleven-12 minute television demonstrations entitled, "Let's Make A Dress." Personal interview data

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[14] Meredith C. Wilson and Edward O. Moe, Effectiveness of Television in Teaching Sewing Practices, Extension Service Circular No. 466, (Washington D.C.: United States Department of Agriculture, June 1951).

secured from women in the viewing audience indicated that the television demonstrations, supplemented by printed material, were highly effective in teaching new dressmaking ideas and improved practices. An outstanding characteristic of the audience studied was the high proportion of young mothers, a segment of the population that has been difficult to reach through the usual extension channels. The audience was of the opinion that the 12-minute programs were of insufficient length. 84% voted for a longer program. Almost 98 percent of the women interviewed wanted more television programs on sewing.

A television audience survey[15] in and around Wilmington, Delaware, indicated that 60% of the homemakers interviewed said they would be interested in a series of television lessons on homemaking subjects. Home furnishings was the most popular topic, with child care and foods next in order of preference. The largest number of homemakers selected the evening hours for the television lessons. Next best time selected was from one to three in the afternoon. The majority suggested a 30-minute program.

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[15] W. T. McAllister and Louise R. Whitcomb, Television For Deleware Homemakers, Special Circular Number 3, (Newark: Agricultural Extension Service, University of Delaware, 1951).

Davis[16] reported that 800 women in Franklin County, Iowa were organized into "coffee groups" to view a series of home economics television programs, "Sizing Up Your Windows," which were presented over WOI-TV, Iowa State College, February, 1952. However, evaluative information as to the effectiveness of the series was not reported.

Other research in the educational television area, which might possibly be of significance to extension work, is a study by Evans at the University of Houston.[17] Three groups of students were given a course in introductory psychology. Group A viewed the course lectures on television and came to the campus for seminar discussion groups based on lectures and assigned readings. Group B completed the course entirely by viewing the lectures on television and doing special home study problems in a manual. Group C, the control group, received regular classroom instruction in the course. All Groups were given the same final examination. The mean scores for the three groups were: Group A, 99.04; Group B, 98.00; Group C, 96.11. These differences in the mean scores were not satistically significant.

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16 James Davis, A Report of Four Educational Television Programs, WOI-TV, Iowa State College, Ames, 1952.

17 Richard I. Evans, Summary of Research Findings, Concerning Educational TV at the University of Houston, (unpublished report), 1954.

Perhaps, the largest amount of instructional television research, has been done by the Department of the Navy. An experiment was designed to compare teaching by television with teaching by other media.[18] Comparable groups of Naval Air reservists were taught a series of training lessons by one of three methods. Some groups were taught by television alone. Other groups were shown kinescope recordings of these broadcasts and others were taught in the conventional manner by instructors who gave lectures. All of the trainees were tested and results of these tests were analyzed statistically to find the relative effectiveness of the three training methods. In general, the results of the investigation indicated that television instruction is an effective means of training large numbers of reservists at widely separated stations. Comments written by trainees immediately after television sessions indicated that the television instruction was very favorably received. Television instruction was found to be better than teaching by local instructors in half of the comparisons made. The kinescope recordings were as effective as the television programs themselves in 84% of the comparisons made. Thus, it was concluded that recordings of television programs are a

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[18] Robert T. Rock, James S. Duva and John E. Murray, Training By Television, The Comparative Effectiveness of Instruction by Television, Television Recordings and Conven-Classroom Procedures, (Port Washington, Long Island: Special Devices Center, SDC Report 476-02-2, No date).

valuable by-product.

In another research project conducted by the Navy, a study was done in learning and retention from television instruction.[19] Results of data received from testing the trainees, indicated that most learned material was retained over a six-weeks period. It was also found that the method of teaching used on television is important. Drama by itself is not very effective. The best teaching method was found to be narration combined with drama or film that explained and amplified what the narrator was talking about. It was concluded that amount of learning is directly related to explicitness of treatment. Topics that were explicitly covered in the television sessions produced large gains in knowledge, while topics that were treated sketchily or indirectly were not grasped by most of the reservists.

From the research literature reviewed, the writer found certain basic assumptions concerning the educational use of television. The television medium is an effective educational device for reaching large numbers of people where they are. Thus, more people can be reached more economically through television. Television instruction is favorably

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[19] Robert T. Rock, James S. Duva and John E. Murray, Training By Television, A Study of Learning And Retention From Television Instruction Transmitted to Army Field Force Reservists, (Port Washington, Long Island: Special Devices Center, SDC Report 476-02-3, 1951)

received by those viewers who have participated in educational television programs. The viewer can perceive by both the aural and visual senses.

From the research data reviewed, the writer concluded that the television medium offers many possibilities for extension teaching. Thus, the viewing group method appeared to be a means of integrating television into the county extension program.

CHAPTER II

PROCEDURE

The planning and development of the viewing group method required a great deal of time and consideration. However, as is true with any new method, it must be tested to determine its effectiveness. Thus, a step-by-step procedure for the viewing group method was worked out in detail. The factors that required consideration and decision were: 1) mechanics of organizing viewing groups, 2) selection of topic, talent, and method of presentation for television programs, 3) county orientation to viewing group method, 4) apparatus for viewing group method, and 5) limitations of the viewing group method.

Mechanics of Organizing Viewing Groups

One of the early steps in developing the method was to obtain the approval and cooperation of the state extension office. They endorsed the idea and agreed to cooperate in any way possible, such as coordinating necessary matters with county extension office, mimeographing and distributing television discussion guides.

Ten counties in the WKAR-TV coverage area were selected by the state extension office to cooperate in the viewing

group experiment.[1]

It was decided that the home demonstration agents in the selected counties would be responsible for publicizing the television series and enrolling the viewing groups. Homemakers interested in organizing themselves as a viewing group for the television series would send a post card to the home demonstration agent stating the number enrolled, location of the group and the name and address of the discussion leader.

Because the viewing groups would be meeting in homes, it was decided to limit the enrollment to less than ten homemakers in a group. This was thought advisable because of the limited amount of space available in the average home and to allow for good viewing by group members. A small number would also be conducive to greater participation in the follow-up discussion.

Selection of Topic, Talent, Time and Method of Presentation

Several factors had to be considered in selecting a subject matter area for the television program content: Which particular area in home economics would be suitable for television viewing groups? Which extension specialist would be

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[1] For map showing location of cooperating counties, see appendix p. 57

willing to cooperate and devote the time to the project? What would be the best time to present the television programs? What method of presentation should be used for the programs?

In considering the topic, the state extension staff decided the parent education field would be an interesting area for such an experiment. This conclusion was based on the fact that young mothers are difficult to reach through ordinary extension channels. Normally, it is difficult for young mothers to attend regular extension meetings which require being out of the home several hours, driving miles to the meeting and arranging for a baby sitter.

The extension specialist in parent education found that teaching in this field is generally more effective when the specialist has direct contact with people, rather than through leaders, whom she might train. In the leader-training method, the specialist trains home demonstration leaders, who in turn present the material to their groups.

Because of the limited number of parent education specialists (one full time, one half-time) for the state of Michigan, only limited groups of people could be reached through direct contact. Therefore, if the parent education specialist presented her material on television, she could reach a larger audience, save time and travel and at the same time maintain a direct approach.

Having decided on the area of parent education, the next step was that of selecting a suitable topic for the television programs. Inasmuch as the parent education specialist had received a few requests from counties in the WKAR-TV coverage area for some special interest work in understanding the growth of the preschool child, it was thought that perhaps television might be a means of fulfilling the requests. Thus, the topic selected for the television series was "Understanding Young Children."

Since the parent education specialists at Michigan State College were scheduled to present several television programs over WKAR-TV in February and March, 1954, they were willing to channel their attention to the "Understanding Young Children" series, in order to cooperate with the viewing group experiment.

Mrs. Lennah Backus, the full-time extension specialist in parent education, agreed to prepare and present the television series. Because the series was designed primarily for instruction purposes, it was decided to use the lecture method of presentation combined with interviews, drama, film and other visuals. The latter was found to be the best method for teaching on television by a Navy research study.[2]

In the course of planning the subject matter content for

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[2] For more details of this study, see page 15

the television series, the specialist concluded that four 30-minute programs would be adequate to cover the basic principles of understanding child growth.

The time that the programs would be telecast was arbitrarily decided by the fact that the specialist had been scheduled for the regular, "Today's Home" show.[3]

The telecasts were scheduled for each Tuesday in February at 3:00 p.m. over WKAR-TV, Channel 60.

County Orientation to Viewing Group Method

Early in December, 1954, the state extension office mailed a letter[4] to the home demonstration agents in the ten selected counties, requesting them to attend a meeting at the college, December 11, 1953, for the purpose of receiving details on the television viewing group method.

Seven of the ten invited home demonstration agents were present at the meeting along with members of the state extension staff, extension specialists and extension information services (television, radio and press). The three agents unable to attend were given details by letter and telephone.

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[3] "Today's Home was a regular 30-minute show three days a week on WKAR-TV at 3:00 p.m.

[4] For sample, see appendix p.58

The state home demonstration leader oriented the agents as to the scope and purpose of the television viewing group method.

The parent education specialist presented the highlights of the subject matter content for the programs and the type of discussion materials that would be available for the discussion period following each telecast.

Responsibilities of home demonstration agents in the viewing group experiment were publicity, enrollment of groups, and distribution of organization and discussion materials.

The agents were also briefed on the plan which would attempt to evaluate the effectiveness of the viewing group method.

Approximately two weeks before the series was scheduled to begin, the agents were asked to send to the state office, the total number of enrolled groups. Two counties (A and B) of similar make-up and number of groups were to be selected for testing to determine the effectiveness of the viewing group method. All of the counties with enrolled groups would participate in the series, but only groups in counties A and B would be given tests. It was assumed that viewing groups in two counties would provide a large enough sample for testing purposes.

It was decided to train the viewing group discussion leaders in county A while the leaders in county B would not

receive training. The purpose of this plan was to determine if previous training of the discussion leader has any significant effect on the amount of educational value the viewing group member derived from the television programs and follow-up discussion.

The training session for leaders in county A which was to be scheduled approximately one week prior to the first program in the television series would consist of a half-day training meeting in discussion techniques. The parent education specialist, who was to present the television programs, was to conduct the leadership training meeting. Level of the leadership training was to be comparable to that presented to leaders in regular extension leader-training lessons. Training would include the nature of the coming television series, suggestions for handling questions introduced by group members and suggestions for methods to encourage group participation in discussion.

A pretest and post test were to be administered to each viewing group participant in counties A and B. The pretest would be administered at the first program and the post test at the final program in the series. The object of the pretest was to find out the participant's current knowledge on the subject of child growth, while the object of the post test was to test the participant on the subject matter content covered in the television series. The scores of the pretests were to be

matched with scores received on the post tests to determine if any significant changes occurred in participants' knowledge of the subject.

In addition to obtaining objective data, the tests were also designed to secure subjective data such as participants' opinions and reactions to the television series.

Apparatus for Viewing Group Method

In order to produce the television programs and to evaluate its effectiveness, certain materials and apparatus were needed such as publicity, television scripts, discussion guides, roll form and questionnaires.

The extension information services at Michigan State College prepared publicity releases,[5] which were distributed to the ten counties cooperating with the viewing group experiment. The home demonstration agents adapted the publicity for local use in newspapers, radio and circular letters.

The four weekly television programs in the series, "Understanding Young Children" were prepared and presented by Mrs. Lennah Backus, extension specialist in parent education, Michigan State College. Miss Margaret McKeegan, home economics television editor, Michigan State College acted as

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[5] For sample, see appendix p. 59

producer of the series.

Subject matter content of the series pertained to the preschool child. Topics for the programs included: first program (February 6, 1954), Mental Growth of the Young Child; second program, (February 20),[6] Physical Growth of the Young Child; third program (February 27), Emotional Growth of the Young Child; fourth program, (March 6), Social Growth of the Young Child.

Television script outlines for the four programs may be found in the appendix.[7]

Kinescope recordings[8] were made of the series and are on file in the Extension Television Film Library, Room 10, Agriculture Building, Michigan State College. However, due to technical difficulties with the kinescope equipment, a recording for the first program was not obtained. In order to make the series complete, the program will be repeated for recording at a later date. The purpose of recording the series was

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[6] Due to technical troubles with the audio element of WKAR-TV on February 13, the second program scheduled for that date was cancelled and rescheduled for the following Tuesday, February 20. A letter of explanation was sent to each of the viewing groups. For sample, see appendix p. 69

[7] See appendix p. 70

[8] Recordings on 16 mm. sound film taken by special camera equipment at same time program is being televised.

to make it available for repeated usage by other television stations in the state. The fact that the subject matter content was non-seasonal and of constant interest would make it possible to use the kinescope recordings for some time to come.

A mimeographed discussion guide for each lesson was prepared by the parent education specialist for use by discussion leaders.[9] The guides contained key ideas emphasized in the telecasts and served as a tool for the leader to help stimulate group discussion.

Discussion leaders also received a mimeographed list of suggestions on discussion techniques.[10] The suggestions outlined preparation for the telecasts and techniques for conducting the follow-up discussion.

A reading list was prepared by the specialist for distribution to viewing group participants at the final meeting.[11]

The channel for distribution of discussion materials was from the home economics extension office, to the home

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[9] For sample, see appendix p. 74

[10] For sample, see appendix p. 82

[11] For sample, see appendix p. 83

demonstration agent, to the discussion leader in the viewing groups. Discussion guides for each lesson were distributed to the home demonstration agents approximately ten days in advance of each program. The list of suggestions for discussion leaders was distributed along with the discussion guide for the first program.

The testing device used to secure information for evaluating the viewing group method was a questionnaire, which was administered before and after the television series. Questions were formulated by the writer on the basis of subject matter notes submitted by the parent education specialist. The questionnaire consisted of multiple-choice items covering the key points of the subject matter discussed in the television programs.

Following the construction of the questionnaire, two pilot tests were set up for the purpose of improving or clarifying the test items and to determine the amount of time required for administering the test.

The first pilot test was given January 22 to thirty-three college girls enrolled in Home Management and Child Development 161.[12] Results indicated the test was too simple

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[12] "Understanding Young Children," is a beginning course for majors in home economics, Michigan State College.

and contained ambiguous items.

Following a revision of the questionnaire, a second pilot test was given to another class of twenty-seven college girls enrolled in the above mentioned course. Results indicated an improved test; however, several minor items were changed and the questionnaire was prepared in its final form for distribution to the viewing groups.[13]

The pretest consisted of 24 multiple-choice questions along with several census-type items (name, age, residence, schooling, number and age of children).[14]

A few days prior to the first program, the pretests were mailed directly to the discussion leaders,[15] along with a letter of directions for administering the tests.[16] The leaders were requested to return the completed questionnaires in a stamped, self-addressed envelope immediately following the first lesson. At this time, any of the groups who had not returned the tests were contacted by the home demonstration

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[13] For sample, see appendix p. 84

[14] For sample, see appendix p. 84

[15] Addresses of discussion leaders were furnished to the state extension office by the home demonstration agent.

[16] For sample, see appendix p. 88

agent to determine why they had not done so.

The post test consisted of the same 24 multiple-choice questions given in the pretest along with several subjective-type items such as opinions and reactions by participants to the viewing group method.[17]

The post tests were mailed to the group discussion leaders along with a letter of directions for administering, a few days prior to the final program in the series.[18] The leader was requested to return the completed tests in a stamped self-addressed envelope immediately following the final program.

Results of data secured from the questionnaires will be discussed in Chapter III.

Each discussion leader was requested to keep a weekly attendance record of her group members on a roll form[19] which was distributed prior to the first program. The leader was asked to return the completed roll to her home demonstration agent following the final program of the television series. The home demonstration agent forwarded the roll forms to the state extension office. The purpose of

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[17] For sample, see appendix p.89

[18] For sample, see appendix p.93

[19] For sample, see appendix p.94

having an attendance record was to determine whether or not attendance has any significant effect on test scores.

Also included on the roll form were several questions pertaining to the physical conditions of the viewing situation. Discussion leaders were asked to fill in the requested information at the end of each lesson. The purpose of securing this data was to determine whether size of screen, quality of picture, etc., had any significant effect on test scores.

Limitations of Viewing Group Experiment

Definite limitations were realized at the outset of the viewing group experiment.

The brief six weeks period used for publicity and enrollment was affected by several competing factors. The publicity period covered the Christmas holiday season. The home demonstration agents were involved in writing their annual report during this period, and in addition, were taking annual leave during the holidays.

During the major portion of the publicity period, WKAR-TV had not as yet started telecast operations. WKAR-TV was scheduled to begin telecasting January 15, 1954 over Channel 60, ultra high frequency. Even though the coverage area was predicted to be 60 miles for class A reception, it was not possible to verify the prediction until WKAR-TV actually

started telecast operations. Conversion to ultra high frequency was unknown for the most part. Thus, it was necessary to carry on publicity and enrollment of viewing groups under the assumption that they would be able to receive WKAR-TV.

Reports received from home demonstration agents two weeks prior to the television series indicated that none of the counties had a sufficient number of groups enrolled to warrant setting up a training school for discussion leaders as planned. At this point, the idea of attempting to select two counties to compare significance of training versus non-training of discussion leaders was dropped. However, the design as set up might have produced significant results.

It was decided to distribute the discussion materials and to submit before and after questionnaires to all enrolled viewing groups, in all of the counties, in order to obtain a large enough sample for measuring. The latter was thought advisable in view of the uncertainties involved with WKAR-TV's reception quality and coverage at the beginning of the station's operation.

In spite of the obvious limitations, the writer was counseled that it was worthwhile to experiment with the viewing group method, with the belief that the organization and development of the method itself would be noteworthy.

Summary of Procedure

Ten counties in the WKAR-TV coverage area were selected to cooperate in the viewing group experiment.

A viewing group consisted of several homemakers who met in a neighborhood home for the purpose of viewing and discussing a series of specific home economics television programs. The telecasts served as a springboard for a follow-up discussion. Each group selected a discussion leader to lead the discussion period.

Home demonstration agents in the selected counties were responsible for publicizing the television series and enrolling the viewing groups.

The state extension office prepared publicity releases, produced the television programs and provided discussion guides to supplement the telecasts. The writer evaluated the viewing group method by means of a pre and post questionnaire.

The topic for the series was "Understanding Young Children." The series consisted of four weekly 30-minute television shows which were telecast on Tuesdays at 3:00 p.m. during February and March, 1954 over WKAR-TV, Channel 60, the Michigan State College television station.

Mrs. Lennah Backus, extension specialist in parent education, planned and presented the four television programs. The lecture method of presentation combined with drama,

interviews, movies and other visuals, was used as the format for the shows.

CHAPTER III

FINDINGS

During the publicity period preceding the television programs, 17 different viewing groups in six counties enrolled in the "Understanding Young Children" series. Results of data reported by participants on pre and post questionnaires are as follows:

Characteristics of Audience

Data concerning residence, education, age, and number of children, were reported by participants on the pretest which was administred at the first meeting of the television series.

Over half of the women participating in the viewing groups lived on a farm. Almost 30 per cent lived in the city, while the remaining women lived in villages (see Table I). In other words, almost 70 per cent of the women came from rural areas.[1]

The educational level of the women enrolled in the viewing groups was high, measured in terms of amount of schooling completed. This could probably be attributed to the fact that the enrollment in viewing groups was of a voluntary

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[1] Farm and villages (under 2500 population).

TABLE I
CHARACTERISTICS OF VIEWING GROUP AUDIENCE

Group	Number	Percentage
Number of women	54*	100.0
A. Residence		
Farm	29	53.7
Village(less than 2500)	9	16.6
City(more than 2500)	16	29.7
B. Education		
Grade school	1	1.9
Some high school	3	5.5
High school graduate	27	50.0
Beyond high school	17	31.5
College graduate	4	7.4
Post college work	2	3.7
C. Age		
Under 25 years of age	8	14.9
25-34	27	50.0
35-44	14	25.9
45-54	3	5.5
55-64	0	0.0
65 and over	2	3.7
D. Number and age of children		
Women with children under 18 yrs.	51	94.5
Women with no children under 18 yrs.	3	5.5
Children under 2 yrs. of age	23	21.1
Children 2-5	35	32.1
Children 6-10	33	30.3
Children 11-18	18	16.5
Total number of children	109	100.0

*This number represents the total number of women who reported data about themselves on a questionnaire form at the first group meeting of the series. Therefore, 7 women who joined viewing groups after the first meeting would not have reported such data.

nature. Over 40 percent had received some college training beyond high school; an additional 50 percent were high school graduates; 5 percent had received some high school training; 2 percent were limited to grammar school training (see Table I). In other words, the median school years completed were 12.6.[2]

As would be expected in the case of the age of women interested in the subject, "Understanding Young Children," nearly 90 percent were under 44 years. Almost 65 percent of the women were under 34 years of age. The latter is of significance to extension workers who find it difficult to reach the age group of young mothers through normal extension channels. Less than 10 percent of the viewing group participants were over 45 years of age. (see Table I).

Nearly 95 percent of the viewing group participants had children under 18 years of age living at home (see Table I).

Over half of the participants had children under five years or in the pre-school age, which was the period discussed in the program content of the television series.

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[2] According to the 1950 United States Census of Population for Michigan, the median school years completed for urban and rural women, 25 years and over, are 10.2; for rural nonfarm women, 10.1; for rural farm women, 8.9.

The latter finding would seem to indicate that these women had a desire for knowledge concerning young children at the time they were raising them. Thirty percent had children 6-10 years of age and nearly 17 percent reported children 11-18 years of age. (See Table I).

Of the women enrolled in viewing groups, 38 reported that they were members of home demonstration groups; 15 were not.[3] In other words, 3 out of 4 were home demonstration group members. This finding appears to bear out the assumption that home demonstration groups might well act as a nucleus for viewing groups. As was pointed out earlier, the extension service has an organizational setup in counties which is conducive to the establishment of viewing groups.

Attendance and Completion Data for Viewing Groups

Of the 17 viewing groups enrolled, 5 completed the television series. There were several factors responsible for the enrolled viewing groups not being able to complete the series (see Table II).

Six of the total groups enrolled, or nearly 1 out of 3 groups, were unable to receive the WKAR-TV signal. Some of the reception difficulties were due to the fact that people

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[3] One participant failed to answer this item on the questionnaire.

TABLE II

EXTENT OF GROUP ENROLLMENTS AND COMPLETIONS

Group	First Television Show	Second Television Show	Third Television Show	Fourth Television Show	Reason Non-completion
1	No	No	No	No	Unable to receive WKAR-TV
2	Yes	No	No	No	Disappointed in content
3	Yes	No	No	No	Disappointed in content
4*	Yes	Yes	Yes	Yes	
5	No	No	No	No	Unable to receive WKAR-TV
6	Yes	No	No	No	Reception difficulties
7*	Yes	Yes	Yes	Yes	
8	No	No	No	No	Unable to receive WKAR-TV
9	Yes	Yes	Yes	No	Unable to secure UHF set for final show
10*	Yes	Yes	Yes	Yes	
11	No	No	No	No	Unable to receive WKAR-TV
12*	Yes	Yes	Yes	Yes	
13	Yes	No	No	No	Lack of group co-operation
14	Yes	Yes	Yes	No	Measles epidemic
15	No	No	No	No	Reception difficulties
16	Yes	No	No	No	Not interested in content
17*	Yes	Yes	Yes	Yes	

*Completed series

were unfamiliar with ultra high frequency operation. People who had older model television sets, capable of receiving very high frequency channels only, did not realize they would be unable to receive WKAR-TV, Channel 60.[4] Other groups, who had sets capable of receiving the ultra high frequency range, were unable to receive the WKAR-TV signal. Thus, of the 17 groups enrolled, only 11 groups were able to receive the telecasts. About half of these groups stayed with the entire series. The remaining groups dropped out during the series.

Three groups expressed disappointment in the first program and therefore discontinued for the remainder of the series (see Table II). Disappointment was reported as non-interest in the preschool subject matter content covered in the television series. Some of the women in these groups had older children and were no longer interested in the preschool aspect of child growth.

Other reasons for non-completion were: 1) a measle epidemic which prevented a group from holding its final meeting; 2) a lack of cooperation in another group;

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[4] WKAR-TV, Channel 60, is on ultra high frequency, which can be received only on either an all channel set, or on a very high frequency set which has an ultra high frequency tuner installed.

3) unavailability of a television set; a local store who had provided a set and viewing facilities for a group was unable to accomodate them for the final program.

Attendance and Completion Data for Viewing Group Participants

Over 55 percent of the total number enrolled attended one or more of the viewing group meetings. In other words, 61 different women participated in the television series. Of the four meetings in the series, 17 percent of the enrolled members attended all of the meetings; 6 percent attended 3 out of 4; nearly 11 percent attended 2 out of 4 and almost 21 percent attended 1 out of 4 (see Table III). Because of reasons discussed in Table IV, nearly 45 percent were unable to attend any of the meetings.

Participants completing the series attended two or more of the meetings. Almost 64 percent attended all of the meetings in the television series; 13 percent attended 3 out of 4 meetings and 23 percent attended 2 out of 4 meetings (see Table III).

Other factors influencing individual attendance were lack of interest in program content, lack of group cooperation and other uncontrollable circumstances such as a measle epidemic, unavailability of ultra high frequency television set, sickness, dental appointment and arrival of baby. (See Table IV)

TABLE III

PROPORTION OF MEETINGS ATTENDED BY VIEWING GROUP PARTICIPANTS

	Number of different women enrolled in series		Number of different women completing series	
Meetings Attended	Number	Percent	Number	Percent
	110	100.0	30	100.0
All 4 meetings	19	17.3	19	63.4
3 out of 4 meetings	7	6.4	4	13.3
2 out of 4 meetings	12	10.9	7	23.3
1 out of 4 meetings	23	20.9	0	0.0
None of the meetings	49	44.5	0	0.0

TABLE IV

REASONS FOR MISSING SOME OR ALL OF THE MEETINGS

REASON	NUMBER	PERCENT
NUMBER OF WOMEN ENROLLED	110	100.0
Unable to receive programs on TV set	45	40.9
Lack of interest in program content	15	13.6
Measle epidemic	6	5.5
Unable to secure set for final program	5	4.6
Lack of group co-operation	4	3.6
Children sick	2	1.8
Participant sick	1	0.9
Dental appointment	1	0.9
New grand child	1	0.9
Unknown	11	10.0
Total	91	82.7

These findings bear out the fact that attendance suffers in a voluntary educational program situation.

Comparison of Pre and Post Test Scores

Computation of pre and post test scores indicated the following results:

Test	Number of women	Mean Score[5]
Pre	16[6]	14.4
Post	16[6]	15.4
Pre	26[7]	15.0
Post	11[8]	13.2

Since only 16 participants actually completed pre and post tests, it is difficult to conclude any definite results concerning the educational influence brought about by

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[5] Highest possible score was 24.

[6] This number includes the same women who took both the pre and post tests.

[7] This number includes women who took the pretest but did not complete the series.

[8] This number includes women who did not take a pretest due to the fact that one viewing group enrolled late and another group failed to receive the tests in time for the first meeting because of a wrong address.

the television series. Therefore, it was not possible to carry out an analysis of individual items on the tests. A slight increase in the post test mean scores might indicate that some slight gain in knowledge occurred during the television series. A comparison of the proportion of participants answering items correctly on the pre and post test[9] does not indicate a definite pattern of learning. If a larger number had completed the series, a more intensive item analyses should have provided interesting and significant data.

Physical Conditions of Viewing and Discussing Periods

Data concerning the physical conditions of the viewing and discussion period, for the television programs, were reported by the discussion leaders on the roll form.[10]

Of the 5 viewing groups completing the series, 3 reported using a television set with a 21-inch screen. Two groups did not indicate the size screen used.

Three groups reported the reception quality of the

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[9] See appendix p.95 for a percentage analysis of items answered correctly by participants on the tests.

[10] See appendix p. 94

picture as good, while the remaining groups indicated fair reception quality.

The audio or sound quality of the television programs was reported as good by 4 out of 5 groups. One group said that much interference was noted in the audio reception.[11]

All groups reported turning off the television set promptly following each program.

The average length of the discussion period following the television programs was reported as 30 minutes.

Attendance for the discussion periods indicated the majority of women who viewed the television programs remained for the follow-up discussion.

Leaders in two viewing groups said they had previous experience as discussion leaders. One group rotated the job of discussion leaders among its members, thus, having a different leader each week. Two groups did not report on this item.

Three out of 5 groups thought the television programs helped to stimulate the follow-up discussion period. Two groups did not report this item.

Reactions and Opinions of Viewing Group Participants

In an attempt to discover reactions and opinions of

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[11] Described as background noise in the station.

participants to the viewing group method, several subjective-type items were included on the post test.[12] Following are the results of the subjective data, submitted by 27 participants:

Accomplishments: As a result of viewing and discussing the television programs, participants reported the following:

7 urged others to tune in to the programs
15 talked to husband about subjects discussed
3 did further reading on subject
24 discussed subject with neighbors and friends
14 gained a greater respect of the child's growth pattern
14 became more alert to signs of readiness in children
11 gained a greater acceptance of a child's growth pattern
16 became more aware that children need a fair share of happy relationships with young and old.

Reactions: Over two-thirds of the participants thought the length of the television programs was about right.[13] One-third though the programs were too short. Perhaps, this might be an area for further research fo find out the most suitable and satisfactory length of television programs for viewing groups.

Over half of the participants indicated they would like to see additional television programs on the same subject.[14]

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[12] For list of items, see appendix p. 92

[13] Program length was 30 minutes.

[14] "Understanding Young Children"

It might be possible to assume from this finding that the television series was too short and that perhaps additional programs should have been included in the series.

Over half of the participants also stated that they would like to see additional television programs on other subjects such as understanding older children and teenagers.

Participants reported their first, second and third choices for receiving information about understanding young children from the parent education specialist (see Table V). Choices were: 1) radio, 2) direct contact, 3) television viewed individually, 4) television viewing group, 5) local leader.

As might be assumed, the first choice indicated by the largest number of participants was the direct contact method, where the specialist would present the material in person. However, according to the weighted total rating, for the five methods, both the direct contact and television viewing group methods were equally as popular. In other words, the direct contact and television viewing group methods were chosen more often than any of the other suggested methods: local leader, television viewed individually, and radio.

Comments: An open-end type question was included on the post test for participants to list their reactions and opinions

TABLE V

CHOICE OF METHOD FOR RECEIVING INFORMATION ON "UNDERSTANDING YOUNG CHILDREN"

METHOD	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	WEIGHTED TOTAL RATING*
Radio	1	4	1	12
Direct Contact	12	1	2	40
Television (individually)	4	1	2	16
Television (viewing group)	6	10	2	40
Local Leaders	2	2	8	18

*By weighting a first choice (3), a second choice (2), and a third choice (1), a total rating of the five methods was obtained.

to the viewing group method. Following are excerpts taken from typical comments[15] reported by participants:

> "In viewing and discussing the programs in a group, you actually gain a lot more than watching them alone..."
>
> "We enjoyed our group very much. We had an opportunity to compare the experiences we had with the material given on the programs."
>
> "I had taken the lesson as a group leader several years ago and felt that the shorter television program with the opportunity to discuss things afterwards was much more helpful..."

The women reporting their reactions to the viewing group method for this particular television series, appear to have reacted favorably towards it. However, it must be realized that participants are apt to be prejudiced because the tests were not anonymous. Had the tests been anonymous, the participants might feel more free to express their opinions and to be more critical.

Summary of Findings

Seventeen different groups with 110 members in six counties enrolled in the viewing group project, "Understanding Young Children."

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[15] For a complete list of comments, see appendix p. 96

An outstanding characteristic of the audience studied was the high proportion of young mothers, a segment of the population which has been difficult to reach through normal extension channels. Almost 65 percent of the women were under 34 years of age. 95 percent had children under 5 years of age.

The median school years completed was 12.6 which indicates the educational level of the women was high, measured in terms of amount of schooling completed.

The fact that three out of four were members of home demonstration groups bears out the assumption that such groups can act as the nucleus for viewing groups.

Sixty one different women participated in the series by viewing one or more of the television programs.

Five groups with a total of 27 members completed the series. Of those completing almost 64 percent attended all of the meetings in the television series.

One out of three groups or 49 members were unable to receive the WKAR-TV signal due to technical difficulties and unfamiliarity with ultra high frequency operation.

Reasons for non-completion included lack of interest in program content and lack of group cooperation. The latter might be attributed to insufficient knowledge or understanding on the part of groups enrolling in the project. Therefore, the preconditioning period prior to the television

series appears to be a crucial point in the success of the viewing group method. During the preconditioning period, the purpose and scope of the project must be thoroughly understood by all those interested in organizing a viewing group.

Other uncontrollable circumstances which prevented completion were a measle epidemic in the community, sickness and previous committments.

Three out of five groups reported the reception quality of the picture as good. Four out of five groups reported the sound quality as good. The average length of the discussion period following the television programs was reported as 30 minutes. Three out of five groups thought the television programs helped to stimulate the follow-up discussion period.

Due to the limited number completing the television series, it was not possible to carry out a complete analysis of the results of the pre and post tests. A slight increase in the post test mean scores might indicate that some slight gain in knowledge occurred during the television series.

Reactions and opinions expressed by the limited number who completed the series indicated a general favorable response to the viewing group method.

CHAPTER IV

CONCLUSIONS

Under more favorable telecasting conditions than experienced in this study, it appears that the viewing group method has potential for extension teaching. The extension specialist can reach more people through a one-time television presentation to viewing groups, than could be reached through direct teaching to a limited number in one county.

The use of television as a teaching medium by extension specialists can save time and travel and replace many meetings.

Television can provide extension workers with a channel for reaching a segment of the population not ordinarily available through normal extension channels.

The preconditioning period is a crucial point in the success of the viewing group method. During this period, the purpose and scope of the project must be thoroughly understood by all those interested in organizing a viewing group. The latter will insure enrollment of only groups interested in the project.

Before attempting to utilize the viewing group method on any television station, the coverage area for that station should be known and understood. This will prevent enrollment of groups which are incapable of receiving the telecasts.

Because of the limited number completing the television series, it was not possible to carry out a complete analysis of the results of the pre and post tests. Consequently, no conclusions can be made concerning the educational influence brought about by the television series.

In order to insure a large enough sample for measuring results, it is suggested that further group experiments of this nature, use more groups at the beginning of the project to compensate for the high percentage of non-completions.

Suggestions For Further Study

Further research is needed by the extension service which will provide results of effective teaching methods in different media. For instance, it would be valuable for the extension service to know whether a subject taught on television can be as effective as a subject taught in a face-to-face presentation. Other comparative studies which would offer valuable data are television teaching viewed individually versus group viewing; television teaching versus teaching by the leader training method; television versus radio teaching.

Additional work is needed on constructing pre and post tests which will produce valid and reliable results.

Additional research is also needed in determing the most effective format for a specific subject. A research design could be set up to compare lecture, dramatic, and discussion methods or a combination of these methods.

If the viewing group method were repeated, there are certain

procedures which the writer recommends in the light of the experience gained in this study.

Allow the idea for the topic of the viewing group project to come from lay people in the counties.

Conduct the briefing meeting orienting the county home demonstration agents as to the purpose and scope of the viewing group method at least six months prior to the first program.

Know the coverage area of the television station. Avoid publicizing the viewing group project in areas which are incapable of receiving the telecasts.

Provide county extension offices with adequate publicity (radio, television and press) at an early date.

Prepare study guides for participants as well as leaders.

Consolidate individual study guides into a syllabus.

Distribute all organizational and discussion materials to the home demonstration agent prior to the beginning of the series.

Conduct training meeting for discussion leaders prior to the project.

Make the television programs top quality. Don't spare resources.

Try to use the best possible talent available for presenting the program.

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APPENDIX

Counties selected to cooperate in viewing group experiment

ORIENTATION LETTER TO HOME DEMONSTRATION AGENTS
COOPERATIVE EXTENSION WORK
In Agriculture and Home Economics
State of Michigan

December 4, 1954

To: _____

As you know MSC's television station WKAR-TV, Channel 60 expects to begin broadcasting on January 15, 1954. Among the regularly scheduled programs will be an extension home economics program. We expect this program will be aired at 3:00 p.m. and a schedule has already been planned for two programs a week.

If the home economics extension staff is to devote the amount of time necessary to accomplish such a schedule it is important that we co-ordinate TV with your county extension programs. Mrs. Backus is planning a series of programs concerning the preschool child in an attempt to reach parents of young children to be presented once each week during the month of February.

Since Mrs. Backus has already discussed the possibility of a series of TV programs in the area of the young child with several home agents, we are inviting in agents in surrounding counties to discuss such plans.

If your schedule will permit, we would like to have you come to my office Friday, December 11, at 2 o'clock to meet with us and see what we can develop.

We hope it will be possible for you to come in at that time.

Sincerely yours,

(Signed) Leona MacLeod
(Mrs.) Leona MacLeod
State Home Demonstration Leader

PUBLICITY

For Immediate Release -

Homemakers in_____county may now enroll in Coffee-Study groups co-ordinated with the new series of television programs on "Understanding the Young Child."

The new series of four 30-minute programs is part of the regular 3:00 p.m. home economics show to be telecast from Michigan State College.

The child study series will start Tuesday, February 9, on WKAR-TV, Channel 60, reports_____home demonstration agent for_____county.

These four telecast programs on February 9, 16, 23 and March 2 will deal with the mental and physical growth, and the emotional and social development of children in the 2- to 5-year-old age group.

Mrs. Lennah Backus, extension specialist in child development at Michigan State College, and other staff members of the M.S.C. School of Home Economics will be participating in the program series.

In outlining the plan for Coffee-Study groups, Miss (or Mrs.)_____explains that homemakers wishing to enroll in Coffee-Study groups should contact their neighbors and friends and organize into groups of five to ten members.

Each group will need to choose one of two discussion leaders to guide the follow-up discussions after each telecast.

Group discussion leaders are also responsible for enrolling their group through Miss (or Mrs.)_____so that discussion outlines and study materials can be distributed before the first child study telecast. Deadline for enrollment is

January 20.

The names and the addresses of group discussion leaders and the number of members in each group is required for enrollment. There is no fee for enrollment or for study materials.

Homemakers should schedule their Tuesday p.m. Coffee-Study sessions in the home of a group member who has UHF reception on her television set, advises Miss (or Mrs.)_____.

The 3:00 p.m. programs are planned to fit into the homemaker's routine at a time when school children don't require her time and attention. These neighborhood coffees will also eliminate the baby-sitter complication for many young homemakers, points out Miss (or Mrs.)_____.

If you're a newcomer to your community, contact Home Demonstration Agent_____to find out what groups in your neighborhood are looking for new members.

For any additional information or help in forming your neighborhood Coffee-Study groups, contact Miss (or Mrs.)_____ _____at the county extension office.

2-page SPECIAL memo to home demonstration agents in the counties of:

Calhoun	Eaton	Gratiot	Jackson	Shiawassee
Clinton	Genesee	Ingham	Livingston	Washtenaw

Rather than confuse the issue with the other home demonstration agents in the WKAR-TV area, we're sending you this "special" reminder on the coffee study plan.

If you prefer to talk about "neighborhood study" groups in your publicity rather than about coffee study groups, it is alright. In fact, the neighborhood study group label DOES suggest exactly the type of thing we hope to promote.

If you've already used the term "coffee study" in your publicity, stick to it. We do NOT want homemakers to become confused and think that there is more than one type of group.

The women themselves are probably going to be the ones to give us the "label that sticks"--and the sooner, the better.

Here again are "the facts" you'll need to localize these releases in your counties:

Homemakers may now enroll in coffee study (or neighborhood study) groups co-ordinated with the new series of television programs on "Understanding the Young Child."

The new series of four 30-minute programs is part of the regular 3 p.m. home economics show, "TODAY'S HOME," to be telecast over WKAR-TV, Michigan State College, UHF Channel 60.

The child-study series will start Tuesday, February 9 and will be continued on February 16, 23 and March 2.

These four telecast programs will deal with the mental and physical growth--etc. (see releases enclosed).

more

Homemakers wishing to enroll in study groups should contact their neighbors and friends and organize into groups of five to ten members. Each group will need to choose one or two discussion leaders to guide the follow-up discussions after each telecast.

Group discussion leaders are also responsible for enrolling their group through Miss (or Mrs.)_____HDA_____ so that discussion outlines and study materials can be distributed before the first child study telecast. DEADLINE FOR ENROLLMENT IS JANUARY 20.

The NAMES and ADDRESSES of group discussion leaders and the NUMBER of members in each group is required for enrollment so that study materials may be distributed. There is NO fee for enrollment or for study materials.

Homemakers will need to schedule their Tuesday p.m. study sessions in the home of a group member who has UHF reception on her television set.

Newcomers to the community may contact HOME DEMONSTRATION AGENT _____to find out what groups in their neighborhood are looking for more members.

For any additional information or help in forming your neighborhood study groups, contact Miss (or Mrs.)_____HDA_____ at the_____county extension office.

- - -

This is the SAME material you received at an earlier date. I believe you planned to localize it and you will certainly want to REWRITE and LOCALIZE this time--incorporating this data with the enclosed releases. If you have already sent out one release on this it won't hurt to send out another.

# # #

COOPERATIVE EXTENSION WORK
In Agriculture and Home Economics
State of Michigan

Memo to Home Demonstration Agents:

Enclosed is a packet of four news releases, together with suggested release dates, to be distributed to the newspapers in your county.

The releases deal with the four-program series, "Understanding the Young Child," which will be telecast on the "Today's Home" show on February 9, 16, 23 and March 2 at 3 p.m. over WKAR-TV, Channel 60.

Since this series is among the first of "Today's Home" features, we are anxious to inform as many homemakers as possible about it.

Please feel free to localize these stories. Plan to send JUST ONE AT A TIME to the editors in your county. Send it so that they'll receive it in plenty of time to get it into their papers preceding the date of the show.

This material is NOT being sent directly to the papers in the WKAR-TV area so it is important that you see to the distribution.

Our method of publicizing the "Today's Home" programs is not standard yet. Sometimes we will send stories directly to the papers in the viewing area--sometimes they will go through you. In this instance, we felt it would be most effective to send the releases through your office.

Thanks for your efforts and co-operation! We'll be anxious to know the attitude of papers towards TV publicity. Let us know what we can do to improve "our cause." That last statement goes for publicity outside the realm of TV, too.

Sincerely,

(Signed) Gail Hill
Gail Hill
Ass't Extension Editor

Turn in to the editor on Friday or Saturday, Jan. 29 or 30

"Understanding the Young Child," a series of four televised programs dealing with 2- to 5-year-olds, will begin Tuesday, February 9, on "Today's Home," WKAR-TV, Michigan State College's UHF, Channel 60.

Mrs. Lennah Backus, extension family life specialist at Michigan State College, will present the 30-minute child study telecasts at 3 p.m. on February 9, 16, 23 and March 2. The series will include information on mental, physical, social and emotional development of preschool children.

The first program will focus on youngsters' mental development and ways in which this area of growth is related to the other areas of growth.

Parents need to understand a child's "readiness" for learning and doing, explains Mrs. Backus. Though parents cannot hasten a child's learning, they can slow it up if they fail to provide an environment that supports learning.

During the program, consideration will also be given to the part that language, reasoning and imagination play in the mental development of the young child.

As a guide to the better understanding of youngsters, Mrs. Backus will give a brief summarization of what parents might expect of a 2-year-old.

On the following Tuesday telecasts, Mrs. Backus will discuss physical, social and emotional development. She'll also be giving summarizations of a 3-year-old, 4-year-old, and 5-year old.

A complete listing of programs to be telecast over

Turn in to the editor on Friday or Saturday, Feb. 5 or 6

The physical growth of the pre-school child will be the discussion topic for the 3 p.m. telecast, Tuesday Feb. 16, over "Today's Home," WKAR-TV, Channel 60.

The program, second in the "Understanding the Young Child" series, will deal with physical growth, with particular regard to sequences of growth and variations in patterns of growth.

Adults sometimes fail to realize that each child follows his own natural growth "plan." Expectations for two children following different "plans" of growth cannot be the same, explains Mrs. Lennah Backus, extension family life specialist at Michigan State College. Mrs. Backus is presenting the telvised child study series.

Special guest on this program will be Dr. Goldie Corneliuson, chief of the Maternal and Child Health section of the Michigan State Department of Health.

Mrs. Backus will also give WKAR-TV viewers a brief summarization of what parents might expect of a 3-year-old.

On the following Tuesdays, February 23 and March, the emotional and social growth of preschool children will be featured on the "Understanding the Young Child" series.

-gh-

Turn in to the editor on Friday or Saturday, Feb. 12 or 13

Attention will concentrate on the social and emotional growth of preschool children during the 3 p.m. telecast of "Today's Home," on Tuesday February 23.

At that time, the home economics program on WKAR-TV brings viewers another program in the "Understanding the Young Child" series.

Most preschool children have only made beginnings in the process of growing up socially and emotionally, points out Mrs. Lennah Backus, extension family life specialist at Michigan State College. Mrs. Backus is presenting the four-program child study series.

Parents need to understand the ways that children express their feelings. And children need to feel that their parents understand.

During a brief part of the 30-minute program, Mrs. Backus will present a summarization of what parents might expect of a 4-year old.

The study of social and emotional growth will be concluded on March 2 when the last of this series of child study programs will be telecast on "Today's Home."

-gh-

Turn in to the editor on Friday or Saturday, Feb. 19 or 20

As a child's "social" circle grows--as he goes from family group into larger social groups, he needs help in learning to meet different situations.

Viewers of the 3 p.m. "Today's Home" show over WKAR-TV will learn more about this on Tuesday, March 2. Mrs. Lennah Backus, extension family life specialist at Michigan State College will continue her discussion of the social and emotional development of preschool children.

A portion of this show will be used for a brief summarization of a 5-year-old youngster. In previous programs in this series, Mrs. Backus has "summarized" the 2-year-old, the 3-year-old and the 4-year-old.

This telecast will be the last of the four-program Tuesday series, "Understanding the Young Child."

From time to time, the "Today's Home" show will carry other features of special interest to homemakers with young children.

A complete listing of programs to be telecast over "Today's Home," WKAR-TV, each Tuesday, Wednesday and Thursday at 3 p.m. is published every two weeks.

Anyone may receive the publication by writing "Today's Home," WKAR-TV, Michigan State College, East Lansing.

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EXPLANATION LETTER OF TECHNICAL DIFFICULTIES

COOPERATIVE EXTENSION WORK
In Agriculture and Home Economics
State of Michigan

February 17, 1954

Dear Leader:

We are sorry it was impossible to bring your study group the second of the TV series, UNDERSTANDING YOUNG CHILDREN on Tuesday, February 16, 1954 at 3 o'clock. WKAR-TV was off the air on that afternoon due to technical difficulties; but you will not miss any of the series. Below is a schedule for the remainder of the series:

February 23, 1954	-	PHYSICAL GROWTH
March 2, 1954	-	EMOTIONAL GROWTH
March 9, 1954	-	SOCIAL GROWTH

We hope your study group can arrange to meet for the above programs.

Sincerely

(Signed) Margaret McKeegan
Margaret McKeegan
Extension Television Editor
for Home Economics

MMc:DW

P.S. We appreciated your promptness in returning the questionnaires. However, we have not heard from a few of the groups. It would help us greatly if all the questionnaires were returned as soon as possible.

TELEVISION SCRIPT - PROGRAM NUMBER ONE

TODAY'S HOME PRODUCER: MCKEEGAN DIRECTOR: CALLIHAN

Tuesday, February 9, 1954 3:00 p.m.

TALENT	FEATURES
Margaret McKeegan	Hostess
Lennah Backus(Parent Educ. Spec.)	Mental Growth of the Young Child
Jean Foulkrod(Nursery School)	Interview
Bernard Mikol(Psychology Dept.)	Interview

SETS	PROPS AND AIDS
Simple office setting(need desk, book shelves, easel, blackboard)	Principles on cards, titles on blackboard, Strang's book, toys, toy models of family members, children's books, finger paintings, intelligence testing equipment and silent film.

PROGRAM ROUTINE

1. Open - Standard - Titles over special film(children playing in snow)

2. McKeegan - Introduce Backus

3. Backus - at blackboard - introduce series-write titles for 4 lessons on board.

4. Back to desk
   Discuss principles of mental growth
   (Backus holds cards in front of her at desk)

5. Strang's book - read quotation

6. Discuss child's learning processes
   (Illustrate with orange, box, soft toy, and measuring spoon)

7. Show toy models of family - not learning too much at once

8. Backus interview Foulkrod
   How children learn through books

9. Show children's books(will have 2 of each so can get limbo shot of pages)

10. Imaginative and Creative play(show finger painting)
    End of Foulkrod interview

11. Backus interview psychologist
    Discuss intelligence tests
    Demonstrate testing equipment
12. Summary-Backus (cards again)
13. Profile- 2 year old- film- Backus ad lib over
14. McKeegan - Close
15. Close- Standard - Titles over special film

TELEVISION SCRIPT - PROGRAM NUMBER TWO

TODAY'S HOME PRODUCER: MCKEEGAN DIRECTOR: CALLIHAN

Tuesday, February 23, 1954, 3:00 p.m.

TALENT	FEATURES
Margaret McKeegan	Hostess
Lennah Backus	Physical Growth of the Young Child
Dr. Cornelinson(State Health Dept.)	Interview

SETS	PROPS AND AIDS
Simple office setting	Principle cards, blackboard, 3 standing human figures to show growth pattern, baked potato, ball, spoon, pound toy, Spock's book, children's clothes and silent film.

PROGRAM ROUTINE

1. Open - Standard - Titles over special film

2. McKeegan Introduce Backus

3. Backus- Introduce physical growth lession(use growth cut-outs and doll figures of baby and child)

4. Review last lesson

5. Show growth principles on cards

6. Growth proceeds in orderly manner
   Draw growth line on blackboard

7. Back to desk - sit down

8. What does it mean to you as a parent? Discuss

9. Backus interview Dr. Cornelinson
   Cornelinson- development from head to toe and inside out (show chart)
   Large muscles before small(illustrate with ball and spoon)
   Backus - Read quotation from Spock's book
   Discuss - Child follows his own development plan
   Signs of a healthy child
   End of interview

10. Backus - Summary

11. Backus - Profiel of a 3 year old - film(ad lib over)

12. Backus - Final summary question for audience to consider- "In what way is your child's behavior related to his physical development?"

13. McKeegan - Close

14. Close - Standard - Titles over special film

TELEVISION SCRIPT - PROGRAM NUMBER THREE

TODAY'S HOME PRODUCER: MCKEEGAN DIRECTOR: CALLIHAN

Tuesday, March 2, 1954 3:00 p.m.

TALENT	FEATURES
Margaret McKeegan	Hostess
Lennah Backus	Emotional Growth of the Young Child
Dr. R. Crawford(Speech Dept.)	Father character in skits
Suzanne Rouse(Student)	Mother character in skits

SETS	PROPS AND AIDS
Simple office setting	Rear projection screen(silhouette dramatization)
Silhouette setting(table and chairs)	Blackboard, film

PROGRAM ROUTINE

1. Open - Standard- Titles over special film

2. McKeegan introduce Backus

3. Backus at blackboard
   List emotions
   Fill in chart, "Steps toward a healthy personality"

4. First skit- Jealousy

5. Backus discuss

6. Second skit- Fear

7. Backus discuss

8. Third skit- Self Confidence

9. Backus discuss

10. Film- profile of a 4 year old- Backus ad lib over

11. Summary- Backus

12. McKeegan - Close

13. Close - Standard- Titles over special film

TELEVISION SCRIPT - PROGRAM NUMBER FOUR

TODAY'S HOME PRODUCER: MCKEEGAN DIRECTOR: CALLIHAN

Tuesday, March 9, 1954, 3:00 p.m.

TALENT	FEATURES
Margaret McKeegan	Hostess
Lennah Backus	Social Growth of the Young Child
Bernice Borgman(Nursery School)	Interview

SETS	PROPS AND AIDS
Simple office setting	Desk, 2 chairs, blackboard, film

PROGRAM ROUTINE

1. Open - Standard- Titles over special film
2. McKeegan introduce Backus
3. Backus introduce topic and Miss Borgman
4. Interview Backus and Borgman
5. Film Children Playing- Backus and Borgman ad lib over
6. Backus discuss 3 questions posed by parents(pulls letters out of envelopes, reads- go to limbo shot of question on chart)
7. Film- Profile of a 5 year old- Backus ad lib over
8. Backus- summarize series of lesson- wheel on blackboard
9. McKeegan - Close
10. Close- Standard- Titles over special film

TV NEIGHBORHOOD STUDY GROUPS
"UNDERSTANDING YOUNG CHILDREN"

Discussion Guide for Program 1

MENTAL GROWTH OF THE YOUNG CHILD

General principles of mental growth

1. Pre-school children learn what they are able to learn and what they want to learn.

2. They learn best when their environment supports their learning.

Discussion questions based on these principles

1. Mention ways in which --

   a) Too many "don't's" can slow a child's learning as regards his sense of touch.

   b) Impatience on the part of the parent can slow a child's learning as regards his judgment of time.

2. How many of the following "new experiences" or "new learnings" should a young child be subjected to in a short period of time?

   The family moves from one place to another.
   Grandmother comes for a two-weeks visit.
   A new baby brother.
   Members of the Mother's Study Club come to call.
   The child must now wash unassisted.
   Introduction of sauerkraut to the menu.
   The family buys a new car.
   Father takes over putting the child to bed.
   The child begins to eat dinner regularly with the family.

3. The parents of $2\frac{1}{2}$-year-old Julie point with pride to the long list of nursery rhymes which Julie can repeat.

   Is this "forced learning"?
   What are some of the factors that might help you decide?

4. Discuss the statement - "Johnny is just like his Uncle Ezra when it comes to figuring things out".

5. Mention play activities which will tend to foster imagination and creativeness in young children.

(7356)

Cooperative extension work in agriculture and home economics. Michigan State College and U. S. Department of Agriculture cooperating. D. B. Varner, Director. Cooperative Extension Service, Michigan State College, East Lansing. Printed and distributed under acts of Congress, May 8 and June 30, 1914

PROFILE OR DESCRIPTION OF THE 2-YEAR-OLD

In the light of the description of the 2-year-old could you mention an instance which shows --

1. You expected too much of your 2-year-old.

2. In general, your treatment of your 2-year-old appears to be reasonable.

3. The ways in which your 2-year-old differs from the profile of the 2-year-old.

SUMMARY BY LEADER

The leader will want to summarize what has been said by the discussion members and add the following points if needed:

* Be alert to signs of "readiness" for learning in your own child for each new experience.

* Avoid putting pressure on the child to achieve beyond his ability at the moment.

* See that the child has opportunities for learning.

* See also that he has reasonable opportunity to satisfy his curiosity.

* Give him time to think.

* Sometimes the learning ability of a child may be slowed by physical or emotional blocks.

* Remember that encouragement and affectionate care will help the child make full use of his capacities for learning.

TV NEIGHBORHOOD STUDY GROUPS
"UNDERSTANDING YOUNG CHILDREN"

Discussion Guide for Program II

PHYSICAL GROWTH OF THE YOUNG CHILD

I. General principles of physical growth.

1. Growth procedes in an orderly manner.

2. A child follows his own developmental plan.

II. Discussion questions based on these principles.

1. Thinking of a 2-year-old child, what play activities could you encourage which would aid in the development of large muscles?

2. If possible, describe two somewhat different pre-school children of the same age as to --

Height and Weight
Physical skills such as, ability to catch a ball, run, etc.
Amount of sleep needed
Amount and variety of food consumed
Active or quiet
Resists infection or catches cold easily

Keeping these differences in mind, mention one way of handling each child to best meet his individual needs.

3. The following is a day in the life of a 3-year-old:

Morning	Afternoon	Evening
Wakes up	Bath	Romps with Father
Breakfast	Nap or rest. If sleeps, may sleep until 4-4:30.	Watches TV with family
Dresses himself	Plays momentarily with toys	To bed
Plays near Mother	May accompany Mother to store or to pick up Father	
Watches children's TV program	Plays with sisters or watches them play	
Follows school-age sisters around just before lunch	Dinner	
Lunch		

From the standpoint of physical growth, what changes would you make in this schedule?

4. Four-year-old Mary sits at the dinner table without picking up her spoon or tasting her milk. Instead she keeps asking for bread. What would you do?

   a) Give her bread since she does not seem to care for the food on her plate?

   b) Tell her she must eat her dinner before she can have bread or dessert?

   c) Ignore the untouched plate?

   d) Ask her to leave the table until she is ready to eat?

   e) Point out how nicely the other children are eating?

   f) _____

5. In the light of what you know about health care of children, (diet, protection from disease, signs of a healthy child) what one suggestion could you make to improve the health of your pre-school child?

SUMMARY BY LEADER

The leader will want to summarize what has been said by the discussion members and add the following points if needed:

* In physical, as in mental growth, children need freedom to grow at their own rate.

* We can not hurry physical growth but we can be alert to obstacles which may slow it.

* An adequate diet should be provided for the child as well as mealtimes that are free from strain and anxiety.

* Include in the child's play day some variety as to indoor and outdoor play, quiet and active play.

* Create conditions favorable to rest, that is, quiet play before bedtime and a quiet well-ventilated room.

* Regular medical and dental examinations should be provided.

Parent Education & Child Development, Home Demonstration Work
Cooperative Extension Service
Michigan State College

TV NEIGHBORHOOD STUDY GROUPS
"UNDERSTANDING YOUNG CHILDREN"

Discussion Guide for Program III

SOCIAL AND EMOTIONAL GROWTH OF THE YOUNG CHILD

In terms of Emotional Growth it is well to remember that —

Most pre-school children have made beginnings only in the process of growing up emotionally.

Keeping this idea in mind, would you agree or disagree with the following statements, or are you uncertain —

	Agree	Disagree	Uncertain
1. Anger and fear in young children are shown more frequently than jealousy.	____	_____	_____
2. The child who can stay alone in Sunday School can stay alone the first day of school.	____	_____	_____
3. Every effort should be made to stop children when they begin to scream, kick or make a scene.	____	_____	_____
4. Preparing a child for the coming of a baby will prevent jealousy.	____	_____	_____
5. Emotionally healthy parents are more apt to have emotionally healthy children.	____	_____	_____
6. An uncooperative two-year old has a good start toward becoming an obstinate adult.	____	_____	_____
7. Emotional growth may be slowed if a child is tied too closely to his mother's apron strings.	____	_____	_____
8. The three-year-old, if emotionally healthy, will show no anger if a child takes his toy away.	____	_____	_____

	Agree	Disagree	Uncertain
9. Fear in children is sometimes a result of parents expressing fear.	____	____	____
10. A child who expresses his love for his parents is a happier child than one who does not.	____	____	____
11. Praising children for all accomplishments will aid emotional growth.	____	____	____
12. Any signs of emotional disturbance in young children can be safely disregarded.	____	____	____

SUMMARY BY LEADER

The leader will want to summarize what has been said by the discussion members and add the following points if needed:

*The emotions of young children differ in many respects from the emotions of an adult. The emotions of young children are brief; they are intense; they appear frequently; and change rapidly.

*A child's response to a given situation will depend upon how he feels, as well as upon his understanding of and experience with each new situation.

*During the pre-school years it is considered especially important that the child gains confidence in himself.

*With this confidence he will have the courage and initiative to carry out many of his ideas.

*Such confidence and courage is a reflection of the child's inner feelings — the feeling of being loved, cared for, and understood by someone.

Parent Education & Child Development, Home Demonstration Work
Cooperative Extension Service
Michigan State College

TV NEIGHBORHOOD STUDY GROUPS
"UNDERSTANDING YOUNG CHILDREN"

Discussion Guide for Program IV

SOCIAL AND EMOTIONAL GROWTH OF THE YOUNG CHILD

In terms of Social Growth it is well to remember that --

A Child grows socially when he wants to act in ways that will be helpful both to himself and to others.

Case Study

Jane Beth, age 5, is in the first half year of morning kindergarten. She is somewhat taller than the other children in her room at school, is fairly large boned and quite slender. Although she has light hair and blue eyes, she looks rather pale as she seems to lack the sharp ruddy cheeks common to many children. Her posture is good and she is a child who abounds in energy, although she tires easily. In school after the midmorning rest, Jane Beth is quite apt to be touchy, apparently needing more rest than is possible in the time allowed. She takes a long nap in the afternoon and then does not go to bed as early in the evening as most children, she is a restless sleeper. Fruits and vegetables are her best liked foods. Her health habits appear to be better than average, as judged by the simple requirements of the school such as washing hands after going to the bath room, proper use of Kleenex, etc. She has been subject to many colds and after each cold her whiteness or paleness seems more pronounced.

When Jane Beth entered kindergarten she was able to print her name, even though the letters all ran together. She has a better than average vocabulary for a child of her age, picks things up that adults say and repeats them in the same manner. Not only does she have the ability to talk but she wants to talk and continually interrupts when the teacher is reading stories or interrupts other children. Her agility with words is useful in another way, in that she is full of alibis and can talk her way out of many difficult situations. She has a keen interest in many things and carries this interest over frequently between home and school. For example, due to her Dutch ancestry she is familiar with many Dutch customs, knows many details about the Royal family and brings many treasures to school from the Netherlands that have been given to her. Likewise, she is apt to take ideas home that she has gained from stories, trips or from the teacher and attempts to put them into practice with great determination.

She is not at all interested in working with her hands, in quiet activities she is apt to become quite restless. When asked to reproduce ideas on a large sheet of paper, her drawings are apt to be below those of other children or she may even scribble.

2.

Her relationships with other children are rather unusual in that she bosses them whenever she can, particularly the children who are rather shy and submissive. Her best loved play activity seems to be playing with dolls and in this she carries on with a great deal of directing as far as the other children are concerned. For all this she is well liked by children, apparently because of her sense of humor, -she frequently becomes quite silly - for her energy, ideas, and the fact that she is fun and friendly.

She seems very conscious of adults and of adult activities. She is very resentful of suggestions from adults or offers of help. She may listen to suggestions to the point of understanding but then her independence usually wins out and she will disregard the suggestion, or adopt it later as her own idea. On one occasion when she was asked if she would like to go to the store on an errand, she refused any directions as to how to get to the store but later displayed great fear in this undertaking.

She is an only child, born to parents very late in life. The mother works and during her absence, Jane Beth is cared for by an elderly aunt who lives in the home. The father idolizes the child. The mother who is a youth leader working with girls in a Y.W.C.A. has very definite ideas about rearing children. The mother has excercised a great deal of protective care as far as Jane Beth is concerned, and having some questions about the playmates in the neighborhood has limited both the playmates and the play area. Jane Beth is rarely left with baby sitters mainly because her independence and language ability are difficult for a stranger to handle.

Suggestions for using:

Kindly read the above report, keeping in mind that its purpose is to study the progress of growth during the pre-school years of a particular 5-year-old child.

1. In order to fairly appraise the growth of this child what other information would be helpful?

2. From what you know about this child which areas of growth (physical, mental, social and emotional) show best development? Why?

3. Which areas appear to lag a little and why?

4. How would you rate total growth of this child along a scale such as the following:

Excellent _____ Good _____ Average _____ Fair _____ Poor _____

"Understanding Young Children"
(TV series-neighborhood study groups)

SUGGESTIONS FOR DISCUSSION LEADERS

You have been selected as discussion leader in your group. Your responsibilities will be to plan for the physical arrangements of the meeting and to lead the discussion following the telecast. The following suggestions have been prepared to aid you in the job.

Preparation for telecast:

1. Contact and remind women of time and place for meeting.
2. Arrive at meeting place by 2:30 p.m.
3. Make sure TV set is properly adjusted (picture and volume) well in advance of 3 p.m. program.
4. See that women are seated comfortably for viewing.
5. Explain plan for discussion following telecast.
6. Have group decide on amount of time they will devote to discussion period (45 minutes to 1 hour is desirable).
7. Keep room quiet during telecast (if children will be present, try to provide a baby sitter for them in another room).
8. Encourage attentive listening and viewing.
9. Turn off TV set promptly at end of program.

Discussion following telecast:

To promote an informal and friendly atmosphere, rearrange the chairs into a circle or around a table for the discussion period. Usually the leader remains seated in this type of discussion. Try to make the group feel at ease and encourage everyone to take part. Give credit for good suggestions, but try to avoid having one person monopolize the discussion. If the discussion seems to wander, remind group of the original question.

Plan for discussion:

1. Use questions on "discussion guide" as lead questions.
2. Confine the discussion to subject scheduled for that day.
3. Watch the time. Try to discuss as many of the questions as possible.
4. If there is insufficient time for all of the questions, read the undiscussed ones and suggest they continue the discussion at home with husband and friends.
5. Summarize discussion ("disc. guide", page 2).
6. Remind group of next TV program-time, place and subject.
7. Following each meeting, fill out attached roll(pink sheet).

Discussion Leader's Score Card: Ask yourself the following questions Try to improve your discussion leadership during the TV series.

How could I have handled the discussion more effectively?
Did everyone take part? If not, why?
Did one person monopolize the discussion?
Did the discussion drag or move too fast?
Did the discussion bring about a clearer understanding of the topic?
Did I end the discussion on time?

GOOD DISCUSSION LEADERSHIP COMES WITH PRACTICE -- DO THE JOB IN THE BEST WAY YOU KNOW HOW AND STRIVE TO IMPROVE.

UNDERSTANDING YOUNG CHILDREN

Suggestions for Reading

BOOKS

Rand, Sweeney, and Vincent, Growth and Development of the Young Child, Fifth Edition, W. B. Saunders Co., Philadelphia.

Martin and Stendler, Child Development, Harcourt Brace and Company, New York, 1953.

Spock, Benjamin, The Pocket Book of Baby and Child Care, Pocket Books, Inc., Rockfeller Center, New York, 1946.

PAMPHLETS

Your Child From One To Six, U. S. Government Printing Office, Washington 25, D. C., 20¢.

Enjoy Your Child - Ages 1, 2, and 3, James L. Hymes, Jr., Public Affairs Pamphlet No. 141, Public Affairs Committee, Inc., 22 East 38th Street, New York, 25¢.

Three To Six: Your Child Starts To School, James R. Hymes, Jr., Public Affairs Pamphlet No. 163, Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York, 25¢.

How Children Grow and Develop, Willard C. Olsen and John Lewellen, Science Research Associates, 228 S. Wabash Ave., Chicago, Ill., 40¢.

Self-Understanding, a First Step to Understanding Children, William C. Menninger, M.D., Science Research Associates, 228 S. Wabash Ave., Chicago 4, Illinois, 40¢.

Fears of Children, Helen Ross, Science Research Associates, 228 S. Wabash Ave., Chicago, Illinois, 40¢.

How To Live With Children, Edith G. Neisser and the staff of the Association for Family Living, 28 E. Jackson, Chicago 4, Ill., 40¢.

Understanding Children's Behavior, Fritz Redl, Pamphlet #2024, The Association for Family Living, 28 E. Jackson, Chicago 4, Ill., 60¢.

Some Special Problems of Children, Nina Ridenour and Isobel Johnson, State Charities Aid Association, 105 East 22nd Street, New York 10, New York, 25¢.

Principles For Child Guidance, Ethel B. Waring, Cornell Extension Bulletin #420, Cornell University, Ithaca, New York, 5¢.

Health of the Pre-School Child, Michigan Department of Health, Lansing 4, Michigan, Free.

PRE TEST

NAME_____ ADDRESS_____ _____

PLEASE FILL OUT THE FOLLOWING BY PLACING AN (X) BEFORE THE ITEMS WHICH APPLY TO YOU.

1) Do you live

_____on a farm?

_____village of less than 2500?

_____city of more than 2500?

2) Your schooling

_____grade school?

_____some high school?

_____high school graduate?

_____some education beyond high school(business college,etc.)?

_____college graduate?

_____post college work?

3) Your approximate age group

_____under 25 years?

_____ 25 - 34?

_____35 - 44?

_____45 - 54?

_____55 - 64?

_____over 65?

4) Do you have children under 18 years of age living at home? YES_____ NO_____

How many are

_____under 2 years?

_____2 - 5?

_____6 - 10?

_____11 - 18?

5) Are you a member of a home demonstration group?

YES_____ NO_____

ANSWER THE FOLLOWING QUESTIONS BY PLACING AN (X) BEFORE THE ONE ANSWER WHICH YOU THINK IS BEST. DO NOT LEAVE ANY QUESTION UNANSWERED.

1) Susy, age 3, does not repond to your call to come for dinner. Would you

_____ decide she was absorbed in play and try calling louder?
_____ take her by the hand and lead her gently to the dinner table?
_____ suggest that next time she come immediately when you call?

2) It is best for a 4-year old child to have

_____ durable toys
_____ a variety of toys
_____ a toy which he can use in several ways

3) At what age could we expect a child to begin understanding the time interval in this statement, "Daddy will be home late this afternoon"?

_____ three
_____ four
_____ five

4) You are in charge of a committee to buy books for the four-year old children in nursery school. Check the most important characteristic a good story book should have for this age group.

_____ contain many pictures and ideas
_____ has a colorful description of the characters
_____ repeat one thought often

5) When would you begin toilet training?

_____ when the child appears ready
_____ at least by one year
_____ not later than eighteen months

6) Which of the following might indicate readiness by a child for a new experience?

_____ when he reaches the appropriate age for a particular learning
_____ when he shows boredom
_____ when he is urged to try something new

7) A child will learn good food habits if

_____ his parents are not too concerned about how he feeds himself
_____ new foods are given in small servings at first
_____ he always eats dinner with the family

8) Evidence of good physical growth in a young child is indicated

_____ if he looks healthy
_____ if his weight is in proportion to his growth pattern
_____ if his growth follws that of his age group

9) Three children are playing in a sand box and there is little exchange of words between them. Each is absorbed in his own activity. This play activity would be typical of most

_____ two-year olds
_____ three-year olds
_____ four-year olds

10) Parents may help a child gain a good beginning in language development by

_____ coaxing him to repeat words
_____ providing him with a variety of experiences
_____ encouraging him to play with other children who speak clearly

11) You hear loud cries and angry sounds in the play room. You open the door and witness Bobby, age three and Marie, age four and a half, each holding tight to one side of a wagon. Bobby is hitting Marie who refuses to let go. Would you

_____ encourage each to play with a separate toy?
_____ suggest that the owner might share the wagon?
_____ explain to Marie since she is older to give the wagon to her brother?

12) Tommy, age four, has sucked his thumb since he was a baby. Would you

_____ ignore it, being careful not to talk about it before him?
_____ attract his attention to something else?
_____ remind him each time to take his thumb out of his mouth?

13) Social development is best promoted by

_____ frequent association with young children
_____ early association with children of various age groups
_____ association with children and adults

14) Bobby, age three, frequently telephones his imaginary friend. Would you

_____ attract his attention to some other play activity?
_____ treat the matter lightly?
_____ encourage him by joining in the game?

15) Jealousy in the young child over a new baby in the home may be reduced by

_____ spending frequent time alone with the child
_____ telling him the new baby is as important as he is
_____ waiting for him to get used to the baby

16) Growth in young children means

_____ developing physical and mental skills
_____ increasing in all phases of development
_____ maturing in height and weight

17) Temper tantrums in children should be

_____ dealt with immediately
_____ treated lightly
_____ looked into

18) Which of the following is most characteristic of the two-year old?

_____acquire good body balance
_____plays beside but not with other children
_____attains day and night control of bladder

19) Satisfactory social growth is indicated if a young child

_____is chosen most frequently by others in games
_____demonstrates ability to get along with others
_____is unusually adept in social etiquette

20) At the pre-school age, which of the following is a sex difference?

_____girls talk more than boys
_____boys tend to choose active play more often than girls
_____girls are more susceptible to childhood diseases

21) An emotionally healthy child will

_____show no anger if a child takes his toy away
_____show progress in being considerate of others
_____change his behavior only after being praised

22) Excessive crying in young children

_____means little because young children cry easily
_____is normal because children need to cry and develop their lungs
_____furnishes a clue to the child's behavior

23) Differences in growth among children

_____are not too important anyway
_____should be considered by parents and teachers
_____are important only if such growth is below height and weight tables

24) Fear in children is most often the result of

_____a natural tendency in children to be afraid
_____contact with the unfamiliar
_____mistreatment by older children or adults

EXPLANATION LETTER FOR PRE TEST

COOPERATIVE EXTENSION WORK
In Agriculture and Home Economics
State of Michigan

February 4, 1954

Dear Leader:

As you know, television is very new at Michigan State College. Study groups such as the one you have organized to view and discuss the TV series, "Understanding Young Children" are also something new and different.

Your home demonstration agent, WKAR-TV, and myself are anxious to know your reaction and how effective the programs are. We are anticipating your willingness and have selected your group along with several others in the state to assist us in the job.

This will mean having the women in your group (including yourself) fill out a questionnaire and short quiz at the first and final programs of the TV series. The materials for the first program are enclosed and the forms for the final program will be mailed to you later.

Try to arrange to have the women arrive by 2:15 for the first meeting so the questionnaires can be filled out completely before the program begins. You might have a few extra pencils and magazines for the women to use.

It is important that each person do her own work. Ask that each person read the instructions carefully and discourage visiting among the women. Try to keep the room as quiet as possible. Collect the questionnaires as soon as the women are finished or at least 10 minutes before the TV program begins.

Please use the enclosed envelope (no stamp required) for mailing the completed forms to me. Mail as soon as possible following the first meeting, February 9, 1954.

Your co-operation is appreciated. We are sure your assistance will help us give you better TV programs from Michigan State College in the future.

Sincerely,

(Signed) Margaret McKeegan
Margaret McKeegan
Extension Television Editor
for Home Economics

POST TEST

ANSWER THE FOLLOWING QUESTIONS BY PLACING AN (X) BEFORE THE ONE ANSWER WHICH YOU THINK IS BEST. DO NOT LEAVE ANY QUESTION UNANSWERED.

1) Susy, age 3, does not repond to your call to come for dinner. Would you

_____ decide she was absorbed in play and try calling louder?
_____ take her by the hand and lead her gently to the dinner table?
_____ suggest that next time she come immediately when you call?

2) It is best for a 4-year old child to have

_____ durable toys
_____ a variety of toys
_____ a toy which he can use in several ways

3) At what age could we expect a child to begin understanding the time interval in this statement, "Daddy will be home late this afternoon"?

_____ three
_____ four
_____ five

4) You are in charge of a committee to buy books for the four-year old children in nursery school. Check the most important characteristic a good story book should have for this age group.

_____ contain many pictures and ideas
_____ has a colorful description of the characters
_____ repeat one thought often

5) When would you begin toilet training?

_____ when the child appears ready
_____ at least by one year
_____ not later than eighteen months

6) Which of the following might indicate readiness by a child for a new experience?

_____ when he reaches the appropriate age for a particular learning
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_____two-year olds
_____three-year olds
_____four-year olds

10) Parents may help a child gain a good beginning in language development by

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11) You hear loud cries and angry sounds in the play room. You open the door and witness Bobby, age three and Marie, age four and a half, each holding tight to one side of a wagon. Bobby is hitting Marie who refuses to let go. Would you

_____encourage each to play with a separate toy?
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_____are important only if such growth is below height and weight tables

24) Fear in children is most often the result of

_____a natural tendency in children to be afraid
_____contact with the unfamiliar
_____mistreatment by older children or adults

FINAL QUESTIONNAIRE 3/3/54

NAME _____ ADDRESS _____

Were the television programs

_____ about right?
_____ too long?
_____ too short?

Check any of the following which you did as a result of viewing and discussing the television programs.

_____ urged others to tune in to the programs
_____ talked to husband about subjects discussed
_____ did further reading on subject
_____ discussed subject with neighbors and friends

_____ became more alert to signs of readiness in children
_____ gained a greater respect of the child's point of view
_____ gained a greater acceptance of a child's growth pattern
_____ became more aware that children need a fair share of happy relationships with young and old

Would you like to see additional TV programs on the same subject? Yes_____
No_____

Other subjects? Yes_____ No_____ For example: 1.
2.
3.

How would you preferred to have had Mrs. Backus present information on "Understanding Young Children"? Indicate your first (1), second (2), and third (3) choices.

_____ on radio (listen individually at home)
_____ give talk in person at group meeting
_____ on television (view individually at home)
_____ on television (view and discuss programs in a study group with a leader)
_____ have Mrs. Backus train local leaders, who in turn present the lesson at a group meeting (not on TV)

What is your opinion of viewing and discussing TV programs in a study group?

EXPLANATION LETTER FOR POST TEST

COOPERATIVE EXTENSION WORK
In Agriculture and Home Economics
State of Michigan

March 3, 1954

Dear Leader:

Enclosed are the questionnaire forms which we promised to mail to you before the final program of the TV series, "Understanding Young Children."

Please arrange for the women to fill out the questionnaires at the end of the discussion period. The same instructions given for the filling out of the first questionnaire will apply for the final one.

It is important that each person do her own work. Ask that each person read the instructions carefully and discourage visiting among the women. Try to keep the room as quiet as possible. Collect the questionnaires as soon as the women are finished.

Please use the enclosed stamped envelope for mailing the completed forms to me. Mail as soon as possible following the March 9th meeting.

We wish to thank you and your group for the fine co-operation you have given us by answering the questionnaires. Your suggestions will help us bring you better TV programs from Michigan State College in the future.

Sincerely yours,

(Signed) Margaret McKeegan
Margaret McKeegan
Extension Television Editor
for Home Economics

MMc

Encls.

Roll of Members

Location of group _____ County _____

Mark (x) if present, leave blank if absent.

NAME	Feb.9	Feb.16	Feb.23	Mar.2	If member dropped out, give reason
Leader 1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Leader: Please answer following questions at end of group meeting

Date	Size of TV screen	Was the picture clear?	Could the women hear easily?	Was TV set turned off promptly at end of prog?	How long was discussion period?	How many were present for the discussion period?
Feb.9 Mental Growth						
Feb.16 Physical Growth						
Feb.23 Emotional Growth						
Mar.2 Social Growth						

Have you acted as a discussion leader prior to the TV series? (church, school, women's clubs, etc.) Yes___ No___

From a leader's viewpoint, do you think the TV programs helped to stimulate the follow-up discussion? Yes___ No___ Remarks: Use back of sheet.

SEND COMPLETED FORM TO YOUR HOME DEMONSTRATION AGENT BY MARCH 5, 1954.

TABLE VI

COMPARISON OF PROPORTION OF PARTICIPANTS ANSWERING ITEMS CORRECTING ON PRE AND POST TEST.*

ITEM	PRETEST		POST TEST	
	NUMBER ANSWERED CORRECTLY	PERCENTAGE	NUMBER ANSWERED CORRECTLY	PERCENTAGE
1.	13	81.	14	88.
2.	3	19.	5	31.
3.	5	31.	4	25.
4.	7	44.	5	31.
5.	13	81.	16	100.
6.	15	94.	14	88.
7.	8	50.	4	25.
8.	13	81.	15	94
9.	11	69.	9	56.
10.	7	44.	9	56.
11.	11	69.	7	44.
12.	11	69.	13	81.
13.	6	37.	13	81.
14.	6	37.	5	31.
15.	12	75.	14	88.
16.	10	63.	12	75.
17.	8	50.	8	50.
18.	6	37.	7	44.
19.	15	94.	15	94.
20.	5	31.	5	31.
21.	14	88.	14	88.
22.	13	81.	14	88.
23.	9	56.	8	50.
24.	13	81.	15	94.

*Computed for 16 participants completing both pre and post tests.

COMMENTS BY VIEWING GROUP PARTICIPANTS

"I found it interesting with an exchange of ideas."

"It helps us to get ideas from program and experiences of ladies in group."

"I think all of us benefited greatly from the lessons."

"Gained information on discussion of children with other members."

"In viewing and discussing the programs in a group, you actually gain a lot more than watching them alone. You hear other parents' problems and how they meet them with their children. I do think it would have been nice if some of the fathers could have been present for the programs."

"In our group, we had too many children to hear and get everything out of the programs."

"Good interchange of ideas."

"I had taken the lesson as a group leader several years ago and felt that the shorter television program with the opportunity to discuss things afterwards was much more helpful. I feel that we gained much more this way as the mothers who came for the meetings all had preschool children, but myself, and of course were very interested. When I gave this lesson as a group leader there was so much material to give back to the group that I don't think they were able to assimilate so much in such a short time."

"We enjoyed the group meetings. With the small children present, we did feel that helped because we could watch how they played and talked."

"Some points that had not been clear to me before were discussed on the programs and were made clear."

"We enjoyed our group very much. We had an opportunity to compare the experiences we had had with our children with the material given on the program."

"I enjoyed it very much, you share ideas and opinions with friends."

"I think by discussing these problems in a group, you get much more benefit from them. You can compare your ideas and solutions of problems with the others and so get a broader outlook on the situation."

"You have a chance to know what other peoples' children do at the same age."

"We gain much more from the experience and knowledge that each individual can and does contribute. Also there is much satisfaction in discovering that there are common interests and ideas."

"Your idea is good--but your station was noisy--could hear pounding as if carpenters were working and also sounds of moving furniture and voices in background. Visibility poor most of the time. I even had television service man check my set and he said it was the station, it was snowy."

"Television reception was poor, except for first lesson."

"Interesting to hear other opinions."