A TECHNIQUE FOR EVALUATING FAMILY LIFE AND MENTAL HEALTH FILMS

By

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AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

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Statement of the Problem

The purpose of this project was to devise a technique which could be used to determine audience reactions to family life and mental health films in terms of: (1) concept change, (2) misconceptions, (3) emotional disturbance, (4) help with problems, and (5) the relationship between certain background factors and the film's effect.

Methodology

The film Palmour Street was selected for investigation and a questionnaire was constructed to test for the above factors. The method used to test for concept change and misconceptions consisted of a series of multiple choice questions. One question was constructed to test for each scene. In order to construct the questions, every word in the film, including dialogue and narration, was recorded. The film was then divided into scenes based upon the latter transcription. Four professional people working with this film, then decided upon the concept which each scene attempted to convey. Multiple choice questions based upon the scenes were then constructed to test for acceptance of the concept or preference of a less sound concept, as expressed in one of the alternative foils to the question. The set of questions was administered to a sample of 442 individuals, consisting of

adults attending a meeting to study family life and mental health, students in a college marriage and family relations course, and a workshop group of family life educators. The same set of multiple choice questions was given in a pre-film questionnaire and a post-film questionnaire. Changes in response were analyzed to give an indication of the effects of the various scenes shown in the film.

The method used to test for emotional disturbance and help with problems was a series of five comment questions concerning audience feeling about the film. These questions were included in the second part of the questionnaire after the film showing.

The method used to test for the relationship between background factors and the film's effect was to include questions pertaining to background on the pre-film questionnaire and to compare the response to these items with the response to the multiple choice questions.

Findings

Some of the multiple choice questions used in the study were effective in determining misconceptions caused by the film. Other questions indicated misconceptions but the questions were not found to be valid. Differences in reaction to the film were consistently indicated in relation to one background factor--the fact that the audience member had or did not have children. The reason that more back-

ground items were not found to be significantly related to response may or may not have been due to the failure of the test to measure these adequately.

The comment questions regarding scenes most disliked and factors in the film causing concern were found to be effective in giving insight into the effects of the film. Those questions which were posed to determine whether the film had helped audience members with problems were found to be of limited value.

It was concluded as a result of this study, that family life and mental health films can be evaluated with useful results, by the use of multiple choice questions which also allow for comments regarding the film.

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Thanks also goes to the E. C. Brown Trust for financial help in the statistical treatment of the data and to the Oregon Federal Cooperative Extension Service for cooperation in the project.

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The original decision to undertake this study was made as a result of encouragement from Curtis E. Avery, Director of the E. C. Brown Trust, Portland, Oregon. He served as an invaluable consultant in the construction and revisions of the questionnaire used in the study.

Deep gratitude is expressed to my wife Shirley B. Poffenberger who was consulted throughout the study.

Thanks goes to the 590 individuals in the sample who cooperated by filling out the two trial forms and the final form of the questionnaire.

CHAPTER I

INTRODUCTION

In the past few years, documentary type films pertaining to family life and mental health situations have been used extensively to augment educational programs by teachers and leaders of community groups. Over a period of thirty years, studies have demonstrated conclusively general and specific teaching values of educational films,[1] and it was assumed by the investigator that films in the field of human relations could be equally effective as an educational device.

Experience with family life films, however, has indicated that audience members sometimes misunderstand the meaning of various film scenes. When such misconceptions are combined with emotional disturbance in a particular area, the result may be harmful to the personal adjustment of the individual. Even when the scene is understood, it sometimes happens that the dramatization is disturbing to

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[1] The following reports represent reviews of numerous studies pertaining to the teaching values of films:
Frank N. Freeman, Editor. Visual Education (A Comparative Study of Motion Pictures and Other Methods of Instruction) Chicago: U.of Chicago Press, 1924. pp.8, 80.
A.L. Long. Research in the Educational Film Field. Film and Education. Edited by Godfrey M. Elliott. New York: Philosophical Film Library. 1948. pp.60-71.

audience members. For these reasons some professional people in the field have expressed concern over the widespread practice of using films which have had little or no systematic evaluation, and allowing untrained persons to show and discuss them with audiences.[1] While some efforts have been made to train such lay leaders in the use of films for community programs,[2] such training is of necessity superficial. Non-professional leaders often lack adequate psychological training and experience to recognize disturbance on the part of audience members who have seen a film. Information about specific material in films is also limited, with the result that the persons who, of necessity, must show films may not have the understanding to discuss them adequately.

The practice of allowing untrained persons to show and discuss films in the area of family life and mental health, and the fact that many professional persons were concerned about misuse of such films led the investigator to the conclusion that such films should be studied to determine their effect upon audiences. It was believed that such

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[1] The demand for film showings exceeds the supply of available professional persons in many communities.

[2] Esther L. Middlewood. Mental Health Films in Community Education. Amer. J. of Orthopsychiatry. Vol. XXI, No. 1. Jan. '51. pp. 49-50.

an investigation would provide information which might be useful to agencies engaged in educational programs which utilized family life and mental health films.[1]

A review of film research indicated that no work had been done in evaluating family life films with audiences. It was therefore necessary to begin the investigation on somewhat of a trial and error basis, since films in the area of human relations involve the study of emotional factors which are not as evident to measure as instructional material in other types of films.

Two methods of film evaluation were used in the exploratory studies[2] by the investigator before a third method was finally decided upon as one which might prove helpful in determining the effects films might have upon those who viewed them. The method investigated in this study was one using multiple-choice questions as a basis for film analysis. All of the data presented in the body of the thesis pertains to this method.

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[1] Certain leaders in family life education and related fields in the state of Oregon, organized the Oregon Coordinating Council on Social Hygiene and Family Life, in Portland, in the fall of 1951. This council shared ideas, materials and services in order to improve their respective educational programs throughout the state. One expressed need was better film evaluation in order to improve discussion techniques on thepart of both professional and lay leaders who used films in this field.

[2] See Appendix A.

. Statement of the Problem

The major problem in the evaluation of family life and mental health films was the development of an instrument which would be effective in determining the effects of a particular film. It was believed that such an instrument should evaluate a film in terms of the following:

1. Concept change. It is important in the selection of films pertaining to family life or mental health subjects to know whether or not concepts in the film are conveyed to audience members.

2. Misconceptions. Few films are produced without some statements or actions which give audience members incorrect concepts which were not intended.* It would be of considerable help to group leaders to know in advance which, if any, scenes in a film tended to mislead audience members.

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*C.F. Hoban. Focus on Learning. Washington D.C.: Amer. Council on Education. 1942, p. 70, "Although motion pictures potentially have great usefulness in concept building at any maturity level, they occasionally give rise to misconceptions of varying degree. It is essential to discuss this reaction in terms of two questions: What kinds of misconceptions sometimes arise from motion pictures . . . ? What are the sources of these misconceptions in terms of the films themselves . . . ? It is assumed that, if teachers are conscious of the possibilities of misconceptions, procedures can be developed in the selection and use of films which will prevent such misconceptions from arising."

. Emotional disturbance. Remarks made by audience members after film showings have suggested that anxiety may have been created in some persons who have viewed films. The prevalence of such comments suggests that all films dealing with emotional situations should be studied as to their effects upon audience members. Some films may contain so much anxiety-arousing material that they should not be used by untrained leaders, if at all.

. Help with problems. The major objective in showing films is to help individuals to handle their problems more effectively through better understanding of themselves and others. It is important, therefore, for a discussion leader to fully utilize the material in such films during the discussion which follows the film showing.

. Effects of the film in relation to certain background factors. A discussion leader may often know in advance certain general characteristics of the group to whom a film will be shown, i.e., whether it has a generally high educational background; whether or not it consists of young adults who are unmarried or of older parents. It might therefore, be helpful to leaders to have information concerning the effectiveness of a particular film with certain general types of audiences.

The purpose of this study, then, was to devise a method to evaluate a family life film to test for: (1) concept change, (2) misconceptions, (3) emotional disturbance, (4) help with problems, and (5) the relationship between certain background factors and the film's effects.

. Plan of Organization of the Thesis

The present research project purported to do two things: (1) develop a method to evaluate family life and mental health films, and (2) test the effectiveness of the method on a film. The methodology of test construction has been presented in Chapters II and III of the thesis; the results of testing the final instrument in terms of the film's effects on the sample appear in Chapters IV - VII.

Chapter II. Methodology

This chapter deals with the construction of the final questionnaire used in the study and the method of testing for the stated objectives.

Chapter III. The Relationship of Questionnaire Construction to Preliminary Testing

Two preliminary forms of the questionnaire were constructed and tested prior to the development of the final form described in Chapter I. This chapter deals with the results of the early testing in terms of how it influenced

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the construction of the final form of the questionnaire. The only purpose of these early forms was to aid in the development of the final form, and so the results of the two preliminary forms are not discussed in terms of the film's effects upon the samples.

Chapter IV. Characteristics of the Sample

This chapter included a description of the sample of 442 individuals who were tested with the final form of the questionnaire.

Chapter V. Effects of Film Scenes on the Sample as Indicated by Responses to Multiple Choice Questions

An analysis of the multiple choice questions was made to determine the effectiveness of the questionnaire in revealing concept changes and misconceptions as a result of viewing the film Palmour Street.

Chapter VI. The Relationship between Background Factors and Response of the Sample as Revealed by the Questionnaire

Background factors were compared with the response of the sample to the multiple choice questions in order to determine whether or not the questionnaire was effective in detecting background differences in responses to these questions.

Chapter VII. Effect of the Film as Revealed by an Analysis of the Comment Questions

The sample's responses to the comment questions are presented with an evaluation of the data as it pertained to the effectiveness of the questionnaire in determining the degree to which the film caused emotional disturbance and gave help with problems.

Chapter VIII. Summary and Conclusions

CHAPTER II

METHODOLOGY

In order to develop a method of film evaluation, it was necessary to select one film for experimental purposes. The film selected was Palmour Street. The following description of the film appeared in the December 1952 issue of The Coordinator.[1]

> Palmour Street. Health Publications Institute, 1950. 27 min.
>
> This picture shows that a family's social and economic status is not nearly so important to children's well being as are the relationships between mother and father, parent and child. It centers on a family in Georgia--a family not without friction and problems, but one built on the sound foundation of emotional warmth. The dilemmas of a working mother, the influence of a baby sitter, and a crisis brought on by the father's injury are among perplexities posed by the film. Because of its relaxed, positive tone, the film tends to decrease audience tension and to encourage participation. Palmour Street was one of a select group of films shown at the Midcentury White House Conference on Children and Youth.

This film was selected because it was believed to be one of the better family life films and because it was used

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[1] Published by the Oregon Coordinating Council on Social Hygiene and Family Life, 305 Education Center Building, 220 S.W. Alder Street, Portland 4, Oregon.

extensively by the investigator[1] in his work in parent education. This provided an opportunity to sample many groups of the types of persons who usually attend film discussion meetings on child development and family relations.

The method used to evaluate the film was a questionnaire[2] consisting of three types of questions: (1) background questions, (2) a series of multiple choice questions based upon the film scenes, and (3) comment questions. The first part of the questionnaire, consisting of background questions and the multiple choice questions, was administered before the audience saw the film. The second part of the questionnaire, consisting of the same series of multiple choice questions, in addition to the comment questions, was administered after the film showing.

Background Questions

The background questions comprised the first page of the questionnaire. They included nine items: (1) Sex, (2) Age, (3) Schooling, (4) Residence, (5) Marital status, (6) Number of children, (7) Age of children, (8) Attendance at family relations meetings, and (9) Books and magazines

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[1] The investigator was engaged in family relations programs as Family Life Specialist with the Federal Cooperative Extension Service at Oregon State College, Corvallis, 1951-3.

[2] See discussion of two trial forms in Ch.III; this and remaining chapters refer to final form of the questionnaire. See Appendix B, the three questionnaires.

read in the area of family relations.[1]

Multiple Choice Questions

Development of a multiple choice instrument. Experimentation with different types of questions indicated that multiple choice questions were the most effective method of film evaluation attempted.[2] The first step in the construction of questions was a thorough analysis of the film. Every word spoken in the film, including both dialogue and narration, was recorded in shorthand by a secretary. The investigator, after viewing the film repeatedly and with the aid of the secretary's transcription, divided the film into scenes. Each of the scenes was described briefly and this description was combined with the comments of the narrator and/or the dialogue of the actors. With this information as background data, the investigator attempted to determine what concept each scene tried to convey to those viewing the film. Three other professional persons who had used the film with groups were asked to give their opinions regarding the

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[1] The background questions were limited to these nine items. See discussion pp. 25-6.

[2] See Appendix A for discussion of initial attempts at film evaluation.

concepts.[1] Before any concept was selected, all four individuals agreed upon it. Once the concepts were determined, the next step was to construct questions that tested for acceptance or rejection of the concepts. One question was developed for each of the original scenes. The first part of the question was a short paragraph describing a situation similar to that in the film scene to be tested. At the end of the paragraph, a question was asked regarding the previous statement. Four foils were offered after the statement and question. One of the four foils was considered by the investigator to be a better answer than the other three. The audience members were requested to select the foil with which they most agreed.

The set of questions was given to the audience to be checked just before seeing the film. Each person was asked to indicate a series of four numbers at the top of his questionnaire; then, when filled out, the questionnaires were collected by the investigator. Immediately following the film showing, the second part of the questionnaire with the same series of multiple choice questions was handed out.

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[1] Curtis E. Avery, Director of the E. C. Brown Trust; Margie R. Lee, Staff Psychologist, E. C. Brown Trust; Shirley B. Poffenberger, Parent Education, Corvallis; A copy of the questionnaire and concepts were sent to the film producer who expressed satisfaction with the study.

The audience was again asked to check the foils which they believed to be correct, now that they had seen the film. It was made clear to each audience that they were not to check the foil which the film seemed to indicate was correct, but the one which they themselves believed to be correct. Audience members were asked to indicate the same code number on this post-film questionnaire as they had put on the pre film questionnaire. This, of course, made it possible for the investigator to compare the pre and post film responses of each individual and it assured anonymity of the sample.

Analysis of the multiple choice questions. The analysis of the data in the multiple choice questions seemed somewhat cumbersome when first considered. There was a possibility of twenty-five different combinations in the responses to each question. On the pre film questionnaire, for instance, a person might not have answered or he could have checked foils one, two, three or four. After seeing the film, the same five possibilities were offered.

After all the responses were punched on I.B.M. cards and tabulated, the sample response was broken down into a five by five table. It was possible by this means to determine how many checked foil number one on a particular question before seeing the film, and then, to check how many of these same individuals had indicated foil one, two, three or four afterwards, and so on for all possible shifts in any question. A check of each question, however, showed that

there was no need for this cumbersome method. Analysis of the data in this more involved manner did not give significantly different results from a more simple analysis of the totals checking each foil before and after seeing the film. The statistical analysis of the data in Chapter V, therefore , has been done in this manner.

Purpose of the multiple choice questions. The multiple choice questions were constructed to measure two closely related factors: (1) concept changes as a result of viewing a film on family life, and (2) misconceptions conveyed by the film.

(1) Concept change: It is important in the selection of a film to know what concepts are conveyed and how effectively. Ideally, this problem might have been approached from two aspects: (1) Does the audience member accept what the film tried to convey? and (2) Does the audience member put into action the concept which the film tried to convey?

Considering that the second of these could be measured only by a future contact with the audience member in a practical situation, this would have been impossible to test within the limits of the present investigation. In regard to the first approach, it was believed that psychological concepts may be accepted by audience members intellectually but often are not accepted emotionally, and so are not put

into practice. It was assumed that intellectual acceptance may be the first step toward emotional acceptance of a concept, leading to utilization of a concept in future actions. The use of a film conveying sound concepts, then, can be justified if audience members accept these intellectually.

The multiple choice questions were designed to test whether or not the concepts illustrated by the scenes were accepted by audience members. By presenting the same set of questions before and immediately following the film showing, it was possible to compare the responses in order to evaluate the effects of the film as indicated by change or lack of change in response.

(2) Misconceptions: Misconceptions were found by testing for correct concepts. Three of the four foils which answered each story problem question were considered to be incorrect interpretations of the film scene which the qustion represented. If an individual answered a question correctly on the pre test before seeing the film and incorrectly on the post test after seeing the film, provided the question was valid, it was believed that the audience member had acquired a misconception from the film scene.

In a consideration of the problem of testing for misconceptions it was reasoned that if a concept were missed by a large percentage of the sample, it would indicate that: (a) the question was a poor one, (b) the audience was unable

to accept the concept, or (c) the film did not make the concept clear enough.

Question and foil construction. Careful phrasing of the questions after two trial tests, reduced the number of non-descriminative questions. One particular method of constructing foils was helpful. This method was to state the question in the story problem without the foils, leaving it open for any answer the individual believed was right. (Fig.1)

Fig.1. Example of a method used to aid in the development of foils for multiple choice questions.

A six-year-old boy is afraid of a small dog. His father sees him draw away from the dog. The best thing for the father to do would be to:
(Complete the sentence in a few words.)

_____

The above method was not used with any audiences in the present study;[1] however, the data collected in this manner with other groups gave an indication of possible misconceptions, and formed the basis for the development of both correct and incorrect foils to the multiple choice questions which were used in the present study.

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[1]This technique was used on a sample of forty-two women attending the investigator's family life discussion meetings; it helped in the preparation of foils for the final form of the questionnaire.

Validity of the multiple choice questions. It was recognized that the value of the study depended to a large extent upon the validity of the story problem questions which were used. The investigator was aware that in some instances it seemed highly possible that the wording of the solutions to the story problems--the foils, rather than the film may have caused audience members to select a different response in the post film questionnaire than they had in the one filled out before the film showing. The problem was how the validity of such questions could be determined.

The question arose as to whether or not the questions with multiple choice answers should be treated as a test. If these could be treated as a test, then, the total sample could be divided into the upper and lower fifty per cent; an item analysis could be run, and a reliability coefficient could be computed. The major problem here was in terms of objectives. The purpose was not to grade subjects from good to poor according to their responses to all the questions-- rather, it was to evaluate the film, scene by scene. A total score, then, would have been meaningless. What was needed was an analysis of each individual question. Treating these as a test to be scored would not have helped in the construction of valid questions and foils, since high and low scores could not be used as a criterion to judge

whether or not a foil was good or valid. It was believed, therefore, that the aforementioned method of establishing validity would not be useful.

The method which was finally used in an attempt to establish validity was to present the questions to an audience in one questionnaire. Below each question were three lines allowing the audience member to write in the reason for a change in response after the film showing, if such a change were made. (Fig. 2)

Fig. 2. Example of presentation of question used in validation form of the questionnaire.

Before	After	A six-year-old boy is afraid of a small dog. His father sees him draw away from the dog. The best thing for the father to do would be to: (check one)
____	____	(1) Let the boy find out for himself that the dog won't hurt him
____	____	(2) Urge the boy to go up and pat the dog
____	____	(3) Tell the boy a story about a nice dog he had when he was a boy
____	____	(4) Pay no attention to the situation

Reason for change: _____

_____

_____

If the addition of the statement which asked for the reason for change of an answer had been included in each

story problem answered by the total sample, this method of analysis probably would have proved to be sufficient as a test to establish the validity or lack of validity of the questions. Unfortunately, although the investigator was aware of the need for establishing validity of the questions throughout the study, the above approach was not developed until the end of the investigation. At that time, the only sample available was a group of twenty-seven students enrolled in a marriage and family class at the University of California, Davis. This group was the only one tested with this validation technique and the results, therefore, were considered in view of this limitation. Because of the size of the sample, no statistical analysis was made; however, the method seemed to be effective as a means of evaluating the foils, and it was believed that it did give some indication of validity.

In nearly every case, the comments indicated what the student had in mind when he checked the foil after the film showing. The analysis of the twenty-seven questionnaires was also in agreement with the investigator's subjective evaluation of the questions' validity, which had occurred as an inevitable result of the many discussions held with audience members after the film showings where the questionnaire was used. The results of this study of validation were applied to the interpretation of the responses to these questions, appearing in Chapter V.

C. Comment Questions

The comment questions were designed to measure two rather illusive factors: (1) emotional disturbance as a result of viewing scenes in a family relations film, and (2) help with problems that audience members received as a result of viewing the film.

Emotional disturbance. The questionnaire given to audience members after the film contained a series of five questions which asked for personal comments about the film. Two questions which pertained to emotional disturbance were:

> What scene did you dislike most in the film?
> What, if anything, do you feel more concerned about after seeing the film?

The investigator attempted to get the maximum response from the sample by the following method:

Immediately after the film ended, the post questionnaire was handed out to audience members. The discussion leader then requested that they turn to the comment questions at the end of the questionnaire and write in their comments about the film before checking their answers to the story problems for the second time. The audience was further requested to write down whatever came to mind when they first read each question, and to give a reason for these remarks if they could.

Help with problems. Three comment questions were posed to reveal which scenes had been of most help to audience members. The questions asked were:

> What scene did you like most in the film?
>
> What, if anything, in the film helped you with any of your problems?

Tabulation of comment questions. After the total sampling had been done, the investigator recorded the different types of responses to the comment questions in the 442 questionnaires. The responses to each question were classified into twelve categories according to meaning and/or content. This breakdown was decided upon because of the limitation of the I.B.M. card column which was single-punched for each question designated in the questionnaire; however, the number of categories proved sufficient. The totals were tabulated, and all of the comment responses were compared for possible relationships to background factors.

Because of the general phrasing of the questions, the audience had an opportunity to express freely their feelings immediately after the film showing. The expressions which were of most value usually gave the reason for the comment which was made. It was therefore believed that it would be helpful to ask "why?" after each of the questions in any future questionnaire.

Summary

In order to develop a method of film evaluation the film Palmour Street was selected for study. The method used to evaluate the film was a questionnaire consisting of three types of questions: (1) background questions, (2) a series of multiple choice questions based upon the film scenes, and (3) comment questions.

Background questions. Background questions were included in the questionnaire to determine if different backgrounds cause individuals to react differently to the film, Palmour Street. The background items included sex, age, schooling, residence, marital status, number of children, age of children, attendance at family relations meetings, and familiarity with family life subject matter.

Multiple choice questions. Multiple choice questions were constructed to test for concept change and for misconceptions as a result of viewing the film, Palmour Street. To construct the multiple choice questions, the following steps were taken:

1. The concept in each scene was determined.
2. A multiple choice question was constructed to test whether or not the concept in the scene was accepted or whether or not misconceptions regarding the meaning were conveyed.
3. Each question was phrased to describe as nearly as possible what had occurred in the scene to be tested.

4. In order to create questions that tested each major scene, it was necessary to record all dialogue and action in the film to be sure of exactly what had taken place.
5. The questions were created to test for acceptance of the concept rather than for memory of what had occurred in the scene.
6. An attempt was made to determine the validity of the foils in each question by asking the audience members to write a few words saying why they had changed their mind, if they had, after seeing the film.

Comment questions.

Comment questions were included in the questionnaire to test for emotional disturbance as a result of viewing film scenes in the film, Palmour Street, and to determine whether or not audience members had been helped with problems as a result of viewing the film. These questions were:

1. What scene did you dislike most in the film?
2. What, if anthing, do you feel concerned about after seeing the film?
3. What scene did you like most in the film?
4. What, if anything, in the film helped you with any of your problems?
5. What, if anything, do you feel more satisfied with after seeing the film?

CHAPTER III

THE RELATIONSHIP OF PRELIMINARY TESTING TO QUESTIONNAIRE CONSTRUCTION

The questionnaire described in Chapter II was tested in two trial forms[1] before the final construction. The preliminary testing of both forms played an important part in the refinement of the questionnaire used in the study. The more significant findings of this preliminary testing have been described in the following discussions of: (1) background questions, (2) multiple choice questions, and (3) comment questions.

Both Form I and Form II[2] were administered by the investigator to groups studying family relations which were comprised of women, most of whom were married and had children. Form I was filled out by fifty-two persons and Form II by ninety-six persons. The two trial forms contained the three types of questions listed above, as did the final form.

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[1] See Appendix B.

[2] Forms I and II were the trial forms; Form III was the final form.

Background Factors

Based upon the assumption that differences in background might cause variation in the audience members' responses to films, questions pertaining to some background factors were included in the questionnaire. In the first form of the questionnaire, a long series of questions was asked as a result of consultations with other persons who were interested in the investigation. Nineteen questions were posed as a result of the numerous suggestions which were received. Audience members were requested to consider each of their children and rate their social adjustment individually, to indicate the ages and sex of their children, and to evaluate themselves as parents.

While the results of such questions were interesting, it was believed that they added little to the major objectives of the study. The inclusion of such questions also tended to focus the research upon the audience members rather than on the film. While such questions might have indicated something about parent-child relationships, they revealed nothing of a film's effects upon audience members.

Another disadvantage of these extraneous questions was the additional time required to fill out the questionnaire. It was found throughout the project that time was an impor-

tant consideration.[1] As a result of the trial testing of Form I of the questionnaire, it was decided to include only those background items of: sex, age, schooling, residence, marital status, number of children, age of children, and familiarity with subject matter pertaining to child development and family relations.

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[1] The film showing took twenty-seven minutes, and a discussion of the film had to follow, so it was necessary to limit the length of the questionnaire as much as possible. Twenty minutes, including time before and after the film showing, was considered the maximum which an audience should be asked to spend filling out questionnaires, especially since these persons were not aware when they attended that they would be asked to participate in a research project.

One positive aspect of the time spent in filling out questionnaires should be mentioned, however. Not only was there no objection on the part of audience members who were asked to do so, there were many favorable remarks made that they enjoyed especially filling out the answers to the story problems, and that they believed they got more from the film because of them.

Multiple Choice Questions

Testing the trial forms of the questionnaire enabled revision of the questions and foils. After reviewing the various responses to the multiple choice questions in Forms I and II, it was concluded that: (1) the story problem statement should describe the action and/or characters in the film scene it was to test, and (2) the foils should be phrased so that they tested for acceptance of the concept in a particular scene rather than for the audience member's ability to remember what had occurred in the scene.

Trial questions. In the first form of the questionnaire, some of the multiple choice questions stated the action of the scene which they represented and some did not. For example, in the first scene of the film, a group of mothers was shown waiting with their children in a Well Baby Clinic. One child was shown crying and pulling at his mother while she spoke sharply to him and told him to behave. A second child was sitting quietly on his mother's lap, smiling up at her while she smiled back. The narrator commented: "Children take after their parents in more ways than looks. What makes this difference in children? Could it be this difference in their parents?"

It was believed that this scene intended to convey the concept that attitudes and feelings which children have concerning themselves and the world about them are determined largely by the adults who rear them. The following question was devised to represent this concept although it did not describe the scene .

> A Korean war orphan was brought to this country at the age of six months to be brought up in an American home. When this child is sixteen years of age, which of the following people do you think his personality would probably be like? (check one)
>
> ____ (1) foster mother and father
>
> ____(2) real mother and father
>
> ____ (3) his personality would not be like either of the above
>
> ____(4) you can't tell whom he would be most like

Audience comments after filling out this type of question indicated objection because they were not based upon what had been seen in the film. Also, after reviewing the responses to Form I, it was believed that the questions which described what had taken place in the film scene were more meaningful as to interpretation of the responses. The differences in response to the pre test and the post test suggested that there was confusion on the part of many audience members, probably because the question was not presented as a scene in the film. It was decided, therefore that the multiple choice questions should describe the film in the statement of the story problem.

Testing for concept acceptance. The multiple choice questions were designed to test for audience acceptance of the concepts believed to be represented by the film scenes. Analysis of the first form of the questionnaire, however, revealed that many of the questions were probably only testing for memory of what had occurred in the film scene. For example, in the dog scene, a six-year-old boy showed fear of a small dog. The father noticed his son's fear and patted the dog, showing his son that there was no reason to be afraid. The narrator commented: "Kenny is scared and that is natural, but it is not good for him to stay scared. Now that he is six years old, he is making up his mind whether he will be scared the rest of his life."

It was believed that the intended meaning of this scene was that children often learn fear or overcome it by feeling the parent's attitude regarding the object or situation. Fig. 8. illustrates the question in Form I which was designed to test this scene. Table 1. indicates audience response to the question.

Fig. 3. Question used in preliminary form of questionnaire to test the dog scene.

A six-year-old boy was afraid of a small dog. The boy's father saw him draw away from the dog. The best thing for the father to have done would have been to: (check one)

____ (1) stay out of it and let the boy find out for himself that the dog wouldn't hurt him

____ (2) chase the dog away

____ (3) tell the boy not to be afraid

____ (4) go up and pat the dog

TABLE 1

RESULTS OF TESTING DOG SCENE IN PRELIMINARY FORM OF QUESTIONNAIRE

No. of Foil checked	Per cent Before the film	Per cent After the film
0*	0	0
1	19.3	0
2	0	0
3	7.7	3.9
4	73.0	96.1
Total cases	52	52

*0 has been used, thus, to indicate no response to the question on the part of audience members. This is indicated as above in all tables pertaining to the story problem multiple choice questions.

The correct response to the question illustrated in Fig. 3. was foil number four, "Go up and pat the dog." By checking this foil, the audience member indicated the completion of the film scene which was begun in the statement concerning the boy's fear of a dog. Of the sample tested with this form of the question, 96.1 per cent checked the correct foil after seeing the film. The examination of this and similar patterns of response to questions of this type led the investigator to believe that they tested for memory of what had been seen rather than for acceptance of the concept represented by the action.

In the final form of the questionnaire an attempt was made to phrase the foils so that none of them described exactly what had taken place in the film. The final form of the question on the dog scene is presented in Fig. 4., and the data pertaining to the audiences' responses follow in Table 2.

Fig. 4. Question used in final form of questionnaire to test the dog scene.

A six-year-old boy is afraid of a small dog. His father sees him draw away from the dog. The best thing for the father to do would be to: (check one)

____ (1) let the boy find out for himself that the dog won't hurt him

____ (2) urge the boy to go up and pat the dog

____ (3) tell the boy a story about a nice dog he had when he was a boy

____ (4) pay no attention to the situation

TABLE 2

RESULTS OF TESTING DOG SCENE IN FINAL FORM OF QUESTIONNAIRE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	1.8	1.8
1	12.7	10.9
2	17.3	75.9
3	66.4	11.4
4	1.8	0
Total cases	442	442

Comment Questions

In the first form of the questionnaire,[1] all of the comment questions were asked in connection with the background questions in order that individuals might elaborate on the the items which they had checked. It was found, however, that very few persons made any comments and the ones which were made did not relate to the film.

In the second form of the questionnaire, all of the questions which did not directly relate to the film evaluation were eliminated. All of the questions which replaced these were included to measure possible effects of the film. One question, "What is your biggest problem, if any, at the present time, with any of your children?" was asked in the questionnaire before the film. After the film, a question was included which asked if the film had helped with any problem. A few of the answers to these questions indicated that the audience members had obtained some helpful information from the film, but most of the written remarks were ambiguous or of such a general nature that they suggested the audience member's desire to please the discussion leader by writing something favorable. Over half the group indicated that they had received no help with their problems. Part of the reason for this may have been the numerous types of problems which existed, as was indicated in these statements.

After a consideration of the responses to this question it was believed that it would be unfair to the film to expect that it would help audience members with a great variety of personal problems. It was decided that it would also be unwise to infer to the audience by the inclusion of such a question that they might expect help with specific problems as a result of seeing the film. For these reasons, the question was left out of the final form of the questionnaire.

In Form II of the post film questionnaire, a series of questions asked whether or not the audience member was worried about himself and/or his children as a result of seeing the film. The individual was requested to check "yes" or "no" to these questions and if the answer was "yes", then he was instructed to comment. In most cases, very few checked "yes" and so there were few comments. It was found that when the request for comments was not related to the type of response, i.e., "yes" or "no," that audience comments were more frequent. This phenomenon might have indicated resistance to admitting worry and/or commenting about admitted worry, since there were more comments made in the final form of the questionnaire when the audience was only asked to comment on their feelings.

The previous questions pertaining to worry were also considered to be too long. Each of these questions had three parts. The first one concerning worry about children was:

Has this meeting caused you to worry about any of your children? Yes___ No___.

If yes, what is it you are worried about?

What was it in the meeting that caused you to worry?

If these questions had been answered in full, it would have given valuable insight into the effects of the film. It was apparent, however, that audience members would not take time to analyze their experience and answer these questions.

The comment question used in Form III regarding worry was, "What, if anything do you feel concerned about after seeing this film?". This question elicited more comments than all of the six previous questions in Form II. One of the reasons for this was believed to be the fact that the individuals felt free to put down whatever they wanted to when they read the question. All of the five comment questions on the final form were of this less structured type.

Summary

The questionnaire used in the study was tested in two trial forms before the final construction. The preliminary testing proved to be helpful in producing a more effective instrument.

Some of the findings of the pre-testing were:

1. Background questions should be included to investigate the film's effects rather than to study audience members.
2. The questionnaire should be of such length that the testing could be completed for both tests within the limits of twenty minutes.
3. The need to rephrase statements and foils, which was accomplished by reviewing certain deficiencies in the two trial forms. In addition, two points of significance to the construction of the final form were decided upon: (1) that each question should be descriptive of the film scene which it tested for concept acceptance; and (2) the questions should avoid testing for memory of what had taken place in the film scene.
4. The comment questions in the first two trial forms of the questionnaire were too long and involved, as suggested by the fact that audience members did not fill them out. In the final form of the questionnaire comment questions were, therefore, simplified and reduced in number.

CHAPTER IV

CHARACTERISTICS OF THE SAMPLE

The sample consisted of 442 persons: 281 adults attending family life meetings, 111 college students enrolled in classes in marriage and family relations, and 50 professional persons attending a family life education workshop.

Family Life Meetings

The major portion of the sample consisted of adults attending meetings pertaining to family life study which were led by the investigator. These adult groups were included in the study for two reasons: The first was that for the purposes of this research, selected groups were necessary. It was believed that if an evaluation of the effects of a film were to be useful to those planning film programs, it should be based upon research conducted on those individuals who attended such meetings. The second reason was availability. The film could only be shown to persons who were interested in seeing it; however, an attempt at representative sampling was made by including somewhat diversified groups in the sample. Adult audiences in various communities throughout the state of Oregon were shown the film, Palmour Street, and asked to fill out ques-

tionnaires before and after each film showing. The adult audiences included women in both rural and urban areas who attended extension meetings on family life study, and both men and women who attended public meetings in response to local announcements of the film showing and discussion.

Extension women. The Federal Cooperative Extension Service, located at Oregon State College, Corvallis, extended educational facilities to both rural and urban residents of the state. Women throughout Oregon formed district groups under the direction of the Extension service. These groups met regularly for educational programs of various kinds, one of which was family life study.

Four of these extension women's meetings were selected for the film showing and administration of the final form of the questionnaire. Three of these were included in the same rural area and were combined for analysis under the heading, "Eagle Creek Group." This group consisted of ninety women. The fourth extension group was from the town of Oregon City (pop. 9,000). This group consisted of fifty women. The term "Extension Women" refers to the above 140 women.

Community groups. The film was shown to five groups to which the public had been invited in four Oregon communities of varying population. These meetings were sponsored by the Extension Service but were held with the cooperation of local mental health agency representatives and/or PTA

All were evening programs to which both men and women were invited. The four communities where these evening meetings were held were: Florence (pop. 1,000), Roseburg (pop. 12,000), Corvallis (pop. 13,500), and Eugene (pop. 30,000). Questionnaire data was collected at one film showing in each community with the exception of Eugene, where two meetings were held, one being under the auspices of a Presbyterian church which had requested a film-showing and discussion pertaining to family relations.

College students. A group of 111 college students which included members of four classes in marriage and family relations, was included in the investigation in order to study student responses to a family life film. It was believed that the responses of students might differ from those of adults, especially parents, and that a consideration of the responses of young adults might be helpful to persons who were working with this age group pertaining to family life study.

The student sample included a nearly one hundred per cent attendance of those enrolled in marriage and family classes at Oregon State College during the spring term, 1953. These individuals were believed to be representative of the students usually enrolled in such courses at Oregon State College, Corvallis.

Professional group. A group of fifty persons attending a family life workshop for educators and persons professionally engaged in family relations programs was included in the sample. This meeting was held at Oregon State College in the summer of 1953. This group was included in the sample because it was believed to be of importance to investigate the responses of those persons who would be using such films professionally to the present family life film. This group was believed to be representative only of professional people attending workshops of this type at Oregon State College, Corvallis. The above fifty persons have been referred to in the study as the "Professional Group," and/or the "Professional Workshop."

Background Factors

Sex. The proportion of females (82.8 per cent) to males (17.2 per cent) in attendance was considered to be related to the subject matter which was discussed. It is generally expected that more women than men will attend meetings to study family life.

The Extension Women's groups had no men in attendance since these were comprised of women members of the organization. With the exception of the Florence group which included fewer men, the Community groups approximated two women to one man in attendance. In the College Students group there were about four women to each man in attendance. In the Professional Workshop group there were about twelve women to each man present.

TABLE 3

BREAKDOWN OF SAMPLE ACCORDING TO SEX

Film Groups	Per cent Males	Per cent Females	Total
Extension:			
Eagle Creek	0	100.0	90
Oregon City	0	100.0	28
Community:			
Florence	14.3	87.7	42
Roseburg	39.4	60.6	33
Corvallis	35.0	65.0	20
Eugene	33.3	66.7	39
Eugene church	38.0	62.0	29
College Students	19.8	80.2	111
Professional	8.0	92.0	50
Total	17.2	82.8	442

Age. Almost two-thirds (61.3 per cent) of the sample were persons younger than forty years of age. The Eagle Creek Extension group (68.8 per cent) and the Professional Workshop group (64.0 per cent) were the only groups having more persons older than forty years of age than younger.

The age distribution of the sample was as follows: About a third of the sample were younger than thirty years of age. The group having the highest percentage of individuals in this age range was the College Students group with 98.2 per cent. About one-fourth of the sample were persons in their thirties, with the Roseburg group having the highest percentage (66.7 per cent). One-fifth of the sample were individuals in their forties, with several adult groups having about one-third of the members in this age range. Twelve per cent of the sample were in their fifties, with attendance in two adult groups as high as one-fifth of the group membership. The remaining five per cent of the sample members were sixty years of age or older. The highest percentage of persons in this age range occurred in the Eagle Creek Extension women's group (16.6 per cent), and in Eugene Church group (13.9 per cent); the remaining groups had none with the exception of Oregon City (3.6 per cent) and Eugene (2.6 per cent).

TABLE 4

BREAKDOWN OF THE SAMPLE ACCORDING TO AGE

Film Groups	Under 30 years	30-39 years	40-49 years	50-59 years	60 years and over	Total Members
Extension Women:						
Eagle Creek	7.9	20.0	30.0	22.2	16.6	90
Oregon City	7.1	57.2	32.1	0	3.6	28
Community:						
Florence	9.5	40.5	35.7	9.5	0	42
Roseburg	12.1	66.7	18.2	3.0	0	33
Corvallis	25.0	30.0	20.0	20.0	0	20
Eugene	15.4	46.2	23.1	10.3	2.6	39
Eugene church	17.1	45.0	6.9	17.1	13.9	29
College Students	98.2	1.8	0	0	0	111
Professional Workshop	14.0	20.0	38.0	26.0	0	50
Total	33.7	27.6	20.6	11.5	4.8	442

Education. The College Students group consisted of individuals who had completed from one to four years of college. Members of the Professional Workshop group had completed four or more years of college. The 281 adults attending family life meetings for the most part indicated a high educational level. Over one-third (36.7 per cent) had completed one or more years of college. Less than one-fourth of those attending (22.8 per cent) indicated that they had not finished high school.

The Roseburg group and the Eagle Creek Extesnion were characterized by a lower percentage of persons having had some college education than the groups in the remaining part of the sample. The adult groups having the highest percentage of persons having had some college education were Corvallis with 65.0 per cent and Florence with 62.0 per cent. Approximately half the persons in the two Eugene groups indicated some college education. The remaining adult group, Oregon City, included 50.0 per cent indicating graduation from high school with the remaining members being about evenly dividdd: 21.4 per cent indicating eleven grades or less schooling, and 26.6 per cent indicating one or more years of college.

TABLE 5

BREAKDOWN OF THE SAMPLE ACCORDING TO EDUCATION

Film Groups	11 Grades or less	12 Grades	1 or more years of college	Total
Extension Women:				
Eagle Creek	37.7	41.2	18.9	90
Oregon City	21.4	50.0	26.6	28
Community Groups:				
Florence	2.4	35.6	62.0	42
Roseburg	42.4	42.4	15.2	33
Corvallis	5.0	30.0	65.0	20
Eugene	12.9	41.0	46.1	39
Eugene Church	10.4	38.0	51.6	29
College Students	0	0	100.0	111
Professional Workshop	0	0	100.0	50
Total	14.5	25.6	58.7	442

Residence. Audience members lived for the most part in urban locations.[1] The group having the highest percentage of urban residents was the Eugene Church group with 96.5 per cent, followed closely by the Oregon City Extension women's group with 92.9 per cent. The group indicating the highest percentage of rural residence was that of the Eagle Creek Extension women with 92.3 per cent.

Marital status. Most of the adults in the sample were married or had been married. The Professional Workshop group, however, consisted of 40.0 per cent who had never married, and the College Students group represanted young adults who had not yet married (97.3 per cent). The remaining adult groups were characterized by a very small percentage of persons who had never married, ranging from 2.2 per cent to 14.3 per cent.

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[1] "Urban" refers to "city" and "small town" residence. "Rural" refers to "country" residence.

Number of children. Over three-fourths (79.8 per cent) of the adult sample indicated that they had one or more children. The groups having the most married persons without children were Eugene (20.5 per cent), Corvallis (20.0 per cent), and the Professional Workshop group (16.0 per cent).

Ages of children. Almost a third (31.4 per cent) of the adult sample had youngsters under six years of age. Sixty-one per cent had children between the ages of six and fourteen, and 46.0 per cent had children fourteen years of age and older. Only 4.0 per cent of the Professional Workshop group had children under six years of age. The group which had by far the largest percentage of children over fourteen years of age (73.2 per cent) was the Eagle Creek Extension group. The group with the next largest percentage of older children was Corvallis with 65.0 per cent over fourteen years of age.

Attendance at family life meetings. The total sample was asked to rate their attendance at family life meetings in their community. Over half (57.4 per cent) indicated that they "always" or "usually" attended such meetings. The groups which had the highest percentage of persons indicating these ratings were the Eagle Creek and Oregon City Extension groups. The groups which had the highest percentage of persons indicating that they "seldom" or "never" attended such meetings were the Eugene, Roseburg, and Eugene Church groups.

Reading of family life literature. Another general measure of interest and familiarity with the subject matter was the rating of personal reading habits pertaining to books or magazine articles on child study or family relations. Eighty-seven per cent of the sample indicated that they "always" or "usually" read books or magazine articles on these subjects. The group which had the highest percentage of persons indicating these ratings was the Oregon City Extension group (96.4 per cent). The Roseburg group had the smallest percentage (36.3 per cent) of persons indicating that they "always" or "usually" read such literature.

CHAPTER V

EFFECTS OF FILM SCENES ON THE SAMPLE AS INDICATED BY RESPONSES TO MULTIPLE CHOICE QUESTIONS

An analysis of the multiple choice questions* was made to determine the effectiveness of the questionnaire in revealing concept changes and misconceptions as a result of viewing the film Palmour Street. Each of the thirteen film scenes upon which the questions were based follows with: (1) a description of the scene, (2) comments made by the narrator, (3) the concept represented by the film scene, (4) the question which was used to test audience acceptance of the scene, (5) the response of the sample to each question, and (6) the interpretation of the data.

The Dog Scene

Description. A six-year-old boy shows fear of a small dog. The father, talking to a man nearby, notices his son's fear and pats the dog, showing that there is nothing to be afraid of.

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* Also referred to as "Story Problems" and story problem questions.

Narrator's comment. "Kenny is scared and that is natural, but it is not good for him to stay scared. Now that he is six years old, he is making up his mind whether he will be scared the rest of his life."

Concept. Children often learn fear or overcome fear of an object or situation by feeling the attitude of the parent in regard to it.

Question.*

A six-year-old boy was afraid of a small dog. His father saw him draw away from the dog. The best thing for the father to have done would have been to: (check one)

____ (1) let the boy find out for himself that the dog won't hurt him

____ (2) urge the boy to go up and pat the dog

____ (3) tell the boy a story about a nice dog he had when he was a boy

____ (4) pay no attention to the situation

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* The thirteen questions presented in this chapter appear in the order given, Form III (the final form) of the questionnaire, Appendix B.

TABLE 6[a]

RESPONSE TO QUESTION ON THE DOG SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0[b]	1.8	1.8
1	12.7	10.9
2	17.3	75.9
3	66.4	11.4
4	1.8	0
Total	442	442

[a]This data appeared previously as Table 2, as an illustration of the response to the final form of the question as compared with an earlier form which was tested.

[b]0 represents "no response" in this and all remaining tables indicating the response of the audiences to the foils.

$$X^{2*} = 337 \quad P < .01$$

The dog scene, previously described, depicted a common experience which occurs to most children during the pre-school years. In the film, the father showed his son that the dog was friendly by going up and patting it, thus giving him the feeling that there was nothing for him to be afraid of. As previously illustrated, the question stated the

*Chi square has been computed for all the tables in this chapter by using the formula:

$$X^2 = \frac{\sum (o - e)^2}{e}$$

boy's fear of the dog, then, asked what would be the "best thing for the father to do." The audience member could choose from four answering foils which suggested alternative ways the father might behave in the situation. Foil three, "tell the boy a story about a nice dog he had when he was a boy", was considered the best choice as it had been phrased to represant the concept* underlying the film scene.

Two-thirds of the individuals in the sample (66.6 per cent) checked this foil in the questionnaire administered before the film showing. After the film had been seen, only 11.4 per cent checked this foil, while three-fourths (75.9 per cent) checked foil two, "urge the boy to go up and pat the dog." Although the father's demonstration in the film was not interpreted as "urging the boy to go up and pat the dog," by the investigator who had seen the film many times, it was believed that audience members seeing the film only once might have acquired a different interpretation. It was evident that seeing the film scene affected their response to the question which stated certain features of it, and it was considered possible that audience members accepted the misconception represented by the statement which suggested that a child should be urged to pat a dog which frightened him. A subsequent attempt at validating the foils to the

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* See stated concept pertaining to the dog scene, p.50, and discussion of methodology pertaining to the definition of the concepts representing each scene, pp.11-2. See discussion, p.31, of the "correct foil."

multiple choice questions indicated, however, indicated that foil two was not valid, since most of those who checked this foil* made comments such as, "The father should pat the dog but not urge the boy." It was believed therefore, that the sample members who checked this foil probably did so without having acquired a misconception. This led to the conclusion that the dog scene in the film was probably effective in conveying the underlying meaning of the situation.

The Pea Shelling Scene

Description. A mother is letting her small son help her shell peas for dinner, giving him a feeling of importance and accomplishment as well as the satisfaction of being near her.

Narrator's comment. "Three years old is not too young to get the feeling of doing things like this. She is helping build self-confidence in her child."

Concept. Letting a small child help mother builds his self-confidence.

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*See discussion of validating sample, p. 19.

Question.

A three-year-old boy is in the mother's way because he wants to help her shell peas for dinner. What should this mother do? (check one)

____ (1) give him some kitchen utensils to play with

____ (2) tell him he can help when he is older

____ (3) give him some peas to shell outside

____ (4) let him put the silverware on the table for dinner

TABLE 7

RESPONSE TO QUESTION ON THE PEA SHELLING SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	1.6	.7
1	5.0	3.2
2	1.2	.2
3	72.8	89.6
4	19.4	6.3
Total	442	442

$X^2 = 38.6 \quad P < .01$

The pea shelling scene illustrated how a small child's self-confidence can grow when he is allowed to help in a simple task. The film shows a happy mother and child sitting together shelling peas. Although the three-year-old's

skill might leave much to be desired, the impression is given that he is being praised and encouraged for his helpfulness. The film demonstrates the effectiveness of the parent's attitude in providing a learning situation which allows mutual enjoyment of a shared task.

Of the four possible answers to this question, foil four, "Let him put the silverware on the table for dinner," was considered the best because it was intended to suggest an activity which the child and mother might share. The third foil, "Give him some peas to shell outside," was not considered as acceptable because it designated that the activity was to be in a location away from the mother, who might be presumed to be in the kitchen, as she was in the film scene.

About three-fourths of the sample (72.8 per cent) checked foil three before seeing the film and nearly all (89.6 per cent) did so after the film showing. Indication of agreement with foil four dropped from 19.4 per cent before the film showing to 6.3 per cent afterwards, thus demonstrating how consideration of this problem had been affected by the film scene. The results of this before and after testing of the audience members suggested that quite a few might have misinterpreted the meaning of the scene, believing that the child should engage in the same activity as his mother regardless of location. The vali-

dation of this question, however, did not bear out the implication. Nearly everyone in the validating sample who checked the foil, "Give him some peas to shell outside," commented that the mother must, of course, be outside with him, or else they indicated that the location ("outside") was not acceptable although the task was.

The Bedtime Scene

Description. The mother is putting the children to bed and appears to be rather tired. Her older daughter disturbs the routine by asking her mother a question about her school work and the mother speaks sharply to her, telling her not to bother her. After the mother has finished tucking-in the younger children, she goes in to her daughter, puts her hand on her shoulder and asks kindly what it was she wanted.

Narrator's comment. "There are times when it is hard to be patient. She is busy, but when mother does not care about school, will Dorothy?"

Concept. There are times when all parents lose their patience and this is to be expected in all families. The important thing is that when parents get over such anger they should let the child know that they are sorry by admitting their wrong in what they said or did.

Question.

A mother of four children was tired and busy putting the younger ones to bed. Her eight-year-old daughter asked her a question about her school lesson and the mother said, "Oh, let me alone!" What do you think the mother should have done after she finished putting the younger ones to bed? (check one)

____ (1) tell the daughter not to bother her again

____ (2) just ask the daughter what it was she wanted

____ (3) ignore it this time but promise herself she will do better next time

____ (4) tell the daughter that she is sorry and ask her what it was she wanted

TABLE 8

RESPONSE TO QUESTION ON THE BEDTIME SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	.9	.5
1	2.0	.9
2	8.4	23.5
3	88.2	75.1
Total	442	442

$X^2 = 36.9 \quad P < .01$

The question posed the problem of the tired mother who reprimanded the daughter perhaps unduly. In the film scene she was shown going into the daughter's presence, putting her hand on the girl's shoulder in an affectionate

gesture, and asking her kindly, what it was she wanted. Her manner seemed to indicate that she was sorry for her harshness.

In the question which was designed to test this scene, foil four was considered the best response. Most (88.2 per cent) of the sample indicated agreement with the concept previously stated according to the checking of this foil before the film showing. Only 8.4 per cent of the sample checked the foil which indicated that the mother should ask the daughter what she wanted without apologizing. After the film showing, however, a statistically significant* shift occurred in the responses to these two foils. Fewer persons (75.1 per cent) accepted the statement that the mother should apologize and more (23.5 per cent) accepted the phrase, "just ask the daughter what it was she wanted."

The attempt at validation of this question indicated that it did measure what it purported to measure. Those who checked the above foil (number two) made such comments as, "It isn't necessary to tell the child that she is sorry--this is understood by the mother's manner," and "You don't need to say you're sorry if you act as if you are." These comments and the responses of the audience members to the foils indicated that the bedtime scene could have been more effective in conveying the desired concept if the mother had spoken a definite apology instead of just indicating one by her actions.

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* See Table 8.

The Quarrel Scene

Description. The father comes home very irritable. The mother has also had a difficult day. An argument ensues during which the father threatens to hit the mother. The children are visibly disturbed. The next sequence shows the father coming home in a friendly manner, calling his wife, "Honey," and playing with the children.

Narrator's comment. "A good home, but still, things like this will happen." (The camera focusses on each child, showing his concern) "What does this mean to the children? Even Vernon (the baby) knows that something has gone wrong." (The next sequence shows happiness) "But one rough homecomeing isn't going to do a great deal of harm if most of the time it is like this."

Concept. Some friction is inevitable in all families, and arguments between parents in front of their children will occur from time to time. A few arguments, however, will not hurt if there is a good basic feeling between the parents.

Question.

Occasionally a husband and wife quarrel in front of their children, the husband even threatening to hit the wife, but most of the time they are happy and affectionate towards one another. What effect could such occasional "blow ups" have on their four children? (check one)

____ (1) it could seriously threaten the children's security in the family
____ (2) it might give them momentary alarm but nothing else
____ (3) it might be beneficial for them to see that bad feelings can be expressed once in awhile
____ (4) it might make them fear their father

In this scene, when an older boy takes off one of his father's shoes, a younger boy is helped to take off the other shoe. As the younger boy pulls at the shoe, the father gives the back of the shoe a slight push with the toe of his other foot. The father does this in such a way that the boy is given a feeling of adequacy.

The correct foil (number two) suggested that the father might have thanked the boys for helping take off his shoes. It was believed that such vocal recognition would have been another way the father could have given the boys a feeling of adequacy, regardless of how good a job had been done taking off the shoes. Before the film showing, almost a third of the sample (29.2 per cent) agreed with this idea, as indicated by the checking of foil two; however, afterwards only 17.0 per cent did so. About two-thirds of the sample indicated belief in instructing the child in such a situation, with somewhat fewer (44.7 per cent) checking foil one after the film showing. It was believed that this direct approach did not show the understanding of the situation illustrated by foil two. As may be seen in Table 10, the responses to foils one and two decreased after the film had been seen, and the responses to foil three ("Let the younger one learn to do it himself,") and foil four ("Take off the other shoe himself.") increased. The reason for checking these latter foils seemed to be that many audience members did not notice exactly what the father did do, and so were confused by the scene. The validation of this question indicated that the concept was not accepted.

Wash Scene

Description. A mother is doing her housework--the family wash, when her daughter and some of her girl friends begin to dance on the porch. The mother leaves her work and starts to dance with one of the three girls while the other two dance together, also.

Narrator's comment. None.

Concept. Good parent-child relationships are aided by parents taking time out now and then to spend with their children.

Question.

A mother is in the middle of a big wash when she notices her ten-year-old daughter and two girl friends dancing to records on the porch. Which of the following should this mother do? (check one)

____ (1) visit with them for a few minutes

____ (2) ask the daughter to help hang the clothes

____ (3) leave her wash and show the girls how to dance

____ (4) just go on with her wash

TABLE 11

RESPONSE TO QUESTION ON THE WASH SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	4.3	2.7
1	41.9	32.8
2	6.5	1.4
3	3.4	52.5
4	43.9	10.6
Total	442	442

$X^2 = 284.8$ $P < .01$

In the film scene, the mother is scrubbing clothes by hand at large tubs in the kitchen. Her daughter and two other girls start dancing to jazz records on the front porch. The mother sways appreciatively in time to the music and in a few moments leaves her wash and goes out happily to dance a few steps with one of the girls. Previously, the girls had started to dance at the aunt's house and were driven away by her abusive language. The two sequences illustrated the contrast in understanding on the part of the two mothers.

The audience was asked in the question what the mother should do when she noticed the girls dancing. The correct foil was considered to be number one, "visit with them for a few minutes." This foil was phrased to represent both understanding of the girls' needs and interest without any suggestion of interference.

Almost all of the sample indicated foils one ("visit with them ...") or four ("just go on with her wash") before seeing the film scene, with 41.9 per cent indicating foil one and 43.9 per cent checking foil two. After seeing the mother dance in the film scene, however, very few (10.6 per cent) indicated that they would ignore the girls (foil four), while somewhat fewer persons indicated that they would visit with them (32.8 per cent). The greatest increase occurred, however (from 3.4 per cent to 52.5 per cent) in the number of persons who checked foil three, "leave her wash and show the girls how to dance."

TABLE 9

RESPONSE TO QUESTION ON THE QUARREL SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	2.9	1.4
1	51.1	31.2
2	13.6	44.8
3	23.8	16.5
4	8.6	6.1
Total	442	442

$X^2 = 103.1 \quad P < .01$

The above response was made to the question which described the husband-wife quarrel. The question was designed to evaluate how the audience felt about the effects of such quarrels on children in the family.

The second foil, "it might give them momentary alarm but nothing else," was believed to be the best answer. Foil one was considered to be a poorer foil, which was also believed to suggest concern on the part of the audience member who checked it. This foil stated that the quarrel "could seriously threaten the children's security in the family." Before seeing the film, 51.1 per cent of the sample checked foil one; after the film showing 31.2 per cent did so. The film scene evidently caused many persons to be less pessimistic in their response, considering that there was a

significant increase in the percentage of those checking foil two ("it might give them momentary alarm but nothing else") after the film showing (44.8 per cent) as compared with those (13.6 per cent) who checked this foil before seeing the quarrel scene.

For some of the sample the scene appeared to be effective, then, but considering that almost a third (31.2 per cent) of the audience members indicated that they believed such quarrels were exceedingly serious from the children's emotional standpoint, it seemed possible that some persons did not acquire the intended concept as a result of the film showing.

The validation of this question indicated that some misconceptions were given by this scene. Those who checked foil one made such comments as, "I think that more effect would be shown than indicated in the movie, especially as the children got older," and "I don't see how blow-ups like that could help but scare the kids," and "I realize it has a greater effect on children than I thought before."

The Shoe Scene

Description. A father sits down on the porch swing and his two young sons sit on the floor, each trying to take off one of the father's shoes. The father helps the younger son take off the other shoe by himself.

Narrator's comment. None.

Concept. Parents can give children a sense of adequacy by their words and/or actions.

Question.

A father comes home tired from his job and sits down to rest. His two young sons want to take off his shoes. The older boy is able to get one off without any trouble but the younger son is having difficulty. What should this father do? (check one)

____ (1) show the younger boy how to take off the shoe

____ (2) thank both the boys for helping take off his shoes

_____(3) let the younger one learn to do it himself

_____(4) take off the other shoe himself

TABLE 10

RESPONSE TO QUESTION ON THE SHOE SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	1.8	1.6
1	63.7	44.7
2	29.2	17.0
3	4.8	24.9
4	.5	11.8
Total	442	442

$X^2 = 85.9 \quad P < .01$

The significant increase in the response to foil three seemed to be because the mother in the film scene had left her wash and danced with the girls. In the validation of the question it was found that some of those who checked foil three, afterwards, understood the concept and would make such comments as "but she shouldn't show them how to dance." As a result of this testing, foil three was not considered to be valid; therefore the scene was considered to be effective.

Juvenile Delinquent Scene

Description. This scene shows "Aunt Esther" telling her teen-age son that he is worthless because he has lost his job. She adds, "You young ones nowadays think you are as good as anybody!" After this scolding, the boy leaves silently. The next sequence shows the younger mother holding her small children and saying, "I have a good man and children as good as anybody's!"

Narrator's comment. "But Aunt Esther, you didn't say what happened two weeks ago!" (The aunt is telling the younger woman about her son being in trouble with the law, then, the scene shifts and shows her scolding the boy as described above.)

Concept. Children's concepts of themselves develop from the way parents estimate them.

Question.

A teen-age boy loses his job and soon afterwards is caught stealing. Assuming that the following are true, which might be the major reason for his stealing? (check one)

____ (1) his mother has told him he is not good enough to keep the job
____ (2) his mother thinks the boy is a failure
____ (3) his mother will not listen to the reason for his losing his job
____ (4) his family needs money

TABLE 12

RESPONSE TO QUESTION ON THE JUVENILE DELINQUENT SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	5.4	2.5
1	17.9	37.5
2	28.1	24.9
3	27.8	33.3
4	20.8	1.8
Total	442	442

$X^2 = 95.2 \quad P < .01$

The above question was designed to test whether or not the basic cause of a delinquent act in the film scene was recognized by audience members. A teen-age boy's mother indicated by her words and actions that she felt her son was worthless. As a result of this attitude on the part of the

mother, her son committed a delinquent act. The foils which tested this scene included one which was considered to be representative of the basic reason ("his mother thinks the boy is a failure") underlying the boy's delinquency. The remaining foils represented possible causes for delinquency, but were not considered to be as fundamental as foil two.

Less than one-third of the sample selected any one answer as the best solution before they saw the film. After the film the largest shift in responses was found in foils one and four, neither of which was considered to be the major reason for his stealing. While about a fifth (20.8 per cent) of the sample had chosen "money" as the major reason before the film showing, this foil was indicated by only 1.8 per cent of the sample after the film showing. After hearing the mother tell the boy he wasn't good enough to keep his job, twice as many persons indicated foil one which described this dialogue.

About one-fourth of the audience members checked the foil which represented the basic interpretation of the scene, that the mother's estimate of the boy was responsible for his feeling of inadequacy which was demonstrated later by delinquency. A somewhat smaller percentage of persons indicated this (24.9 per cent as compared with 28.1 per cent) after the film showing than had before the film showing. The validation of this question indicated that most of those persons checking any of the first three foils had some understanding of the meaning of the scene.

The Family Meal Scene

Description. The family sits down to supper and everyone enjoys himself. A feeling is given that supper is something special, and a chance for family members to get together and enjoy each other.

Narrator's comment. The narrator makes no comment, but it is evident that a friendly conversation is being carried on by the family while they are eating the meal.

Concept. Mealtime should be a family ritual during which family solidarity is strenghtened.

Question.

In a family of four children where both parents work outside the home, they eat only one meal together. What can this meal best offer the family? (check one)

____ (1) plenty of good, nourishing food

____ (2) an opportunity for the children to learn table manners from their parents

____ (3) a chance for the parents to find out what the children have been doing all day

____ (4) a chance for all to enjoy each other

TABLE 13

RESPONSE TO QUESTION ON THE FAMILY MEAL

No. of Foil checked	Per cent Before the film	Per cent After after film
0	3.7	.9
1	2.3	.9
2	7.9	0
3	0	7.5
4	86.1	90.7
Total	442	442

$X^2 = 37.0 \quad P < .01$

The question previously described, was posed to investigate acceptance of the concept that mealtime should be a pleasant family get-together, and especially important for families who are separated most of the day. Although most of the sample seemed to accept this concept (86.1 checking foil four before the film showing) before seeing the family meal scene, the shift from the poorer responses to the correct foil afterwards represented a statistically significant shift. The third foil, which evidently was interpreted by some to represent what had been seen in the film, received 7.5 per cent of the responses afterwards, though none before the film showing. Ninety (90.7 per cent) per cent of the sample, however, accepted the idea that a family meal could best offer "a chance for all to enjoy each other," after seeing the film.

The validation of this question indicated that most of the persons who checked foil three, "a chance for the parents to find out what their children have been doing all day," interpreted it as meaning that the parents would have a friendly talk rather than the implication that the parents would find this a good time to "check up" on their children.

Sex Education Scene

Description. A ten-year-old girl leaves the security of her home and walks to school with her girl friends. The girls walk by a building and a man in the doorway holds out a can of beer, calling out, "Hey,girls, come here!" The girls turn to look at the man, then run on. The next sequence shows the ten-year-old girl with her friends in a store, looking at some goods in the case as if she would like to take them perhaps. The scene shifts and the girls are shown in a group with an older girl. In a moment the girls leave to go into the school and the ten-year-old girl remarks, "That's nothing, my mother told me about that a long time ago!"

Narrator's comment. The narrator remarks that the ten-year-old is safe as long as she is in her home, then goes on to ask, "Is Dorothy prepared for the world beyond Palmour Street?" (The three sequences described above are then shown.)

Concept. It is important to prepare children for the world of reality by helping them to understand the "facts of life," rather than shielding them from situations which may arise. One important way to do this is to make sure that children understand the facts of human reproduction and related sex knowledge by the time they come in contact with these facts outside the home.

Question.

An eight-year-old girl is told a "dirty story" by an older girl friend. She shows indifference to the story. What might be the most likely reason for her attitude? (check one)

____ (1) she is too young to be interested

____ (2) her mother has told her it is better not to pay any attention to such stories

____ (3) her parents have seen to it that she knows about sex and human reproduction

____ (4) her mother has always answered any question she has asked about sex

TABLE 14

RESPONSE TO QUESTION ON THE SEX EDUCATION SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	4.8	1.1
1	12.7	1.8
2	11.6	4.1
3	27.0	53.6
4	43.9	39.4
Total	442	442

$X^2 = 109.3 \quad P < .01$

A sequence of several events was shown in the film, depicting how a grade school child is able to meet unwholesome situations when she has been adequately prepared for the world outside her home. The question based upon this scene asked what might have been "the most likely reason" for the girl's sound attitude. In the film, the girl was shown with somewhat older friends. It was indicated that she knew enough and was sufficiently well adjusted to refrain from indulging in any of the situations suggested in the film. The third foil was considered to be the most basic reason of the four which were offered: "her parents have seen to it that she knows about sex and human reproduction." The reason that it was considered to be more sound that the fourth foil ("her mother has always answered any question she has asked about sex") was the fact that some youngsters do not ask questions about sex, for one reason or another, yet still need help in understanding this area. This scene was considered to be effective, considering that 27.0 per cent of the sample checked foil three before seeing the film, and 53.6 per cent did so after the film-showing. Most of the remaining sample (39.4 per cent) checked the foil which indicated that her questions about sex had been answered.

The indication was that this was a valid question since the written comments indicated a real difference in understanding between those persons who checked foils three and four. Typical comments of those who checked the correct

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foil (number three) indicated that the phrase was understood and that the concept was accepted: "This is more important because the kids who don't ask questions need to know as much as the ones who do." Some who checked foil three indicated that they probably missed the point by statements such as, "Her curiosity has been satisfied and she doesn't need to sneak around to find out things."

Snack Scene

Description. Before leaving for work in the morning, the mother is shown putting out a lunch for her ten-year-old daughter to eat when she gets home from school.

Narrator's comment. "When both mother and father have to work, it is hard to give children the kind of care they need. But Dorothy knows her mother never leaves without putting out a lunch for her. It is a good way to get her to come home directly after school"

Concept. When a mother must work, there are many ways she can show interest and love. Putting out a lunch gives her child the feeling that her mother loves her even though she cannot be at home to meet her after school.

Question.

A mother has to work outside the home while her child attends school. She leaves the child an afternoon "snack" every day. The best reason for doing this is that it: (check one)

____ (1) brings her daughter home from school

____ (2) keeps her from raiding the kitchen

____ (3) gives her needed food for the afternoon

____ (4) lets her know that her mother is thinking about her

TABLE 15

RESPONSE TO QUESTION ON THE SNACK SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	3.9	2.7
1	4.3	53.8
2	.9	.5
3	81.6	40.3
Total	442	442

$X^2 = 264.1 \quad P < .01$

This scene showed how a working mother was able to show her love for her school age daughter by leaving an afternoon snack for her to find when she returned from school. Of the four foils used in the question to test this scene, number four ("lets her know that her mother is thinking about her") was considered to be most sound.

Of the total sample, 81.6 per cent checked this foil before seeing the film, but only 40.3 per cent did so after the film showing. The foil which was most frequently checked after the film showing was number one. The reason for the shift (from 4.3 per cent before to 53.8 per cent after) in response seemed to be the result of narration, upon which this foil was based. It was believed that this perhaps chance remark by the narrator was not the basic reason for the mother's behavior, however, the deeper significance of the act being symbolic of love.

This question was considered to be valid. Those who checked foil one indicated by their written comments that they believed what the narrator's remark indicated, that "in addition to providing food, a snack brings the child into the home environment, rather than roaming the streets, etc."

Those persons who chose the foil which was considered best, indicated by their remarks that they understood the concept and felt that the film gave the wrong idea. One said simply, "I don't agree with the film."

Baby Sitting Scene

Description. Since the mother had to work outside the home, an aunt took care of the woman's pre-school age boys. The scene shows her playing with the nine-months old boy and pushing away the three-year-old when he tries to join in the play. The next scene shows the five-year-old throwing rocks at the side of the house. Aunt Esther threatens him, saying, "I'll get your Daddy after you with a stick of stove wood."

Narrator's comment. "Spoiling one child, being hard on the rest is one thing no child can understand. When this goes on day after day, mother has problems with them all."

Concept. Older children need love and attention just as younger children do.

Question.

A woman takes care of her niece's young boys while their mother works. The aunt spends most of her time playing with the younger child. One day the older child became angry and threw rocks at the house. Why did the older boy become angry? (check one)

____ (1) he doesn't understand that the younger child needs more attention

____ (2) he is jealous of the younger child

____ (3) he dislikes the aunt for the way she acts

____ (4) he dislikes his brother because he gets all the attention

TABLE 16

RESPONSE TO QUESTION ON THE BABY SITTING SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	4.3	2.3
1	23.7	19.2
2	48.2	31.7
3	10.2	43.9
4	13.6	2.9
Total	442	442

$X^2 = 139.8 \quad P < .01$

This scene pointed out that lack of understanding of an older child's needs, accompanied by too much attention to a younger sibling, produces ill effects in the older child. In the film, a middle-aged aunt takes care of two pre-school age boys while their mother works. She favors the younger one while rejecting the older child.

In the question designed to test this scene, it was believed that foil two, "He is jealous of the younger child," best expressed the child's basic emotions which caused him to throw rocks at the house in anger. The sample members showed approval of this interpretation before the film, with almost half (48.2 per cent) checking foil two. After seeing the film, however, this response dropped to 31.7 per cent.

The most popular (43.9 per cent) response after the film showing was to foil three ("He dislikes the aunt for the say she acts."), while only 10.2 per cent had indicated this foil before seeing the aunt in the film. It was believed likely that an audience member's dislike of the aunt led him to project his own rejection of the aunt upon the boy. There could be little doubt that the boy had some ill feeling towards the aunt but most of the audience seemed to miss the more significant point of why he disliked her. The question seemed to be valid considering that the comments expressed the same meanings as those of the foils which were checked.

Porch Scene

Description. A five-year-old boy became afraid of his aunt, who took care of him, because of her constant threats regarding his behavior. The boy's family was sitting on the porch talking one day, when the aunt walked up. The boy ran into the house and hid under the bed. The father went in after him and found him terrified and crying. The father picked him up and patted him until he became quiet.

Narrator's comment. None. The boy's father, however, spoke soothingly, "There, there, boy."

Concept. Parents' sympathy and understanding of their children is vital to help them feel that the world is a friendly, good place in which to live.

Question.

A five-year-old boy has been scolded repeatedly by his aunt until he becomes afraid of her. The family is sitting on the porch one day, with some other adults, when his aunt walks up. The little boy takes one look at her and runs crying into the house. What would be the most important thing for the parents to do? (check one)

____ (1) have a talk with the aunt

____ (2) call back the boy and get him to say he is sorry

____ (3) the mother should go after the boy and comfort him

____ (4) the father should go after the boy and assure him that his aunt loves him

TABLE 17

RESPONSE TO QUESTION ON THE PORCH SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	5.7	3.9
1	55.8	21.5
2	.2	.2
3	7.7	12.0
4	30.6	62.4
Total	442	442

$X^2 = 111.1 \quad P < .01$

Towards the end of the film, the family is shown sitting on their front porch when the aunt, previously described as the one who tends the children, appears. The older boy sees her and runs crying into the house, where the father finds him hiding under a bed. The father comforts him and tries to find out what the trouble is.

Of the four foils which were offered as actions the parents could take, the third, that "the mother should go after the boy and comfort him," was considered to be the most important thing that should be done. Of the sample responses, however, 55.8 per cent indicated before seeing the film that they should have a talk with the aunt, and only 7.7 per cent indicated that comforting him was the most important thing that could be done. After the film showing, about two-thirds (62.4 per cent) indicated that "the father should go after the boy and assure him that his aunt loves him." There was some increase in the response to the correct foil and a decided decrease in the response to foil one which had been the popular response before the film was seen. It seemed that the film was effective in conveying the boy's real feelings of fear, however, considering that one-fifth of the sample still chose foil one after seeing the film, suggests the need for a discussion of this scene with audiences.

The fact that almost two-thirds of the sample chose to indicate foil four which represented the father's actions in the film but not his words, illustrated the influence of characterization. The fact that foil three actually represented the film action and concept, evidently was not realized. The validation of this question, however, indicated that those who checked foil four seemed to understand the concept pertaining to the scene as well as did those who checked foil three, which was designed to represent the correct concept.

House Cleaning Scene

Description. A mother and her children are house cleaning for a family party. Each child is doing a job suitable to his or her age and each one is singing happily.

Narrator's comment. None.

Concept. Children can learn to enjoy doing tasks around the home when they learn to do them in pleasant cooperation with their parents.

Question.

A mother is cleaning her living room, getting ready for a party. All three of her children are helping enthusiastically. How might such cooperation be achieved? (check one)

____ (1) children could be offered a "treat" in return for their help

____ (2) children could be helped to understand that everyone has his job to do

____ (3) children could be made to feel that it is fun to work together

____ (4) a mother could make a game out of housework

TABLE 18

RESPONSE TO QUESTION ON THE HOUSE CLEANING SCENE

No. of Foil checked	Per cent Before the film	Per cent After the film
0	4.5	2.3
1	1.8	1.1
2	17.6	7.3
3	62.5	61.3
4	13.6	28.0
Total	442	442

$X^2 = 42.3 \quad P < .01$

In one of the last scenes in the film, the mother and children are shown singing happily while dusting and cleaning the parlor, preparing for a Saturday night party. All of the children are helping and the impression is given that they want to help because they feel useful and are enjoying working together.

Of the four foils offering answers to the question of how such cooperation might be achieved, foil three was considered to be the correct foil. The sample agreed for the most part with 62.5 per cent indicating this reason before seeing the film, and 61.3 doing so afterwards. A few (13.6 per cent) believed that making a game out of housework was the answer before seeing the film, and after the film showing over twice (28.0 per cent) as many checked this. Those persons who took a somewhat more serious outlook perhaps, checked foil two before (17.6 per cent) seeing the happy family working together; after the film, however, only 7.3 per cent checked the foil, "Children could be helped to understand that everyone has his job to do." While this is important, it was considered that establishing a positive attitude toward work in a child was a more basic concept.

The validation of this question indicated that foils three and four -- making children feel that working together is fun, and making a game out of housework--meant about the same thing to those persons checking these foils. Considering that the combination of such responses represented 89.3 per cent of the sample, the message in this scene was believed to have been effectively conveyed.

Evaluation of the Effects of Film Scenes on the Sample

Misconceptions. In an earlier discussion of audience misconceptions, two questions were raised: "What kinds of misconceptions sometimes arise from motion pictures. . . ?" and "What are the sources of these misconceptions in terms of the films themselves. . . ?"*

In regard to the film Palmour Street, the multiple choice questions evoked some evidence upon which to base an answer to these two questions. In each of the following six scenes, a significantly larger per cent of audience members checked a response considered less sound after seeing the film than had been checked before the film showing:

(1) Dog scene question: Before seeing the film, only 17.3 per cent checked that the father should "urge the boy to go up and pat the dog," yet after seeing the film scene, 75.9 per cent checked this foil. The preferred foil was, "Tell the boy a story about a nice dog he had when he was a boy." It was believed that the latter response would be psychologically sound and less dangerous in unknown situations concerning strange dogs. The validity of this question, however, is doubtful, considering the comments which were made by members of a validating sample.

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* See, Hoban, p. 4, INTRODUCTION.

(2) Bedtime scene question: Before seeing the film, 8.4 per cent checked "Just ask the daughter what it was she wanted," whereas, after seeing the film, 23.5 per cent checked this foil. The preferred foil was, "Tell the daughter she is sorry and ask her what it was she wanted." This question was believed to be valid.

(3) Snack scene question: Before seeing the film, 81.6 per cent checked, "lets her know that her mother is thinking of her," whereas after seeing the film, only 40.3 per cent checked this foil. Most of the group changed to "brings her daughter home from school." The validation of this question indicated that the foils were valid and that the scene had put across misconceptions due to the comment of the narrator.

(4) Shoe scene question: Before seeing the film, 4.8 per cent checked, "let the younger one learn to do it by himself," whereas, after seeing the film, 24.9 per cent checked this foil. The preferred foil was: "thank both the boys for helping take off his shoes." The validation of this question indicated that many in the sample did not notice the subtle help the father gave his son in helping him get his shoe off.

(5) Wash scene question: Before seeing the film, 3.4 per cent checked, "leave her wash and show the girls how to dance," whereas, after seeing the film, 52.5 per cent checked this foil. The preferred foil was, "visit with

them for a few minutes." The validation of the question, however, left some doubt as to its validity.

(6) Porch scene question: Before seeing the film, 30.6 per cent checked, "The father should go after the boy and assure him that his aunt loves him," whereas after seeing the film, 62.4 per cent checked this foil. The preferred foil was, "The mother should go after the boy and comfort him." In this scene, again, the validity of the foil which caused the shift was questioned.

It cannot be assumed, as was pointed out, that misconceptions actually did occur in all of the above scenes. Confusion over the wording of the question as it related to the scene did account for a sizeable number of changes in response on some of the questions, particularly the ones on the dog scene, wash scene and porch scene. The bedtime scene, however, did seem to give a misconception and the shoe scene did not appear to be effective in conveying the stated concept; therefore, neither can it be said that misconceptions did not occur. Experience in leading many film discussions following this film, gave the investigator much subjective evidence of confusion regarding these scenes. Assuming that some misconceptions did occur in the present sample, the following pertains to the sources of these misconceptions.

In each of the aforementioned six scenes, there was a statistically significant shift from a foil expressing a sound concept to foils which expressed less sound concepts In four of the scenes there was some doubt as to whether or not those checking the poorer foils understood the full meaning of the foils; however, regardless of whether or not their meaning was fully understood, it is interesting to note that they all had certain factors in common: In each case, the less preferred foil checked after seeing the film was one which described some action in the film which was not considered sound or else it closely resembled action which could be misinterpreted. The tendency on the part of many audience members, then, was to check thefoil which most nearly resembled what they had seen or thought they had seen in the film regardless of how sound the complete statement was, and in many cases, in spite of the fact that they had chosen the correct foil before seeing the film.

The present research tended to agree with Dale* that whatever is presented in a film tends to be taken as sound. It also indicated that scenes which had been considered to be effective before the research, might be misinterpreted by many audience members, thus emphasizing the importance of a completely adequate discussion of the film with audiences.

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* Edgar Dale. Audio-Visual Methods in Teaching. New York: The Dryden Press, 1948. p.207.

The Effect of Negative Characterization

One scene indicated that a strongly played negative character (Aunt Esther) interfered with the acceptance of the underlying concept of the scene. In the baby sitter scene, the aunt favored the baby and ignored the three-year-old boy. Before seeing the film, 10.2 per cent indicated that they believed the boy threw rocks(at the house described in the story problem) because he disliked the aunt for the way she acted. After seeing the film, 43.9 per cent indicated this foil. The most basic reason for the child's behavior was considered to be jealousy of the ~~the~~ treatment which his sibling received that he did not. The boy's feeling toward the aunt was contingent on her treatment of him rather than being the more basic dislike suggested by foil three.

In this scene, the aunt threatens and scolds the older boy; therefore, it seemed evident that many persons seeing this in the film projected their own dislike of the aunt upon the boy. Audience members, thus, re-evaluated their first interpretation of the boy's emotional hurt, changing it to coincide with their revised judgment after seeing the aunt in the film. Most of these audience members had checked a foil which indicated more basic understanding at the time when they filled out the pre-film questionnaire.

Effective Scenes

In considering the possible misconceptions which might have been acquired by audience members seeing the film, it became evident that a discussion of certain film scenes was essential after the showing of Palmour Street. In order to do this, a discussion leader would have to have previous knowledge of those scenes which were believed to be misleading. It would also be important for a leader to know which scenes were understood by audiences. Vandermeer warns about repeating obvious material:

> Film utilization should include time for reviewing those parts of a film that are not understood; however, care should be taken not to repeat content that is already clearly understood (or) . . . repetition may result in boredom and lack of attention to future film showings.*

Another reason for refraining from discussions of scenes which have been demonstrated to be understood is that such time is usually needed to discuss those scenes which are likely to have been misunderstood by audience members. The investigator's experience with such films indicated that more discussion time is usually needed than is allowed for in the average meeting.

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* A.W. Vandermeer. Effects of Film-Viewing Practice on Learning from Instructional Films. Tech.Report SDC 269-7-20, Penn State College. 1951, 12 p.

The present research indicated that the film, Palmour Street, had at least three scenes which were effective in producing sound concepts. To the question based on the sex education scene, 27.0 per cent checked the foil which was considered best: "Her parents have seen to it that she knows about sex and human reproduction." After seeing the film, 53.6 per cent checked this foil. It was considered unlikely that many would have checked this foil without an understanding of the meaning underlying the situation described, since other statements were offered as foils which would probably have been acceptable to audience members if the meaning of the above foil had not been well understood.

It is highly possible that the well organized sex education program[1] which has been carried on in the state of Oregon in the past few years, affected these particular results. When the scene in the film was shown it may have recalled prior learning in this area and caused many to check the correct foil in the post film questionnaire. Whatever the cause, the groups tested seemed to have a sound orientation to the sex education concept.

Another scene which seemed to be effective was the meal scene. Before seeing the film, about fourteen per cent of the sample believed that good food or table manners was the

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[1] Carried on by E.C.Brown Trust; Mental Health Association of Oregon; Oregon Tuberculosis and Health Association--all located in Portland, and the Federal Cooperative Extension Service, Corvallis, Oregon.

the best thing a family meal could offer children. After seeing the film, less than two per cent checked an unacceptable concept or failed to check any response. It would be quite a waste of time, then, for a discussion leader to spend much time discussing this scene.

The quarrel scene also seemed to be effective. Prior to the testing of the film, some professional leaders who were intending to show the film, Palmour Street, were somewhat concerned about the effect that the husband-wife quarrel in the film upon audience members. Before seeing the film, 51.1 per cent indicated that they believed such a quarrel "could seriously threaten the children's security in the family." After seeing the film, 31.2 per cent checked this foil. The greatest response was to the foil which was considered correct in concept: "It might give them momentary alarm but nothing else." Here, as in the response to the sex education scene, there was a sufficient number of persons who did not indicate understanding of the correct condept, so some discussion on these points after a film showing would be helpful. The majority of the audience members, however, did seem to understand the scenes pertaining to sex education and family quarrels, so it was believed that no glaring errors had been made in the production of these two scenes, at least.

Summary

The multiple choice questions were effective to a limited extent in determining misconceptions and concept changes.

Valid questions:

The response to the question on the Bedtime Scene indicated that the scene could have been more effective if the mother had verbally expressed the fact that she was sorry.

The response to the question on the Shoe Scene indicated that the concept in the scene was not clear. It was believed that commentary might have helped.

The response to the question on the Baby Sitter Scene indicated that the negative character portrayal of the mean aunt may have been overdone to the point where attention was taken away from the intended concept of the scene.

The response to the question on the Snack Scene indicated that the scene was misleading because of a superficial remark of the narrator.

The response to the question on the Quarrel Scene indicated that the aggressive action of the father had a tendency to obscure the concept underlying the scene.

Non valid questions:

The responses to five questions indicated misconceptions might have occurred, but the foils were not considered valid.

Although the scenes may have been misleading to some audience members, it was suggested by the validation of these questions that the foils to the multiple choice questions which indicated misconceptions were due to confusion over the wording of the foils rather than to the scene. These scenes were believed to be effective but were not found to be so by the testing instrument.

The non valid questions were those testing the Porch Scene, Dog Scene, Wash Scene, Pea-shelling Scene and House-cleaning Scene.

Three scenes were found by the multiple choice questions to be effective in producing sound concepts. These scenes were the Sex Education Scene, the Meal Scene and the Quarrel Scene.

CHAPTER VI

THE RELATIONSHIP BETWEEN BACKGROUND FACTORS AND RESPONSE OF THE SAMPLE AS REVEALED BY THE QUESTIONNAIRE

It was considered possible that individual differences in the audience members' backgrounds might affect their reactions to subject matter contained in a film. It was believed that such differences in reaction might be reflected by response to the story problems in the questionnaire. The following background items were therefore included in the questionnaire: sex, age, educational level, residence, marital status, number of children, age of children, and interest and familiarity with family life subject matter in terms of attendance at meetings and amount of material read.

In addition to the above background factors, it seemed possible that group differences* might show up in their responses to the story problem multiple choice questions. Because of this the various groups in the sample were also treated as were the background factors.

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* See Chapter III, Characteristics of the Sample, for details regarding these groups.

Significant Relationships

The individual's response to each background question was compared[1] with his response to each of the multiple choice questions. The only background factor which showed consistent significant difference when the Z test was applied[2] was the audience member's indication of having or not having children. This was not interpreted to mean that other factors might not be related to response. It indicated only that the instrument constructed in the present study to determine differences in reaction did not register differences in connection with any of the background factors, other than the one referred to above.

Of the groups in the sample, there was no significant differences between any of the seven groups included in the larger division of Extension Women and Community Groups. There seemed to be enough similar factors in all of these groups to keep any one of them from differing significantly from the total sample.

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1. IBM equipment was used in handling the data in the study.
2. The Z test, where $Z = \frac{X - \mu}{\sigma}$, tested the hypothesis that there was no significant difference between any one group and the total sample. If the change in any group as a result of seeing the film was $\pm 2.58\sigma$ from the change of the total sample, the difference was significant at the .01 level and the nul hypothesis was rejected.

Two of the groups, however, did differ significantly on the responses to the questions. These two groups were the College Students and the Professional Workshop group.

This led to the question as to whether or not there might be a difference in response in the Workshop group in terms of presence or lack of presence of children.[1] Of the 50 individuals in the Workshop group, 20 were single, 8 were married but without children and 22 were married and had children. When these sub groups were compared to their responses to the story problems no significant differences were found.[2] Since the Workshop group and the Student group did seem to be homogeneous in regard to the parenthood factor, they were not broken down into sub groups but treated as a unit. The rest of the sample did show significant differences in regard to parenthood and so was broken down into three sub groups: those married but without children, those having one child and those having two or more children.[3]

The difference in response of the three sub groups above and the Workshop and Student groups, to certain of the multiple choice questions, is presented in this chapter.

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[1]None of the Student group had children.

[2]The small size of the sub groups may have been an important factor in the lack of significance.

[3]There were also twelve adults who were single and without children but this group was not treated because of the small size of the sample.

Quarrel Scene.[1] The discussion of the Quarrel Scene in Chapter IV indicated that the scene did get across the idea to many that such a fight as described would not seriously threaten the children's security. However, although this was true of many in the sample, 31.2 percent of the total sample checked "It could seriously threaten the children's security in the family" after seeing the film. It was found that of this group a significantly higher percentage of those with children continued to feel after seeing the film that such a fight might be harmful to children than did those without children or the student group.

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[1]See Chapter IV for the question on the Quarrel Scene and the results of testing the question on the total sample.

TABLE 19

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES TO FOIL ONE OF THE QUARREL SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Significance Level
Student	55.0	24.3	-30.7	111	+2.8	.01
Professional Workshop	54.0	24.0	-30.0	50	+1.79	-
No children	59.2	7.4	-51.8	27	+4.17	.01
Total sample	51.1	31.2	-19.9	442	0	
One child	42.8	38.8	- 4.0	49	-2.77	.01
Two or more children	48.2	32.6	-15.6	193	-1.5	-

Sex Education Scene.[1] Before seeing this scene in the film the largest number in each group except the students checked foil number four, that the mother had always answered any questions her daughter had regarding sex. Following the film there was an increase in each case for foil number three, "Her parents have seen to it that she knows about sex an human reproduction." However, there was a large difference between the percent of increase between those having children and those without children and the students. Although 42.4 percent of the students checked foil number three before the film, 77.5 per cent checked it following the film--an increase of 35.1 per cent. Those married with no children increased 40.7 per cent, while those with one child and those with two or more children increased only 20.4 per cent and 22.3 per cent respectively. The workshop group was half way between the two groups with an increase of 28 per cent. Although none of the differences are significant above the five per cent level, the same trend is evident as was found in response to the quarrel scene. The results may indicate that those with children are more hindered by emotional factors in accepting the sound concept from the film. No doubt it is more comfortable for parents to just answer questions regarding sex than to be sure the child understands.

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[1]See Chapter IV for the question on the Sex Education Scene and the results of testing the question on the total sample.

TABLE 20

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES TO FOIL THREE OF THE SEX EDUCATION SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Significance Level
Student	42.4	77.5	+35.1	111	+2.04	-
Professional workshop	36.0	64.0	+28.0	50	+ .22	-
No children	22.2	62.9	+40.7	27	+1.23	-
Total sample	27.0	53.6	+26.6	442	0	
One child	20.4	40.8	+20.4	49	- .97	-
Two or more children	18.6	40.9	+22.3	193	- .87	-

Shoe Scene.[1] The largest percentage (about 70 per cent) of each group, before seeing this scene checked the foil that said the father should show the younger boy how to take off his shoe. After the film there was a major shift to foil three, "Let the younger one learn to do it himself." This foil had less warmth of feeling than any of the other three. Considering this, it is important to note that fewer of those having children changed to this foil than did the students or those without children. From Table 21 it can be seen that the Student and Workshop groups deviated significantly in a positive direction from the Total Sample, while those having two or more children deviated significantly in a negative direction.

[1]See Chapter IV for the question on the Shoe Scene and the results of testing the question on the total sample.

TABLE 21

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES TO FOIL THREE OF THE SHOE SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Sig. Level
Student	5.4	36.9	+31.5	111	+3.02	.01
Professional workshop	2.0	38.0	+36	50	+2.77	.01
Total sample	4.8	24.9	+20.1	442	0	
No children	7.4	25.9	+18.5	27	- .19	-
One child	8.2	20.4	+12.2	49	-1.39	-
Two or more children	4.0	15.0	+11.0	193	-5.71	.01

Bedtime Scene.[1] In response to this scene, it can be seen from Table 22 that the two groups which deviated significantly from the Total Sample were the Student group and the married group having two or more children. The correct foil, "Tell the daughter that she is sorry and ask her what it was she wanted," expressed the warmest feeling. Here as in the other previously mentioned scenes there is a consistent tendency for a greater percentage of those without children and the students to change to another foil after seeing the film.

[1]See Chapter IV for the question on the Bedtime Scene and the results of testing the question on the total sample.

TABLE 22

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES TO FOIL FOUR OF THE BEDTIME SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Sig. Level
Student	91.0	59.5	-30.5	111	+5.76	.01
Professional workshop	86.0	64.0	-22.0	50	+1.86	-
Total sample	88.2	75.1	-13.1	442	0	
No children	92.5	77.7	-15.8	27	- .29	-
One child	93.8	87.7	- 6.1	49	-1.44	-
Two or more children	85.5	82.9	- 2.6	193	-4.32	.01

Dog Scene.[1] The trend for the total sample when questioned about this scene was to change from foil three, "Tell the boy a story about a nice dog he had when he was a boy," to foil two, "Urge the boy to go up and pat the dog." Table 23 illustrates that only the Workshop group deviated significantly from the mean, the trend was again for the married groups with one or more children to stay with the more acceptable and warmer statement.

[1]See Chapter IV for the question on the Dog Scene and the results of testing the question on the total sample.

TABLE 23

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES
TO FOIL THREE OF THE DOG SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Sig. Level
Student	60.4	2.7	-57.7	111	+.57	-
Professional workshop	78.0	4.0	-74.0	50	+2.7	.01
Total sample	66.4	11.4	-55.0	442	0	
No children	70.3	11.1	-59.2	29	- .02	-
One child	77.5	30.6	-46.9	49	-1.15	-
Two or more children	62.7	14.0	-48.7	193	-1.74	-

Housecleaning Scene.[1] In the response to this scene there was little evident difference between the number checking foil three before and after the film. However, Table 24 illustrates that the students and workshop group made a significant shift to other foils after seeing the film. The group having one or more children changed little after seeing the film. The significant difference was in the shift made by the student and workshop groups to foil number four, "A mother could make a game out of housework." The group with children prefered foil number three, "Children could be made to feel that it is fun to work together." It may be that there is a tendency for parents to be too realistic to believe one can make a "game" out of housework.

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[1]See Chapter IV for the question on the Housecleaning Scene and the results of testing the question on the total sample.

TABLE 24

COMPARISON OF CERTAIN BACKGROUND DIFFERENCES TO FOIL THREE OF THE HOUSECLEANING SCENE

Group	Per cent Before Film	Per cent After Film	Per cent Change	Sample Number	Z Score	Sig. Level
Student	73.9	59.5	-14.0	111	+13.04	.01
Professional workshop	70.0	64.0	- 6.0	50	+ 3.12	.01
No children	62.9	59.2	- 3.7	27	+ .12	-
Total sample	62.9	61.3	- 1.2	442	0	
One child	61.2	63.2	+ 2.0	49	- .54	-
Two or more children	53.9	59.6	+ 5.7	193	-5.8	.01

Summary

As a result of the analysis of the relationship between background factors and response of the sample to the multiple choice questions, it was determined that there were some groups which differed significantly in their response to some of the questions. These groups were: the Student group, the Workshop group, and the adults in the remaining part of the sample who had no children, one child, or two or more children. It was therefore concluded that the questionnaire was effective to some extent in showing that certain differences in audience members' backgrounds were related to responses to the multiple choice questions answered before and after seeing the film Palmour Street.

CHAPTER VII

EFFECTS OF THE FILM AS REVEALED BY ANALYSIS OF THE COMMENT QUESTIONS

Analysis of comment questions was done to determine their effectiveness in indicating emotional disturbance and help with problems as a result of viewing the film, Palmour Street. An attempt was made to measure these factors by asking the following five questions: 1. What scene did you like most in the film? 2. What scene did you dislike most in the film? 3. What, if anything, in the film has helped you with any of your problems? 4. What, if anything, do you feel concerned about after seeing this film? 5. What, if anything, do you feel more satisfied with after seeing this film?

Scenes Most Liked

By far the largest group(152 out of the total sample of 443) preferred the scene where the father came home in a happy mood and took the children out of the mother's way while she prepared dinner. When it is noted that the scene receiving the next highest number of checks-- the family meal scene, got only 66, the significance of this scene is increased. This scene seems to express what many women consider to be the ideal father-family relationship. A typical comment was: "It was a great help to the mother to have the children entertained and it makes a fine

relationship between the father and children". Another women wrote: "I only wish father could see this film, as having only one son there should be more companionship between them". Also, one women remarked, "My problem is believing in these things when my husband disagrees about any help available from study groups or films etc."

It was evident both in the written response and in the spoken response in the film discussions that many women were concerned regarding the attitude their husbands were taking toward their children. It would be worthwhile to know whether or not such scenes increase or decrease conflict between husband and wife. To what extent do wives return home and reprimand their husbands for not being like the husband in the film, or at least, feel more dissatisfied about the way they behave?

Aside from the 66 individuals who mentioned the family meal scene as the one which they liked best, the only other scene with any significant number stating a preference for it was the housecleaning scene where all the children were working helping the mother. Again, perhaps an ideal situation was depicted which appealed to many.

Scenes Most Disliked and Causing Greatest Concern

In response to the question concerning the most disliked scene, the greatest number reacted unfavorably to those scenes in which the aunt appeared. In all, 225 persons mentioned scenes containing Aunt Esther, the adult in the film showing little understanding of the emotional needs of the children. The greatest number (96) reacted unfavorable to the scene where the aunt reprimands her son. The next largest group reacting unfavorably to the aunt (70) checked the scene where the aunt favors the baby and pushes away the three year-old who tries to get some attention too. There were also many persons who resented the scene where the aunt tells the girls that dancing is a thing of the Devil. The strength of the involvement in the scenes concerning the aunt is illustrated in the comment of one mother: "When the mother left for work and left her children with Aunt Esther, I felt I was leaving them in this unsuitalbe situation."

Another frequently disliked scene (mentioned by 95 persons) was the scene showing the parents quarreling. One parent said, "I'm still not sure what an effect an occasional outburst between parents might have on the children. This problem was not satisfactory in the solution given by the film." Since such fights or disagreements

are common, parents appear to identify with the quarreling parents in the film and when they see the effects the fight had on the children in the film, they wonder what effect their own fights have on their youngsters.

The next most commonly disliked scene (mentioned by 23 persons) was the dramatic ending of the film-- the report of a tragic accident to the father. A typical comment was: "What was she going to do to keep the children secure in a spot like this?" Another comment was: "The film did not come to a logical conclusion." In response to what the audience felt most concerned about after seeing the film, 52 persons reported worry about accidents and keeping the family together in case of illness or loss of the father. Such comments as, "What would I do if I lost my husband?" indicated concern. It is helpful psychologically for people to prepare themselves for such possibilities as long as there is no preoccupation with the matter. However, what is the purpose of the film? If it is a multi-purpose approach, is such an approach as effective as a single purpose approach. If the purpose of the film is to present sound principles of child rearing, it seems to do this with reasonable effectiveness until the final few scenes. These scenes, in highly dramatic manner, present the father as having a serious accicent leaving the mother to carry on alone.

The situation is complicated by the fact that she must work outside the home and leave her children with the aunt. The film ends with the question: "What would you do if you were in this mother's place?"

Does this problem posed by the film detract from the discussion of sound child rearing principles? This research would tend to indicate that this ending presents a problem that many of the group want answered before they feel free to go on and discuss the remainder of the film. In addition, it is hoped that the film will help fathers to better understand their role in the psychological development of their children. However, with the importance placed on the fact that the wife will have to work as a result of the husband's disability, some fathers can brush off the entire film as not applying to them since they have taken care of such an eventuality. One father wrote, "I have an insurance policy so in case of accident the wife would not have to work."

In response to the question, "What do you feel concerned about after seeing the film?" the largest group (69) referred to baby sitters such as the aunt. One mother expressed it simply by saying she was worried about "other people having to take care of my children."

Another large group (68) made comments which indicated that they were concerned with themselves or their children. Some of these comments were, "I see where I could have done better as my family grew up." Another comment was, "Have I given my children the best equipment for meeting their own problems in life?" As a result of seeing the film these parents began to look at themselves somewhat more critically. Some tension and concern must be generated if any improvement in behavior is to take place. It is, however, important that parents whose children are nearly grown do not feel that all is lost because they raise their children somewhat differently than is now advised. In spite of the fact that many feel that they have ruined their children, most youngsters come out all right.

Other comments were made which did not represent any large portion of the sample but are interesting because they show how some audience members might react to the film. One person reported being concerned with the "squalid living conditions of the south." While it is true that the houses shown in the film had not been painted recently, the conditions were anything but "squalid". The two houses shown were actually probably much cleaner than many of those lived in by audience members. This raises the question as to whether many of the group would reject the film because the characters are Negroes. The sample upon which this research was conducted indicated that this happened only rarely.

There were many indications that most of the sample identified with the film characters.

Another comment was, "I've always been concerned about sex problems of older men with younger girls." In all, there were only three such comments.

Another comment was simply, "Mothers shouldn't work." This statement has no meaning at all in terms of the film since there was no choice at all for the mother. She had to work to support the family, yet this person ignored all the other factors in the film and attempted to solve the problem with her simple statement.

Help With Problems

In answer to the question, "What has helped you with your problems?" 115 persons indicated that they had received personal help with a better understanding of themselves and their children. A father commented, "It has given me more help in understanding that when I get home I should play with our child." Other comments were, "Well, next time I'll dance--to heck with the wash--I've been more like Aunt Esther", and "I have not allowed my child to think for himself enough. I have always smothered him with too much forethought on little things."

Eight persons commented that the dance scene had helped--where the mother took time out from her work to spend with the children; thirteen indicated that the dog scene and the shoe scene wherein the father showed understanding--had given help; eight believed that the quarrel scene had helped them understand how their own family fights might effect their children and another eight persons remarked that seeing the family working together showed them how there could be fun in working together.

A few of these comments were: "It makes me see how impatient I am about letting my children help me." "The mother dancing with her daughter and their friends may help me 'play' with my children more." "If a mother working so hard to do her wash can be cheerful and join in the fun with the girls, surely with modern conveniences we could be more cheerful." Other comments were: "I shouldn't scold my teen-age boy" and "Seeing this will help me to have more patience." Also, "The picture showed more clearly that small blow-ups do not hurt a child's development."

Scenes Giving Most Satisfaction

In response to a question, "What do you feel more satisfied with after seeing the film?" the largest group (75 individuals) said that they liked the film or the message that it contained. The next largest group (35) commented that they felt satisfied because they believed that they got something out of the film which would help. For example, one person said, "The fact that parents can occasionally 'blow-up' and not do a permanent injury to children involved." After all, parents are people and have some frailities too!" Thirty-two persons reported feeling satisfied with their own families; sixteen were satisfied with themselves; five felt satisfied with their spouses. Twenty-eight remarked that they felt satisfied that the film/family could work out their difficulties.

Effect of the Negro Cast

One of the questions which is asked about Palmour Street is "What effect do the Negro actors have on audiences?" This question leads to others. Do people reject the message because they do not identify with the Negroes in the film? Do they feel that Negroes are different and that hence the film could not possibly apply to themselves? It seems possible that with some persons it might increase anti-Negro feeling by giving rise to guilt feelings on the part

of some persons who might feel that they were not giving their children the experience in family living that the parents in the film were. Among the hundreds of people to whom the author presented the film, only one person, in discussion, made the point that the film did not apply because of the low standards of living of the Negroes. The writer was told later that this women had been "raised in a very poor district and was trying very hard to forget it." The film seemed to be threatening to her since she had renounced her past on the basis that to be poor was also to be bad. The film was a threat in that it showed that to be poor was not necessarily to be bad. In the written comments there were few which indicated any antagonism because of the Negro cast. On the other hand, 19 persons made specific comments that the film had given them new understanding about Negroes. Some of the comments were: "It certainly shows that at least these particular Negroes are interested in being fine people and raising their children likewise." "It shows people that Negro families are just like everyone else and <u>not</u> different." Also, "How much love there is in the hearts of people regardless of their position in life." And, "I'm glad the film had a Negro cast. It makes me have a warmer feeling toward them." Also, "Helped me to understand the attitudes of another race of people." "May be surprising, but I have never been where I could see Negroes in their home situation. It helped me to get over the feeling that they were a bit apart."

Summary

The comment questions were effective to a limited degree in indicating emotional disturbance in audience members as a result of viewing the film. They were less effective in indicating any help with problems that was given the sample as a result of viewing the film.

Emotional Disturbance. The two questions asking about the scene most disliked and scenes causing concern did give some indication of which scenes were disturbing to many of the sample. The largest group indicating dislike of a scene mentioned those showing the aunt. Some expressed worry that they themselves were like the aunt while many more were concerned that they had to leave their children with someone who might be like the aunt. Some expressed concern over the quarreling scene while others disliked the films ending. Others expressed general concern over themselves as parents and the adjustment of their children. All of this material would be worthwhile to a discussion leader using the film.

Help with Problems. The most frequent remark in answer to this question concerned the close relationship between the father and the rest of the family. However, it is doubtful that these statements indicated help with problems.

Rather, they seemed to indicate concern. Many of the comments related to the fact that the women wished their husbands could be like the husband in the film. This information would be helpful for the discussion leader to have since without covering such points afterwards, some audience members might be more dissatisfied with their own home conditions. In terms of the problem of test construction however, it was concluded that the question did not elicit the information that it was constructed to test for.

The question concerning satisfaction as a result of viewing the film and the one concerning help with problems were of limited value in pointing out positive factors in the film. Most of the comments were of a general nature that had little real meaning in terms of help in understanding the effects of the film. A few comments indicated that the greatest help that was received was that of reassurance. Audience members felt that it was helpful to know that other people had trouble too and that well adjusted husbands and wives had an occasional quarrel. These questions did indicate quite clearly that many felt that having Negroes as actors was helpful to them in terms of greater understanding of that race.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Need for Study

The use of family life and mental health films is increasing in community programs for parents as well as in marriage and family life education classes for young adults. Persons who show and discuss these films, however, seldom have an opportunity to evaluate them before use. At best, discussion leaders may find a brief description of the film and/or have an opportunity to pre-view it before use. Such an evaluation in most cases, gives little indication of its effects upon audience members.

It has been recognized that educational films can give misconceptions to those who view them. Because of the emotional nature of family life and mental health subject matter, it is believed possible that emotional disturbance may also be created in some persons who see films of this type. It seemed important, then, that such films be studied to determine what effects they might have on audiences. If such information were available for each film used in these programs, it would be of considerable value to persons selecting and using these films in discussion groups.

Statement of the Problem

The major problem in film evaluation was finding an instrument that would be effective in determining a film's effect on those viewing it. Since little research has been done to determine the effects of family life and mental health films, it was necessary to begin by developing such an instrument. The purpose of this research was to devise a method to evaluate a family life film to test for: (1) concept change, (2) misconceptions, (3) emotional disturbance, (4) help with problems, and (5) the relationship between certain background factors and the film's effect.

Methodology

The method used to test for concept change and misconceptions consisted of a series of multiple choice questions which were phrased to test for acceptance and misunderstanding. These questions were given before the film for the audience members to check. Immediately following the film showing they were given the second part of the questionnaire with the same set of questions. Changes in answers were analyzed in terms of what it was in the film which might have caused such changes.

The method used to test for emotional disturbance and help with problems was a series of five comment questions. These questions were: (1) What scene did you dislike most in the film? (2) What scene did you like most in the film? (3) What, if anything, in the film has helped you with any

of your problems? (4) What, if anything, do you feel concerned about after seeing this film? (5) What, if anything, do you feel more satisfied with after seeing this film? These questions were included in the second part of the questionnaire, after the film showing.

Relationship between background factors and the film's effect was tested. Background items which were compared with audience response to the story problems before and after the film showing were: sex, age, educational level, residence, marital status, number and ages of children, and a rating of interest and familiarity with family life subject matter.

The questionnaire, in its final form, was administered to a sample of 442 persons to determine the effectiveness of the instrument in evaluating the film, Palmour Street, which was the particular film it had been constructed to test. The sample consisted of 281 adults, most of whom were parents; 111 college students who were enrolled in a class in family relations, and 50 professional persons who were enrolled in a family life education workshop.

Findings

Multiple choice questions. In the development of the multiple choice questions it was found that:

1. It was effective to construct a question to test each major scene in the film.
2. It was effective to record every word in the film--both dialogue and narration.

3. It was worthwhile to discuss the meaning of the scenes with other professional people in order to decide upon the concept each scene in the film was attempting to convey.
4. The story problem in each question should describe the action in the scene being tested.
5. To test for acceptance of a concept rather than memory, the correct foil should not describe the exact situation in the film scene, but should describe a suitable alternate action representing the concept underlying the film scene.
6. The effectiveness of each question depended largely upon the care with which it and the foils were constructed. The most effective way that was found to determine the validity of the foils in a question was to ask the audience members to write a few words after each question, saying why they had changed their minds, if they had, after seeing the film.

In testing the multiple choice questions on the sample it was found that five questions pointed out misconceptions which may have been given to audience members. A test of validity indicated that all of these five questions were valid. Five other questions also appeared to give misconceptions but the validation of these questions indicated that the poor answers checked by the sample were probably due to poor wording in the foils rather than to anything which had been viewed in the film. Three questions indicated that the scenes which they tested were effective in producing sound concepts.

Comment questions. The two questions which asked about the scenes most disliked and scenes causing concern indicated that many in the sample were disturbed over having others take care of their children, after seeing the aunt mishandle the children in the film. Some were disturbed by the husband-wife quarrel scene, while others were bothered by the film's ending. The above were all mentioned by a large number of the sample. The comment questions which were designed to determine which scenes were helpful, elicited responses of a general nature which rarely mentioned anything specific in the film.

Background factors. The only background factor which showed a consistently significant difference in reaction pattern from the total sample was that of having children or not having children. Two groups also showed a significant variation from the total sample in their reaction patterns: the college students and the workshop group.

Conclusions

It was concluded as a result of this study that family life and mental health films can be studied by the use of a multiple choice questionnaire that is designed to test a particular film.

Some of the multiple choice questions which were used in the study were effective and some were not. The greatest difficulty in using this method was in the construction of valid questions. The effectiveness of the questions was greatly improved by asking the respondent to write in the reason for his change in response as a result of viewing the film.

The short comment questions regarding scenes most disliked and factors in the film causing concern were found to be effective in giving helpful information regarding the film's effect. The questions which were designed to bring out those parts of the film which were helpful, did not do so. The comments tended to be of a general nature and rarely mentioned anything specific in the film.

One background factor was found to be consistently related to significant differences in reaction: having children or not having children. The fact that more factors were not found to be significant may or may not have been due to the inability of the test to measure them adequately.

In explaining the causes of audience response to the questions based on the film, the study indicated that the following may be hypothesized:

1. Audience members tend to remember what they see and hear but do not analyze the meaning of what is seen or heard. It is therefore difficult for many persons to apply the concepts in the film to other situations.
2. Any strongly emphasized remark or action tends to cause strong emotional feeling. Such scenes may create enough hostility or concern to keep some individuals from accepting the conceptsof the scenes.

Implications for Future Research

Rarely can any instrument of measurement be said to be either completely effective or completely ineffective. It is the belief of the investigator that the present method can be used with success to point out factors in a film which would be of decided help to those conducting film discussions. The results of this research left no doubt in the mind of the investigator that anxiety was aroused in some persons as a result of viewing the film Palmour Street.

The degree to which anxiety was aroused and whether or not it was a constructive or destructive emotion was not determined. Research should be done on anxiety which may be created by mental health and family life films, but before that can be done, a more refined instrument of measurement

is needed to determine degree and kinds of anxiety.

In the main, the present investigation was not attempting to study more than conscious reactions to a film. Future work in film study, if it is to prove useful in the study of anxiety, must develop methods which will investigate the inner feelings of audience members, whether they themselves are aware of them or not. Probably the most fruitful place to find such a method would be in the field of projective techniques. The short answer comment questions allowed audience members to express freely their attitudes toward various aspects of the film, and such comments were particularly pertinent in indicating areas of concern. Short completion questions built around film scenes might be more revealing. Questions regarding the characters in the film might also prove useful, i.e., what characters are best liked, or more important, least liked, and why. Research needs to be conducted with people who develop anxieties as a result of viewing films. Such a study could be done by the use of a follow-up procedure.

One of the points brought out in the present research was the possibility of conflict over seeing an ideal situation in a film and desiring that ideal situation for oneself, but believing its attainment to be impossible. The many comments made by women regarding their wish that their own husband could be like the one in the film could have a negative effect

on family adjustment. This might be particularly true if husbands were urged to be like the father in the film. The implications of such possible conflicts need further investigation.

This research indicated that concept changes do take place and that misconceptions do arise as a result of viewing family life and mental health films. Further research is needed to determine length of retention of correct or incorrect concepts.

APPENDIX

A. Experimental Studies

B. Questionnaires

APPENDIX A

EXPERIMENTAL STUDIES

Professional people who were actively engaged in showing educational films which were intended to help people with personal adjustment and family problems, discussed the need to evaluate their programs.[1] This led the investigator to devise a one-page evaluation sheet which was later utilized in program evaluation by several of these persons. As a form of evaluation it proved to be somewhat inadequate, however, and the need for a more intensive approach to the problem became evident.

The investigator decided to undertake the problem of film evaluation and began developing a series of evaluation sheets and questionnaires. Three methods of film evaluation were explored: (1) the film discussion evaluation sheet mentioned above; (2) a rating scale test; and (3) a story problem test. The third method formed the basis of the present study. The first two methods have been briefly discussed in the following sections in order to trace the development of the final questionnaire.

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[1]Members of the Oregon Coordinating Council on Social Hygiene and Family Life, Portland, Oregon

The First Method: Film Discussion Evaluation Sheet

In an effort to evaluate film programs in a manner which would be both quick and agreeable to persons who had just finished discussing a film, a single sheet of questions was handed out to audience members. This form contained sixteen check list questions which were intended to standardize audience criticism regarding the film which they had just seen. Audience members were also asked to write a short evaluation of both the film and the discussion which followed. These evaluation sheets were given to about one hundred persons who attended film showings and discussion periods led by the investigator. Those filling out this sheet were parents of one or more children. All of the meetings were held in urban locations in cooperation with P.T.A. and church groups. The following summary was based upon the investigator's experience with this method.

Use of the Evaluation Sheet. The one-page evaluation sheet was designed to be used with any film intended for use with family life or personal adjustment education. It was intended for leaders to compare group reaction to one film with other films. Although the reaction as registered by this sheet proved to be somewhat superficial, it was found to be of some help in preparing a leader for future discussions with the same film.

Advantages of the Evaluation Sheet

(1) It can be used with any film discussion group

(2) It does not take too long to fill out.

(3) It gives some indication of group satisfaction with the meeting: the leader's discussion techniques, the film and the discussion period. Constructive comments enable a leader to develop better discussion techniques and/or use the film more effectively.

(4) It gives data which would be helpful to determine which films are most effective. This information would aid both distributors of films and persons selecting them for future programs.

Disadvantages of the Evaluation Sheet

(1) The questions are too general.

(2) It offers little in the way of indicating possible emotional effects of the film.

(3) Many audience members do not fill it out completely because it calls for thought and written comments.

FILM DISCUSSION EVALUATION SHEET

A. How did the film affect you and your personal concerns? (Mark X before statements which apply).

____ 1. Helped me understand myself better.
____ 2. Helped me understand others better (family, friends, etc.).
____ 3. Disturbing to me but helpful.
____ 4. Disturbing to me and not helpful.
____ 5. I wish I had not seen the film.
____ 6. It did not touch on any of my problems.
____ 7. I have no personal problems.

B. Put an X before the statements which express your feelings about the discussion following the film.

____ 1. Clarified points in the film.
____ 2. Made me confused about the film.
____ 3. Was not related to the film.
____ 4. Helped me understand myself better.
____ 5. Helped me understand others better.
____ 6. Pointless and a waste of time.
____ 7. I didn't have a chance to participate.
____ 8. It didn't cover the things I wanted discussed.

C. If the film was helpful to you, in what way was it helpful?

D. How could the discussion have been improved?

E. What did you like best about the film showing?

F. What was the greatest weakness in the film showing?

G. What practical steps do you plan to take as result of this film discussion?

H. What phase of personal, family, or community living would you like to know more about, as a result of this film showing?

I. Check with an X the phrase which expresses your feelings about the film.

_____ Liked it _____ Indifferent _____ Disliked it.

J. Other comments (use back of sheet).

The Second Method: The Rating Scale Test

It was decided that a form which might better evaluate films would be one designed to measure changes in audience thinking by comparing scores before and after film showings. Audience members were asked to check agreement or disagreement with thirty statements. These statements were phrased to represent both satisfactory and unsatisfactory methods of child-rearing.

Use of the Rating Scale Test. It was believed that a general test pertaining to family life subject matter could be used with many family life films. An original intent of the use of this method was to compare the teaching qualities of various films. In order to do this, the same form was filled out before and after viewing the film and the results compared.

Although several variations of the rating scale were tested in an attempt to allow for differences in belief, it was evident that for this purpose a six-point scale as well as a three-point scale was no improvement over the original two-point rating of agreement or disagreement. Essentially, the basic inadequacy of this instrument was the fact that the statements were interpreted differently by audience members. The test was tried on a sample of several hundred persons at meetings similar to those described in the discussion of the first method.

Advantages of the Rating Scale Test.

(1) The groups seem to enjoy filling it out. It serves to stimulate interest before the meeting and gives audience members a chance to feel they can contribute by taking part in evaluation of such programs.

(2) The statements tend to focus discussion on points which are desirable to bring out in such a meeting.

(3) The before and after scores can help a leader to determine what left the group with unsound concepts when such are indicated.

(4) Confusion may be indicated in the prevalence of both changes, i.e., from wrong to right answers and right to wrong in regard to one particular statement.

(5) Many areas of subject matter can be covered.

Disadvantages of the Rating Scale

(1) Simple statements may be interpreted differently. by each person so that meaning is not consistent.

(2) It is difficult to make test items which are clearly "right" or "wrong".

(3) Seeing unsound ideas in print may reinforce faulty beliefs.

(4) Even though a person may indicate disagreement with a faulty concept, there is no way of knowing that his thinking was sound.

The Rating Scale Test

This is an investigation of general public opinion concerning child rearing. The following are statements with which some people agree and others disagree. Please mark each one in the left margin, according to the amount of your agreements or disagreements, by using the following scale:

† agree
- disagree
0 don't know

____ 1. The best place for children to get information about sex is from their parents.

____ 2. You should let children know when you approve of their behavior.

____ 3. A husband and wife can have many disagreements and still be happily married.

____ 4. Children should know what is right and wrong about most things by the time they are 3 years old.

____ 5. You can't give any child too much attention.

____ 6. When older children are mean to younger children, it indicates selfishness and should be disciplined out of them.

____ 7. Children have no need of any sexual information before their teens.

____ 8. Bed-wetters older than 3 years should be punished.

____ 9. Members of the family, even the nursery-school child, can help make some family decisions.

____10. The father should have charge of the discipline of the children.

____11. Children should be seen but not heard.

____12. Children should make an effort to see their parent's viewpoint.

____13. A mother of young children should not take a job outside the home.

____14. Boys and girls should have a chance to acquaint themselves with the viewpoints of others before setting up their personal goals.

____ 15. There are too many "experts" giving out advice to parents.

____ 16. A child who is given lots of love and affection will more than likely be overly demanding.

____ 17. You can't make up for mistakes you make with children in early years.

____ 18. Children are better prepared for life if they have strong discipline.

____ 19. One of the most important things for children to learn is to keep the house clean.

____ 20. Children should not be allowed to dance.

Appendix B

The Questionnaires Used in the Study

Trial Form I

(Given before meeting)

This is one part of a series of studies being conducted to gather information that will be helpful in developing more adequate programs for parents throughout the state.

By filling out the following questionnaire as frankly as possible you can enable us to locate strong and weak points in such programs. Your cooperation is deeply appreciated.

Please check the answers to the following questions.

1. Are you a man? ____
   Are you a woman? ____

2. How many grades of school have you completed?
   1. completed less than 5 years of grade school. ____
   2. completed 5 to 8 years of grade school. ____
   3. completed 1 to 4 years of high school. ____
   4. completed 4 years of high school. ____
   5. completed 1 to 4 years of college. ____
   6. completed 4 years of college. ____
   7. completed more than 4 years of college. ____
   8. other schooling _____
   _____

3. Have you belonged to a study group in the last six months or so that met regularly to discuss children and family relations? (check) Yes ____ No ____.
   Check approximate number of times you attended.
   (1) once ____ (2) 2 to 3 ____ (3) 4 to 6 ____ (4) 6 to 10 ____ (5) more than 10 ____
   (Comment) _____
   _____

4. Other than study group meetings, how many other programs discussing children and family relations have you attended in the last six months or so? (check)
   (X) none ____ (1) one ____ (2) 2 to 3 ____ (3) 4 to 6 ____
   (4) 6 to 10 ____ (5) more than 10 ____
   (Comment) _____
   _____

5. Circle the number of children you have:
   none 1 2 3 4 5 6 7 8 9 10 11 12

6. What is the age of your first child?
(1) under 2 years ___ (2) 2 to 6 years ___ (3) 7 to 9 years ___ (4) 10 to 13 years ___ (5) 14 to 20 years ___ (6) over 20 years ___

7. What is the sex of your first child?
(1) male ___ (2) female ___

8. How satisfied are you with the adjustment of your first child at the present time?
(1) Highly satisfied ___ (2) Reasonably satisfied ___
(3) Somewhat dissatisfied ___ (4) Very dissatisfied ___
(Comment)

9. What is the age of your second child?
(1) under 2 years ___ (2) 2 to 6 years ___ (3) 7 to 9 years ___ (4) 10 to 13 years ___ (5) 14 to 20 years ___ (6) over 20 years ___

10. What is the sex of your second child?
(1) male ___ (2) female ___

11. How satisfied are you with the adjustment of your second child at the present time?
(1) Highly satisfied ___ (2) Reasonably satisfied ___
(3) Somewhat dissatisfied ___ (4) Very dissatisfied ___

12. What is the age of your third child?
(1) under 2 years ___ (2) 2 to 6 years ___ (3) 7 to 9 years ___ (4) 10 to 13 years ___ (5) 14 to 20 years ___ (6) over 20 years ___

13. What is the sex of your third child?
(1) male ___ (2) female ___

14. How satisfied are you with the adjustment of your third child at the present time?
(1) Highly satisfied ___ (2) Reasonably satisfied ___
(3) Somewhat dissatisfied ___ (4) Very dissatisfied ___

15. What is the age of your fourth child?
(1) under 2 years ___ (2) 2 to 6 years ___ (3) 7 to 9 years ___ (4) 10 to 13 years ___ (5) 14 to 20 years ___ (6) over 20 years ___

16. What is the sex of your fourth child?
(1) male ___ (2) female ___

17. How satisfied are you with the adjustment of your fourth child at the present time?
(1) Highly satisfied ___ (2) Reasonably satisfied ___
(3) Somewhat dissatisfied ___ (3) Very dissatisfied ___

18. How good a job do you feel you are doing as a parent?
   (1) ___ excellent
   (2) ___ good
   (3) ___ fair
   (4) ___ poor

19. How good a job do you feel your (husband)(wife) is doing as a parent?
   (1) ___ excellent
   (2) ___ good
   (3) ___ fair
   (4) ___ poor

Trial Form I

Film Evaluation Questionnaire[1]

I. A Korean war orphan was brought to this country at the age of six months to be brought up in an American home. When this child is sixteen years of age, which of the following people do you think his personality would probably be more like? (Check one)

1) ____ foster mother and father
2) ____ real mother and father
3) ____ his personality would not be like either one of the above
4) ____ you can't tell whom he would be most like

II. While a child of six months has not yet learned to walk or talk, he feels and reacts to the world around him. The one thing he needs most at this age is to: (check one)

1) ____ learn that mother can't wait on him every minute
2) ____ feel that mother loves him
3) ____ have good nourishing food
4) ____ be kept clean to prevent infection and illness

III. A six-year-old boy was afraid of a small dog. The boy's father saw the boy draw away from the dog. The best thing for the father to have done would have been to:(check one)

1) ____ stay out of it and let the boy find out for himself that the dog wouldn't hurt him
2) ____ chase the dog away
3) ____ tell the boy not to be afraid
4) ____ go up and pet the dog

IV. A three-year-old boy wants to help his mother shell peas for dinner. Since he will get in the way more than he will help, what would be the best thing the mother could do? (check one)

1) ____ get him interested in something else
2) ____ tell him he can help when he is a little older
3) ____ give him some peas to shell
4) ____ let him sit next to her and tell him a story

V. A mother of four children was tired and busy putting the younger ones to bed. Her eight year old daughter asked her a question about her school lesson and the mother said, "Oh, let me alone!" What do you think the mother should have done after she finished putting the younger ones to bed? (check one)

---

1. These same questions were given both before and after the film.

1) ____ tell the daughter not to bother her again when she is putting the children to bed.
2) ____ just ask the daughter what it was she wanted
3) ____ ignore it this time but promise herself that she will do better next time
4) ____ tell the daughter that she is sorry and ask her what it was she wanted

VI. When her adolescent boy lost his job his mother told him he was worthless. Soon after, he got into trouble with the law over stealing. Which of the following might be the most important reason for him to get into trouble?
1) ____ he got in with a bad crowd
2) ____ he felt worthless and didn't care what he did
3) ____ he was probably a criminal type
4) ____ he may have needed the money

VII. Occasionally a husband and wife quarreled in front of their children, but most of the time they were happy and affectionate toward one another. How do you think such an occasional quarrel would affect their children? (check one)
1) ____ it could permanently threaten their security in the family
2) ____ it could give them momentary alarm but have no lasting effect
3) ____ it could make them fear their parents
4) ____ it would have no effect

VIII. Meal time in most families is the one time when all the family members are together. What do you feel is the most important thing at meal time?
1) ____ a chance for parents to tell children what they have been doing wrong during the day
2) ____ for children to get nourishment
3) ____ for children to learn table manners
4) ____ a chance for all to get to talk to each other

IX. A ten-year-old girl was told a story about sex by an older girl friend. She did not understand the story and when she came home she asked her mother about the story. Her mother should: (check one)
1) ____ tell her to stay away from the girl
2) ____ tell her that when she is older she will find out such things
3) ____ explain the situation to her
4) ____ tell her to put shch things out of her mind

X. A mother who had to work during the day left a lunch on the table for her ten-year-old daughter before she left

for work. The best reason for doing this is that it: (check one)

1) ____ gives her needed food for the afternoon
2) ____ brings her home from school
3) ____ helps to make her feel her mother loves her
4) ____ it would be better if the mother did not put out a lunch

XI. A mother was spending most of her time with her nine months old child. The five-year-old became increasingly resentful and hurt the younger child whenever he got the chance. What should his mother do? (check one)

1) ____ spend more time with the older child
2) ____ punish the older child
3) ____ keep the older and younger child separated
4) ____ tell the older child he should love and take care of the younger one

Trial Form II

(Given before meeting)

If you are a parent we are asking you to help us evaluate this meeting by filling out the following questionnaire. This is one part of a series of studies being conducted to gather information which will be helpful in developing better programs for parents. Your answers and comments will be greatly appreciated.

Instructions: Please check your answer to each question in the spaces provided. Disregard numbers at the end of spaces which are for purposes of coding only.

A. General information

1. Male ___ (1) Female ___ (2)

2. How old were you on your last birthday?
   Under 20 ___ (1) 20-29 ___ (2) 30-39 ___ (3)
   40-49 ___ (4) 50-59 ___ (5) 60 or over ___ (6)

3. How many children do you have? (Circle number)

   0 1 2 3 4 5 6 7 8 9 ___.

4. Check the age groups that your children are in now:

   Under 2 years ___ (1) 2-5 years ___ (2) 6-9 years ___ (3)
   10-13 years ___ (4) 14-20 years ___ (5) Over 20 years (6)

5. How many books have you read in the last year or so in the field of child study or family relations?

   None ___ (1) One or two ___ (2) Three to five ___ (3)
   Six or more ___ (4)

6. How many meetings have you attended in the last year or so in the field of child study or family relations?

   None ___ (1) One or two ___ (2) Three to five ___ (3)
   Six or more ___ (4)

7. Is your profession or training related to child study or family relations?
   Yes ___ (1) No ___ (2)

8. What is your biggest problem, if any, at the present time, with any of your children?
   Comment: _____
   _____
   _____
   _____

The following stories illustrate problem situations in family life. Please indicate which alternative you believe to be correct by checking the one answer in each set which most nearly describes your feelings about the situation.

9. 34. A six-year-old boy was afraid of a small dog. His father saw him draw away from the dog. The best thing for the father to have done would have been to:

1) ___Let the boy find out himself that the dog will not hurt him.
2) ___Chase the dog away
3) ___Tell the boy not to be afraid

10. 35. A three-year-old boy wanted to help his mother shell peas for dinner. Since she knew he would get in the way more than he would help, what should the mother have done?

1) ___Give him some kitchen utensils to play with
2) ___Tell him he can help when she isn't so busy
3) ___Give him some peas to shell
4) ___Let him sit next to her and watch

11. 36. A mother of four children was tired and busy putting the youngest ones to bed. Her eight-year-old daughter asked her a question about school work, and the mother said, "Oh, let me alone!" What do you think the mother should have done after she finished putting the younger children to bed?

1) ___Tell the daughter it would be better not to bother her again when she is putting the children to bed
2) ___Just ask the daughter what it was she wanted
3) ___Ignore it this time but promise herself that she will do better next time
4) ___Show she is sorry and ask the daughter what it was she wanted

12. 37 A woman took care of her niece's young boys while their mother worked. The woman spent most of her time playing with the younger child and was hard on the older child who became angry and threw rocks at the house. Why did the older boy become angry?

1) ___He didn't understand that the younger child needed more attention
2) ___He was jealous of the younger child
3) ___He didn't like his mother to leave him with his aunt
4) ___He felt left out

13. 38 In a family of four children where both parents worked outside the home, the family usually ate together at only the evening meal. What would probably

be the most important thing they could have at this meal?

1) ____A well-balanced meal for the children
2) ____A chance for the parents to find out what their children have been doing all day
3) ____An opportunity for the children to learn table manners from their parents
4) ____A chance for all to enjoy each other

14. 39. A husband and wife quarreled in front of their children, but most of the time they were happy and affectionate toward one another. How do you think such a quarrel would affect their children?

1) ____It could permanently threaten their security in the family
2) ____It could give them momentary alarm but have no lasting effect
3) ____It could make them fear their parents
4) ____It would have no effect

15. 40. A grade school girl was told a story about sex by an older girl friend. She did not understand the story and when she came home she asked her mother about the story. The best thing her mother could do would be to:

1) ____Discourage her from seeing the older girl
2) ____Tell her that when she is older she will explain the story
3) ____Talk to her about the situation
4) ____Explain reproduction to her

16. 41. A mother who had to work outside the home during the day always left a lunch on the table for her ten-year-old daughter before she went to work. The best reason for doing this is that it:

1) ____Tides her over until supper
2) ____Brings her home from school
3) ____Helps to make her feel her mother loves her
4) ____Makes her feel that she is having a party

17. 42. A mother was busy cleaning house, preparing for a party that evening. Three of her four children, ages three, five and ten years were in the house. What would be the best thing for this mother to do?

1) ____Have the ten-year-old take care of the

younger ones until the mother has finished with her work

2)____Ask the children to go outside and play
3)____Give each child a job he can do
4)____Go on with her work and let the children go on with their play

18. 43. A father came home tired from his job and sat down to rest. His two young sons wanted to take off his shoes. The older boy was able to get one off without any trouble but the younger one was having difficulty with his. What should this father do?

1)____Tell the boys to leave his shoes alone
2)____Take off the other shoe himself
3)____Help the younger boy a little
4)____Let the younger boy learn to do it himself

19. 44. A mother was in the middle of a big wash when she noticed her ten-year-old daughter and two girl friends were dancing to records on the porch. Which of the following should this mother have done?

1)____Leave her wash and spend some time dancing with them
2)____Finish the wash and spend some time dancing with them
3)____Tell them they shouldn't be dancing
4)____Just go on with her wash

20. 45. A five-year-old boy was scolded repeatedly by his aunt until he became afraid of her. The family was sitting on the porch with some other adults when his aunt walked up. The little boy took one look at her and ran crying into the house. What should the parents do?

1)____Pay no attention
2)____Call back the boy and get him to say he is sorry
3)____The mother should go after the boy and soothe him
4)____The father should go after the boy and soothe him.

Final Evaluation[1]

(Given following meeting)

We are asking you to answer a few more questions after participating in this meeting. The information in the questionnaire plus that in the one filled out before the meeting will help us evaluate the effectiveness of this meeting. Thank you for your cooperation.

21. Has this meeting caused you to worry about any of your children?
    Yes ___ (1) No ___ (2)

22. If yes, what is it you are worried about?_____

_____

_____

23. What was it in the meeting that caused you to worry?

_____

_____

_____

24. Has this meeting caused you to worry about yourself in any way?
    Yes ____ (1) No ____(2)

25. If yes, what is it you are worried about?_____

_____

_____

26. What was it in the meeting that caused you to worry?____

_____

_____

27. Has this meeting made you feel more satisfied with yourself as a parent? Yes ____ (1) No ____ (2)

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[1] These comment questions were given following the film along with the same multiple choice questions given before the film.

28. If yes, in what way are you more satisfied? _____

_____

_____

29. Has this meeting made you feel more satisfied with your children in any way? Yes ____ (1) No ____(2)

30. If yes, in what way do you feel more satisfied? _____

_____

_____

31. What was it in the meeting that made you feel more satisfied?

_____

_____

32. In the questionnaire you filled out before the meeting began, you were asked what you felt was your biggest problem with any of your children. Do you feel this meeting helped you with that problem? Yes ____(1) No ____ (2)

33. If yes, what way did it help you? _____

_____

_____

Code Number _____ Final Form of Questionnaire HE 4-205

Film Evaluation Questionnaire

(Part I)

We are asking you to help us evaluate the film you are about to see by filling out two questionnaires—one before and one after the film. The information which you give will be helpful in developing better family life programs. Your answers and comments are greatly appreciated.

Instructions: Please check your answer to each question in the spaces provided. Disregard numbers in parentheses which are for purposes of coding only.

1. Male ____ (1) Female ____ (2)

2&3. Age to nearest birthday ____ Years.

Draw a circle around the highest school grade you completed.

4. Grade 1 2 3 4 5 6 7 8 9 10 11 12

5. College 1 2 3 4

6. Post Graduate 1 2 3 4

7. Where do you live?
City ____ (1) Small town ____ (2) Country ____ (3)

8. What is your marital status?
Single ___ (1) Married ___ (2) Divorced ___ (3) Widowed ___ (4)
Divorced but remarried ___ (5) Widowed but remarried ___ (6)

9. Circle the number of children (your own or foster) you have.
0 1 2 3 4 5 6 7 8 9 ____.

10. Check the age groups that your children are in now.
Under 2 years ___ (1) 2-5 years ___ (2) 6-9 years (3)
10-13 years ___ (4) 14-20 years ___ (5) over 20 years ___ (6)

11. Indicate your attendance of child study or family relations meetings in your community.
____ (1) Always attend such meetings
____ (2) Usually attend such meetings
____ (3) Seldom attend such meetings
____ (4) Never attend such meetings

12. How would you rate your reading of books or magazine articles on child study or family relations?
____ (1) Always looking for such reading
____ (2) Usually read such subjects when I see them
____ (3) Seldom read such subjects
____ (4) Never read such subjects

The following stories illustrate scenes from the film you are about to see. Please indicate which alternative you believe to be correct by checking the one answer in each set which most nearly describes your feelings about the situation.

13. A six-year old boy is afraid of a small dog. His father sees him draw away from the dog. The best thing for the father to do would be to: (check one)

____ (1) Let the boy find out for himself that the dog won't hurt him
____ (2) Urge the boy to go up and pat the dog
____ (3) Tell the boy a story about a nice dog he had when he was a boy
____ (4) Pay no attention to the situation

14. A three-year old boy is in the mother's way because he wants to help her shell peas for dinner. What should this mother do? (check one)

____ (1) Give him some kitchen utensils to play with
____ (2) Tell him he can help when he is older
____ (3) Give him some peas to shell outside
____ (4) Let him put the silverware on the table for dinner

15. A mother of four children is tired and busy putting the younger ones to bed. Her eight-year old daughter asks her a question about school work and the mother says, "Oh, let me alone!" What do you think the mother should do after putting the younger children to bed? (check one)

____ (1) Tell the daughter not to bother her when she is putting the children to bed
____ (2) Just ask the daughter what it was she wanted
____ (3) Ignore it this time but promise herself that she will do better next time
____ (4) Tell the daughter that she is sorry and ask her what it was she wanted

16. Occasionally a husband and wife quarrel in front of their children, the husband even threatening to hit the wife, but most of the time they are happy and affectionate toward one another. What effect could such occasional "blow-ups" have on their four children? (check one)

____ (1) It could seriously threaten the children's security in the family
____ (2) It might give them momentary alarm - but nothing else
____ (3) It might be beneficial for them to see that bad feelings can be expressed once in awhile
____ (4) It might make them fear their father

17. A father comes home tired from his job and sits down to rest. His two young sons want to take off his shoes. The older boy is able to get one off without any trouble but the younger one is having difficulty. What should this father do? (check one)

____ (1) Show the younger boy how to take off the shoe
____ (2) Thank both the boys for helping take off his shoes
____ (3) Let the younger one learn to do it himself
____ (4) Take off the other shoe himself

18. A mother is in the middle of a big wash when she notices her ten-year old daughter and two girl friends dancing to records on the porch. Which of the following should this mother do? (check one)

____ (1) Visit with them for a few minutes
____ (2) Ask the daughter to help hang the clothes
____ (3) Leave her wash and show the girls how to dance
____ (4) Just go on with her wash

19. A teen-age boy loses his job and soon after is caught stealing. Assuming that the following are true, which might be the major reason for his stealing? (check one)

____ (1) His mother has told him he is not good enough to keep the job
____ (2) His mother thinks the boy is a failure
____ (3) His mother will not listen to the reason for his losing the job
____ (4) His family needs money

20. In a family of four children where both parents work outside the home they only eat one meal together. What can this meal best offer the family? (check one)

____ (1) Plenty of good, nourishing food
____ (2) An opportunity for the children to learn table manners from their parents
____ (3) A chance for the parents to find out what their children have been doing all day
____ (4) A chance for all to enjoy each other

21. An eight-year old girl is told a "dirty story" by an older girl friend. She shows indifference to the story. What might be the most likely reason for her attitude? (check one)

____ (1) She is too young to be interested
____ (2) Her mother has told her it is better not to pay attention to such stories
____ (3) Her parents have seen to it that she knows about sex and human reproduction
____ (4) Her mother has always answered any questions she has asked about sex

17. A father comes home tired from his job and sits down to rest. His two young sons want to take off his shoes. The older boy is able to get one off without any trouble but the younger one is having difficulty. What should this father do? (check one)

____ (1) Show the younger boy how to take off the shoe
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____ (3) Her parents have seen to it that she knows about sex and human reproduction
____ (4) Her mother has always answered any questions she has asked about sex

22. A mother has to work outside the home while her child attends school. She leaves the child an afternoon "snack" every day. The best reason for doing this is that it: (check one)

____ (1) Brings her daughter home from school
____ (2) Keeps her from raiding the kitchen
____ (3) Gives her needed food for the afternoon
____ (4) Lets her know that her mother is thinking about her

23. A woman takes care of her niece's young boys while their mother works. The aunt spends most of her time playing with the younger child. One day the older child became angry and threw rocks at the house. Why did the older boy become angry? (check one)

____ (1) He doesn't understand that the younger child needs more attention
____ (2) He is jealous of the younger child
____ (3) He dislikes the aunt for the way she acts
____ (4) He dislikes his brother because he gets all the attention

24. A five-year old boy has been scolded repeatedly by his aunt until he becomes afraid of her. The family is sitting on the porch one day with some other adults when his aunt walks up. The little boy takes one look at her and runs crying into the house. What would be the most important thing for the parents to do? (check one)

____ (1) Have a talk with the aunt
____ (2) Call back the boy and get him to say he is sorry
____ (3) The mother should go after the boy and comfort him
____ (4) The father should go after the boy and assure him that his aunt loves him

25. A mother is cleaning her living room, getting ready for a party. All three of her children are helping enthusiastically. How might such cooperation be achieved? (check one)

____ (1) Children could be offered a "treat" in return for their help
____ (2) Children could be helped to understand that everyone has his job to do.
____ (3) Children could be made to feel that it is fun to work together
____ (4) A mother could make a game out of housework

Film Evaluation Questionnaire

(Part II)

The following questions are the same as those you filled out before seeing the film.

Please indicate which alternatives you believe to be correct now that you have seen the film.

26. A six-year old boy is afraid of a small dog. His father sees him draw away from the dog. The best thing for the father to do would be to: (check one)

____ (1) Let the boy find out for himself that the dog won't hurt him
____ (2) Urge the boy to go up and pat the dog
____ (3) Tell the boy a story about a nice dog he had when he was a boy
____ (4) Pay no attention to the situation

27. A three-year old boy is in the mother's way because he wants to help her shell peas for dinner. What should this mother do? (check one)

____ (1) Give him some kitchen utensils to play with
____ (2) Tell him he can help when he is older
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28. A mother of four children is tired and busy putting the younger ones to bed. Her eight-year old daughter asks her a question about school work and the mother says, "Oh let me alone!" What do you think the mother should do after putting the younger children to bed? (check one)

____ (1) Tell the daughter not to bother her when she is putting the children to bed.
____ (2) Just ask the daughter what it was she wanted
____ (3) Ignore it this time but promise herself that she will do better next time
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29. Occasionally a husband and wife quarrel in front of their children, the husband even threatening to hit the wife, but most of the time they are happy and affectionate toward one another. What effect could such occasional "blow-up" have on their four children? (check one)

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30. A father comes home tired from his job and sits down to rest. His two young sons want to take off his shoes. The older boy is able to get one off without any trouble but the younger one is having difficulty. What should this father do? (check one)

____ (1) Show the younger boy how to take off the shoe
____ (2) Thank both the boys for helping take off his shoes
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31. A mother is in the middle of a big wash when she notices her ten-year old daughter and two girl friends dancing to records on the porch. Which of the following should this mother do? (check one)

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____ (2) An opportunity for the children to learn table manners from their parents
____ (3) A chance for the parents to find out what their children have been doing all day
____ (4) A chance for all to enjoy each other

34. An eight-year old girl is told a "dirty story" by an older girl friend. She shows indifference to the story. What might be the most likely reason for her attitude? (check one)

____ (1) She is too young to be interested
____ (2) Her mother has told her it is better not to pay attention to such stories
____ (3) Her parents have seen to it that she knows about sex and human reproduction
____ (4) Her mother has always answered any questions she has asked about sex

35. A mother has to work outside the home while her child attends school. She leaves the child an afternoon "snack" every day. The best reason for doing this is that it: (check one)

____ (1) Brings her daughter home from school
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____ (3) Gives her needed food for the afternoon
____ (4) Lets her know that her mother is thinking about her

36. A woman takes care of her niece's young boys while their mother works. The aunt spends most of her time playing with the younger child. One day the older child became angry and threw rocks at the house. Why did the older boy become angry? (check one)

____ (1) He doesn't understand that the younger child needs more attention
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____ (3) Children could be made to feel that it is fun to work together
____ (4) A mother could make a game out of housework

* * * * * * *

39. What scene did you <u>like</u> most in the film?

40. What scene did you <u>dislike</u> most in the film?

41. What, if anything, in the film has helped you with any of your problems?

42. What, if anything, do you feel concerned about after seeing this film?

43. What, if anything, do you feel more satisfied with after seeing this film?

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