

MACCOBY, ELEANOR E. "Television: Its Impact on School Children," *Public Opinion Quarterly*, 1951, 15, 421-444.

*Problem:* How will increased viewing of television affect children's personalities, family relationships, and social interaction within their own groups?

*Procedure:* In a Cambridge, Massachusetts survey, interviewers from Harvard and Boston Universities contacted 332 mothers of 622 children between the ages of four and seventeen. Both owners and non-owners of television sets revealed in "open-ended" interviews the detailed activities of their children for the week preceding the questioning, (December, 1950-February, 1951). Comparisons between TV and non-TV children, chosen through the use of area sampling methods, were facilitated by matching the groups according to age, sex, and socio-economic status.

*Results:* (1) While professional people were apprehensive about TV's influence on their children's psychological welfare, middle and lower income parents welcomed it as an entertainer, educator, and "pacifier" or "baby-sitter." (2) Social interaction among families and children's play-groups suffered as passive, solitary televiewing increased to 2½ hours on weekdays and 3½ hours on Sundays. (3) Although TV robbed time from radio, movies, reading, playing, practicing musical instruments, and other "creative" or "productive" activity, it apparently interfered very little with homework. (4) Bedtime and mealtime procedures, however, had to be revised. TV children not only went to bed later, but sometimes ate their meals in front of the set.

The author concludes that TV has increased quantitatively children's intake of fantasy to the point that the "interference with practice of real-life skills," "vicarious habit formation," "addiction to excitement," "frustration tolerance," and "substitute satisfaction" warrant thoughtful consideration when they describe our child televiewers.—G. Porter

#### MOTION PICTURES

KOPSTEIN, F. F., SULZER, R. L. and LUMSDAINE, A. A. "The Value of Using Multiple Examples in Training Film Instruction." Report No. 25. Human Resources Research Laboratories, Bolling Air Force Base, Washington 25, D. C., May 1952.

*Purpose:* How is the amount of learning from a training film affected either when additional examples are incorporated in a film or when supplementary examples are presented after the film? Can common kinds of errors be reduced by designing additional examples to deal specifically with these mistakes? What kind of material and what types of trainees benefited most from additional examples?

*Procedure:* Thirty-two classes of Air Force trainees (about 1300 men) were shown standard films on the reading of the micrometer. Half the groups saw a film with three different examples and the other half saw a six-example film. Following the film, half the groups were given four additional examples with a sound slide film. All groups were given both pre- and post-tests.

*Results:* (1) The amount learned increased consistently with a greater number of examples, whether the examples were given in the film itself or in the supple-