

(questions requiring numerical answers). Only the statistical questions produced significant differences. The statistical questions showed a significant increase in learning during the film for all groups. No superiority for the cartoon treatment over the educational treatment was demonstrated. No significant differences were produced by any of the three prefilm instructions. Girls gained significantly more than boys from "statistical" material. The author concludes that children from working class background learned significantly more statistical material than those from professional homes, and that students planning to attend college learned significantly less statistical information than those who do not plan to go.—*Edmund Faison.*

FILMSTRIP

STAMPOLIS, ANTHONY and HILL, JOHN W. "A Study of Filmstrips Communicating Economic Concepts." Consultants and Assistants: Atkinson, Samuel G.; Grossack, Martin; LeBart, Frank T.; Pratzner, Wesley F.; and Sewell, Laurence S., Jr. A report of the School of Public Relations and Communications Division of Research, Boston University, Boston, Massachusetts, August 1952.

Purpose: To determine whether the additional use of filmstrips in communication of economic concepts actually produces significant increases in learning.

Procedures: Equated student groups were presented with certain material in the area of economic concepts. A control group was given a lecture without audio-visual aids of any type. The experimental group was given the identical lecture combined with a filmstrip covering the subject and oriented to the lecture.

At the close of each instruction period, subjects were examined for material learned during that period. A comparison of group figures for each test was made comparing performance of the group experiencing only the lecture with the performance of the group experiencing the filmstrip in addition to the lecture. At the completion of the experimental period, a series of four instructional experiences, subjects were given a questionnaire to answer, the purpose of which was to obtain indications of attitudes toward the filmstrip as well as to reinforce some of the controls.

Groups were alternately exposed to lecture and filmstrip and to lecture alone, and alternately exposed to the instructors who made the presentation. The experiment was repeated during a second period of time, with new subjects, at which time the role of one instructor in presenting a particular subject thru a particular medium was reversed in an attempt to control for the instructor as a variable.

Results: (a) Only one filmstrip, that for "Business Cycles," showed any statistical significance (.01 in the first series and less than .1 in the second series) in adding to learning beyond the lecture alone. (b) Filmstrips other than the one mentioned above showed no significant increase in learning over the lecture alone. (c) Acceptance-rejection of the instructor by the student may have had some effect on learning, altho this factor was not regarded as statistically reliable in this experiment.—*J. J. McPherson.*