

students. Students in a graduate music class at Indiana University served as a pilot group which made recommendations regarding revision of the evaluation forms and helped select the films *New York Philharmonic Orchestra*, *Tschaiikowsky's Fourth Symphony*, and *Beethoven and His Music* for final study. Evaluations of these films were made at eight colleges and universities and at 13 high schools in Illinois and Indiana.

*Results:* (a) The majority of the participants had little or no training in audio-visual methods and materials. (b) College music educators were making the most extensive use of audio-visual materials and college music specialists were making the least use of them. (c) Every group reported difficulty in finding suitable material. (d) The majority of each group indicated interest in and a favorable attitude toward the use of audio-visual media. (e) College music educators and nonmusic students generally gave the films the lowest ratings and music students and high-school instructors gave the highest over-all ratings. (g) There was widespread disagreement within each group in their ratings of individual items, and therefore composite evaluations combining the evaluations of a number of persons were recommended. (h) The educational music film evaluation forms used in the study appeared to have been satisfactory. (i) Specialized, detailed evaluation forms have a definite advantage over simplified versions for evaluating films in specialized areas such as music education.—*John Moldstad*

## TELEVISION

**EVANS, RICHARD I.; RONEY, H. BURR; and McADAMS, WALTER J.** *"An Evaluation of the Effectiveness of Instruction and Audience Reaction to Programming an Educational Television Station."* *Journal of Applied Psychology* 39: 277-79; August 1955.

*Purpose:* (a) To test the effectiveness of television in teaching a college-level elementary psychology course and an elementary biology course. (b) To determine the size and some reactions of the Houston-wide audience of the University of Houston's educational TV station KUHT-TV.

*Procedure:* In the psychology course 17 subjects were enrolled in a TV-lecture only (correspondence) section, 96 in a traditional campus lecture section, 30 in a section which had TV-lectures plus two campus discussion periods a week. To prevent contamination, the traditional class completed the course before the two TV classes began. There was no preliminary matching or tests for significant basic differences.

In the biology course there were only two sections, the traditional campus course and TV-lecture plus discussion meetings, matched for age, grade and sex.

*Results:* (a) T-tests showed no significant differences between the sections in either course in standardized achievement tests. (b) An audience telephone questionnaire to 384 people indicated that 75 percent of the set owners watched one program in two weeks from KUHT-TV, 18 percent of these watched two a week, 50 percent of them had no favorite KUHT-TV program, 83 percent would like to see sports, 75 percent educational films, 68 percent panel discussions, 60 percent children's programs, 50 percent lectures, 44 percent telecourses, 39 percent classical music.—*Paul Wendt*

**SHERMAN, MENDEL.** *An Exploratory Study into the Feasibility of Using Television for Evaluating Instructional Motion Pictures.*