THE EFFECTIVENESS OF RELATIONSHIP FILMS IN
CHANGING ATTITUDES OF ADULT HOMEMAKERS

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THE EFFECTIVENESS OF RELATIONSHIP FILMS IN
CHANGING ATTITUDES OF ADULT HOMEMAKERS

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INTRODUCTION

Each year more adults become interested in furthering their education. Extensive industrialization in our country has not only increased the need for more effective schooling in meeting problems of home and family life, but it has also made possible leisure time in which to achieve such education. Fifty years ago, when families were larger and homes self-sufficient, the homemaker’s time was used entirely in keeping the house and providing for the needs of the family. Today families are smaller; houses and apartments are also smaller. Because goods and services may be purchased economically, and because saving devices may be easily secured to lighten the job of housekeeping, the homemaker has time for developing more efficient and more interesting ways of living. Moreover, the father and wage earner of the family, who formerly took twelve to sixteen hours to produce what he now produces in eight hours, also finds time to keep up with competitors in his field of work and to take advantage of opportunities for general self-improvement. Added to these conditions, the increased life span provides much incentive for the adult to continue his education.
Operating on the theory that a democracy affords opportunity in terms of needs and abilities of its citizens, the public school has sponsored a program of adult education for a quarter of a century. In many respects this program has fallen short of its goals. Practical needs, particularly those of a personal and social nature, have not been provided for. Educators are now recognizing the importance of new offerings and new techniques for adult programs.

The study of human relationships presents a distinct problem. Because of the personal nature of these relationships, it is difficult to approach them and to deal with them effectively. Of the teaching aids which have been used with varying degrees of success in treating these problems, the sound film, according to Hirsh (1949)\textsuperscript{1} in his study, "Moving Attitudes with Moving Pictures," seems to be the most effective. Viewed on the screen in terms of another family or relationship, the individual can rid himself of prejudices and emotional elements pertaining to his own problems and study the situation objectively. Helping adults to view their personal and family relationship problems objectively, to define them, to seek and to apply scientific principles in solving

them is essentially the first step in an effective program of homemaking education. The second step is to develop techniques for the solution of these problems.

A number of studies have been made which contribute to our understanding of the need for including human relationships in adult programs. Among them is one by Reeves, Fansler, and Houle (1937)\(^2\). These investigators made a study to find, among other things, the extent of voluntary self-development in adult education in the state of New York. Data were collected from records of various agencies of adult education in the state through personnel reports, administrators' reports, and interviews. The findings indicated considerable inadequacies in several areas, particularly in home and family living and consumer education.

Among the studies that have been made to show the effectiveness of sound films in forming character, in changing behavior, and in influencing attitudes is a study made by Hirsh (1949)\(^3\). He used a group of Shakespearean films in an effort to determine how much films would affect the attitudes of an English class chosen at random in one of San Francisco's high schools. The

\(^2\)P. W. Reeves, T. Fansler, and C. O. Houle, Adult Education.

\(^3\)Hirsh, op. cit., pp. 446-447.
Thurston Attitude Scale was given to this class, and also to another English class studying Shakespeare, after the films were shown to only one of the classes. The results left no doubt that the attitudes of the group seeing the films were improved because of a better understanding of the plays.

One thousand twenty-six students from the ninth, tenth, eleventh, and twelfth grades in California schools were used by Weise and Cole (1946)\textsuperscript{4} to determine the effectiveness of a commercial film on social attitudes. The film "Tomorrow, the World" is the story of a twelve-year-old son of a deceased German scientist who was brought to this country by a professor. The investigators wanted to know whether seeing this picture would change the attitudes of youths concerning the differences in Nazi and American ways of living. A pre-test was given, the film shown, and another test was given. The results obtained from this experiment showed that the differences in the test scores were not statistically significant. The scores of the first test indicated that much information about Nazi and American ways of life was already a part of the knowledge of the students.

A study to determine the most effective use of films in developing desirable social attitudes was made by Haneline (1943) with twenty-two pupils from the Peabody Demonstration School. Methods used in her study were showing a film accompanied by the teacher's lecture, showing a film accompanied by a record, and third and most effective was showing a film once, discussing it and showing it again.

Other studies relative to the influence of motion pictures on children's attitudes and behavior are more or less inconclusive. There is further evidence that certain personal and social traits are influenced; whereas others, such as attitudes and behavior, are not.

Cooper (1938) made a study of 807 sixth grade pupils in schools in Rochester, Niagara Falls, and Ithaca, New York, who attended commercial pictures regularly. He wanted to see if films had any effect on character building. The survey was carried out by interviews and questionnaires. The conclusions drawn were that films do help in character building. According to the youngsters,

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they learned to be courteous, considerate, polite, truthful, patriotic, graceful, and generous. They also improved their health, manners, dress, and posture. The investigator believes that the "good things" children get from the movies outnumbers the "bad things."

Another study on the effects of motion pictures on the social attitudes of children was published by Peterson and Thurston (1938)\(^7\). The study included attitudes toward nationality and race, crime, punishment of criminals, capital punishment, and prohibition. Suitable commercial films were chosen. The pictures pertaining to each attitude were shown to several hundred students in different schools in the State of Illinois. The children were from grades four through twelve. A period of three years was needed to complete the study. A scale on each attitude was given each group not more than two weeks before the picture was shown, and the same scale was given again the day following the showing. Most of the pictures showed varying degrees of attitude changes except those dealing with prohibition and capital punishment. The most striking result, however, was the change in attitude toward Negroes following a showing of "Birth of a Nation." The investigators conclude that motion

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\(^7\)Ruth C. Peterson and L. I. Thurston, *Motion Pictures and Youth*. 
pictures have a definite and lasting influence on social attitudes and that a number of films involving the same trait may have a cumulative effect on attitudes.

Investigating certain complaints which charge the commercial movies with having a bad effect on the ideals, attitudes, opinions, and beliefs of children, Shuttleworth and May (1933)\(^8\) carried forward the study of the influence of these movies on children. They were not interested in the effects of a single picture on a single attitude or behavior, but in the effect of the child's total motion picture experience on a wide variety of conduct and a wide range of attitudes. The specific problem was to determine the difference in conduct and attitudes of children who attended movies very frequently and those who attended only occasionally.

In 1929 fourteen hundred children in grades five to nine were studied. They were selected from about seven thousand from schools in Connecticut, New York, and Ohio. Selection was made by means of a questionnaire which determined the frequency of their movie attendance. Half of the group attended very frequently, while the other group attended infrequently. These groups were equated as nearly as possible according to sex, age, grade, and

\(^8\)Frank K. Shuttleworth and Mark A. May, *The Social Attitudes of Movie Fans.*
socio-economic background. Attitude tests, questionnaires, and teachers' reports were used to determine the difference in the two groups. Of the total number of comparisons made between the movie and the non-movie groups, significant differences favoring the non-movie groups appeared in 8 per cent of the comparisons, favoring the movie group in about 2 per cent, and favoring neither in about 90 per cent of the comparisons.
PURPOSE OF THE STUDY

There is a lack of research on problems and techniques of adult education. Methods and content which are effective with youth may or may not be suitable for adults. This investigator assumes that attitudes are basic factors in determining the quality of family and community relationships. She is also convinced that the improvement of these relationships depends on the ability to present the problems in an acceptable manner as well as to treat these problems effectively. Recognizing that sound films provide a ready means of dealing with this two-fold problem, it is the purpose of this study to determine whether the use of sound films alone, shown to homemakers in adult homemaking classes, is effective in improving attitudes relative to family and social relationships, civic responsibility, and the use of leisure time.
PROCEDURE

Subjects for this study were homemakers attending two adult homemaking classes at North Texas State College, Denton, Texas, during the spring semester of 1950. One class, meeting in the North Texas Demonstration School homemaking center, consisted of women ranging in age from twenty-five to sixty. They were a fairly representative group of homemakers in the city. The other class was a more homogeneous group of homemakers with an age range from twenty-three to thirty-five. All lived in "Vet Village," a college-owned housing unit for veterans of World War II. The husbands of all in this group were either students in the college or teaching while working on a higher degree. Class meetings for this group were held in a warehouse in the village.

A total of thirty-two homemakers were attending the classes at the time the experiment was started, but only seventeen attended regularly enough to be included in the analysis of data. Each class met one day a week for a period of two or three hours. At the time of the study both groups were working with leather and metal craft.

In order to determine whether attitudes could be changed, it was necessary to find a method of measuring
them. After considerable investigation the Syracuse University Tests in Home Economics were selected. These tests dealt with five types of attitudes, namely: (1) standards for home life, (2) understanding other people, (3) choosing a life partner, (4) civic affairs, and (5) use of leisure time. Originally designed to be used for high school students, these tests were easily adapted to adults.

After the selection of the attitude scales, motion pictures which dealt with the attitudes being studied had to be found. A thorough study of available films resulted in the selection of ten which deal with relationship problems in an interesting and effective manner. The films selected were:

- You and Your Parents
- Let's Play Fair
- You and Your Budget
- Consumer Protection
- Quicker Than You Think
- Friendship Begins at Home
- Family Life
- Sharing Work at Home
- You and Your Time
- Introductions

A comparison of the content of the films and the attitude scales showed that about 25 per cent of the statements in the five scales were directly related

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9Syracuse University Press, Syracuse, New York.

10See Appendix, Film Bibliography.

11See Appendix, Comparison of Films and Attitude Scales.
to the films. Many more were related indirectly and might be expected to bring about changes in attitudes.

As previously stated, the procedure used in this study was to measure the attitudes by means of attitude scales, to show the picture, and then to measure the attitudes again. Since a "B" form scale was not available, odd-numbered statements of all the scales were mimeographed and used for the pre-test. The statements from all of the scales were numbered consecutively, omitting the various captions. This initial list was introduced to each group with a brief explanation of its purpose and with directions for marking. In order that the subjects would have no inhibitions about checking statements that were personal in nature, signatures were not required in the tests. The pre-test and end-test were later paired by means of a code. 12

The week following the administration of the pre-test the film program was started. The films were shown on an average of two per week for five weeks. They ranged in length from ten to twenty-three minutes, the majority of them running ten minutes. Each film was introduced with a short statement or two, to arouse the interest of the group. For example, in introducing the film "You and Your Parents" the following introduction was used: "I know we

12 See Appendix, Identification and Pairing Tests.
will all enjoy this picture. It is about a teen-age boy who felt that he was not appreciated or understood; so he decided to run away." A similar, short introduction before each film claimed the attention of the audience and put them in a receptive mood for the picture.

Notwithstanding the fact that films have been found to be more effective when followed by discussion, neither comment nor provision for discussion after the showing was made by the investigator. Leaving off discussion seemed necessary, since the women were attending these classes because of their interest in crafts. Unaware that problems of family and social relationships can be improved by objective treatment, they were neither interested nor ready to lay aside their work for discussions. Therefore, in order to avoid the possibility of discouraging their attendance, and at the same time to lay the foundation for interest in studying family and social relationships, the films were presented as an incidental or supplementary activity.

Although there was no formal discussion following the pictures, the homemakers were free to discuss the picture among themselves. Anecdotal records were kept of statements that might indicate an influence of attitude.

Following the showing of the last picture, the five attitude scales were administered in full. Since the combined scales consisted of approximately 280 statements,
two of the longer scales were administered on the week following the pictures, and the remaining three were given a week later. While marking these scales, three capable homemakers who had seen all the pictures were asked to mark with an asterisk each statement which seemed to be related to any of the films. These were compared with a similar check of the statements made by the investigator.

Each statement in the five scales used has a score value ranging from one to eleven, representing a favorable or unfavorable attitude. Only statements marked plus were counted in tabulating the scores. After individual scores had been derived, the mean score was calculated for each person and for the entire group. The differences in mean scores for the pre-test and end-test were the basis for determining whether attitude changes had taken place. Only those members of the class who had seen at least 50 per cent of the films were included in the final data.

In order to determine whether the difference between the mean scores of the pre-test and end-test was statistically significant, the t value was determined and referred to Fisher's Table of F and t.\textsuperscript{13} A subsequent item analysis was made of attitudes which were thought to be changed by the film content, and of items which needed to be changed but for which no film content was provided.

LIMITATIONS OF THE STUDY

Several factors are needed in order to make this a more ideal study. In the first place, the group was too small, and there was no control group with which to make comparisons. Secondly, the tests used were not standardized, although they are in the process of being standardized and have been widely used. There was also a disadvantage in not having two forms of the test. The use of mimeographed, odd-numbered statements for the pre-test might be expected to influence the scoring because of the effect of practice. Finally, because of the number of variables, changes in attitude cannot be definitely considered to be due to the influence of the films alone.
TREATMENT AND DISCUSSION OF DATA

After the papers were scored according to the directions which accompanied the scales, the mean individual score was determined for each of the five scales. Designating the pre-test "X" and the end-test "Y", individual scores were paired and subtracted to determine the difference. The score differences were then squared and averaged to determine the variance, and the square root of the variance was extracted to determine the standard error of the difference. The mean difference for any two attitude groups was determined by subtracting the mean of X and Y, the pre-test and the end-test.

In order to determine whether the difference between the pre-test and end-test scores were significant, the mean difference was divided by the standard error of the difference. This procedure showed the critical ratio or t value.

The following formulas were used:

1. The Mean (or Average): \( M = \frac{\sum X}{N} \)
   \( \sum = \) total or sum
   \( X = \) the score
   \( N = \) number of cases

The mean is found by adding the scores and dividing by the number in the group.

2. The Mean Difference, D (Difference between the Means of the two groups):

16
\[ D = M_1 - M_2 \]

Where \( M_1 \) = Mean of pre-test

\( M_2 \) = Mean of end-test

3. The standard error of the difference between two means when the samples are paired (computed from the variance of the differences between two groups):

\[ V_d = \frac{\sum(X - Y)^2}{N} \]

Where \( X \) is the first group or pre-test and \( Y \) is the second group or end-test, \( V_d \) is the variance of the differences between the paired scores. It is computed by a summation of the squares of the differences between the paired scores. The total is then divided by the numbers of pairs \( N \).

4. The standard error of the difference (\( Sd \)) between two means may be computed by extracting the square root of twice the variance of the differences divided by the number.

\[ Sd = \sqrt{2V_d/N} \]

5. The critical ratio or \( t \) value is determined by dividing the difference between the two means of the two groups by the standard error of the difference (\( Sd \)), thus:

\[ CR = \frac{D}{Sd} \text{ or } t = \frac{D}{Sd} \]

In determining whether the difference between the two means is large enough to be significant, Fisher's "Tables of \( F \) and \( t \)" are used. If the value of the sample is as large as Fisher's \( t \) value at the 5 per cent level, it is considered significant; whereas, if as high as the \( t \) value of

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14Fisher, op. cit., p. 89.
1 per cent, it is considered highly significant. A value less than 50 per cent indicates that the difference is questionable. For the seventeen samples used in this study, the t score values according to Fisher are as follows:

$$t = 2.898 \div 1\%$$

In only 1 per cent of the cases would a t value this large occur if there were no real difference between the groups. Highly significant.

$$t = 2.110 \div 5\%$$

In only 5 per cent of the cases would a t value this large occur if there were no real difference between the groups. Significant.

$$t = .683 \div 50\%$$

In 50 per cent of the cases a t value this large would occur if there were no significant difference between the groups. Probably not significant.

Tables 1 through 5, respectively, show the score, score difference, and variance of the difference of the five attitude scales used in the study. They also show the standard error and critical ratio. Inspection of Table 1, Use of Leisure Time, reveals a number of interesting notations. In comparing scores in Group X, the pre-test, with Group Y, the end-test, it is seen that the score range for X, 4.35 to 1.90, is considerably greater than the 3.50 to 2.33 range for Group Y. Since the more favorable attitudes carry high values, the end-test scores show improvement.
TABLE 1

SCORES, SCORE DIFFERENCES, AND VARIANCE OF ATTITUDE SCALE ON THE USE OF LEISURE TIME

<table>
<thead>
<tr>
<th>Sample</th>
<th>Group X</th>
<th>Group Y</th>
<th>X - Y</th>
<th>(X - Y)^2</th>
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<td>.73</td>
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<td>4.19</td>
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<td>.2116</td>
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<td>2.34</td>
<td>.16</td>
<td>.256</td>
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<td>.3025</td>
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<td>7</td>
<td>1.96</td>
<td>2.62</td>
<td>- .66</td>
<td>.4356</td>
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<td>17</td>
<td>2.08</td>
<td>2.33</td>
<td>- .25</td>
<td>.625</td>
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</table>

Totals     | 56.46   | 48.85   | ....  | 13.5079   |

Variance   | 3.3212  | 2.8735  | .4477 | .7946     

\[
\begin{align*}
\bar{M}_1 &= 3.3212 \\
\bar{M}_2 &= 2.8735 \\
D &= .4477 \\
\sigma_a &= .7946 \\
\sigma_d &= \sqrt{\frac{\sigma_a^2}{N}} = \sqrt{\frac{1.5892}{17}} = .305 \\
t &= \frac{D}{\sigma_d} = \frac{.4477}{.305} = 1.868
\end{align*}
\]
The difference in score range in Table 1 is accounted for largely by samples 2, 8, and 16, who made comparatively large losses in Test Y. Examinations of the items responsible for this change showed that the score differences in all cases were due largely to five items of high value which were marked plus in Test X and minus in Test Y. On the whole, gains and losses on this group balanced each other so that the mean difference of .4477 was insignificant in relation to the standard error of .305.

Table 2, Civic Affairs, shows a smaller score for both groups as well as a smaller mean difference. On the end-test for this scale, 50 per cent of the group show a slight score gain. This indicates less favorable attitudes than the pre-test. The percentage gained was high, but the actual amount gained was very small. The apparent gain was afforded by the large score loss of sample 3. The small ratio of .719 of the standard error to the mean difference shows that gains and losses for the group are insignificant. This absence of improved attitude may be due to the fact that very little film content was provided for this scale. The low mean scores on both Group X and Group Y are low in comparison to the possible score of 11. This indicates that the attitudes toward items in this scale were good when the pre-test was taken.
<table>
<thead>
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<th>Group Y</th>
<th>X - Y</th>
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<td>.169</td>
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<tr>
<td>17</td>
<td>1.71</td>
<td>1.77</td>
<td>-.06</td>
<td>.036</td>
</tr>
<tr>
<td>Totals</td>
<td>38.81</td>
<td>35.96</td>
<td>.....</td>
<td>8.2204</td>
</tr>
<tr>
<td>Variance</td>
<td>2.2871</td>
<td>2.1153</td>
<td>.1718</td>
<td>.4836</td>
</tr>
</tbody>
</table>

\[
M_1 = 2.2871 \\
M_2 = 2.1153 \\
D^2 = .1718 \\
Vd = .4836 \\
Sd = \sqrt{\frac{Vd}{N}} = \sqrt{\frac{.239}{17}} = .239 \\
t = \frac{.1718}{.239} = .719
\]
In comparing the scores in Table 3, which deals with the scale Understanding Other People, a range of 2.14 to 5.01, or 2.57, is found for Group X, and a much smaller range of 2.06 to 2.99, or .93, is found for Group Y. This is an indication of considerable attitude change and is accounted for primarily by samples 2, 7, and 8. An analysis of the X and Y tests of these three samples shows that the changes are due to several identical items all high in score value. These items had been marked plus on the pre-test and minus on the end-test. The change in attitude indicates improvement. Some of these items and their values are as follows:

Girls should marry men older than themselves. Value 6.6

The younger generation is going to the dogs. Value 10.4

Physical attractiveness is one of the best guides in selecting a husband or a wife. Value 8.6

The father should prevent his children from having dates until they are at least sixteen. Value 8.6

We do not have as much respect for our parents as they did for our grandparents. Value 7.2

A girl should offer to pay her own way on a date if she is earning her own money. Value 9.6

When a person gets the floor in a group discussion, he should keep it. Value 10.4

The present day school invites disrespect for elders. Value 8.8
TABLE 3
SCORES, SCORE DIFFERENCES, AND VARIANCE OF ATTITUDE SCALE ON UNDERSTANDING OTHER PEOPLE

<table>
<thead>
<tr>
<th>Samples</th>
<th>Group X</th>
<th>Group Y</th>
<th>X - Y</th>
<th>(X - Y)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.01</td>
<td>2.62</td>
<td>.39</td>
<td>.1521</td>
</tr>
<tr>
<td>2</td>
<td>5.01</td>
<td>2.67</td>
<td>2.34</td>
<td>5.4756</td>
</tr>
<tr>
<td>3</td>
<td>3.65</td>
<td>2.97</td>
<td>.68</td>
<td>.1624</td>
</tr>
<tr>
<td>4</td>
<td>3.55</td>
<td>2.85</td>
<td>.70</td>
<td>.5900</td>
</tr>
<tr>
<td>5</td>
<td>2.96</td>
<td>2.08</td>
<td>.90</td>
<td>.8100</td>
</tr>
<tr>
<td>6</td>
<td>2.77</td>
<td>2.68</td>
<td>.09</td>
<td>.081</td>
</tr>
<tr>
<td>7</td>
<td>3.85</td>
<td>2.43</td>
<td>1.42</td>
<td>1.5376</td>
</tr>
<tr>
<td>8</td>
<td>4.74</td>
<td>2.11</td>
<td>2.63</td>
<td>6.9169</td>
</tr>
<tr>
<td>9</td>
<td>3.18</td>
<td>2.29</td>
<td>.89</td>
<td>.7921</td>
</tr>
<tr>
<td>10</td>
<td>3.01</td>
<td>2.99</td>
<td>.02</td>
<td>.04</td>
</tr>
<tr>
<td>11</td>
<td>2.44</td>
<td>2.60</td>
<td>-.20</td>
<td>.400</td>
</tr>
<tr>
<td>12</td>
<td>3.11</td>
<td>2.90</td>
<td>.21</td>
<td>.2916</td>
</tr>
<tr>
<td>13</td>
<td>2.96</td>
<td>2.52</td>
<td>.44</td>
<td>.1936</td>
</tr>
<tr>
<td>14</td>
<td>2.52</td>
<td>2.13</td>
<td>.39</td>
<td>.1521</td>
</tr>
<tr>
<td>15</td>
<td>3.05</td>
<td>2.90</td>
<td>.15</td>
<td>.225</td>
</tr>
<tr>
<td>16</td>
<td>2.72</td>
<td>2.16</td>
<td>.56</td>
<td>.3136</td>
</tr>
<tr>
<td>17</td>
<td>3.47</td>
<td>2.48</td>
<td>.99</td>
<td>.9801</td>
</tr>
</tbody>
</table>

Totals   | 56.33   | 43.36   | ...   | 19.3137   |

Variance | 3.3135  | 2.5506  | .7629  | 1.1185    |

\[
\bar{M}_1 = 3.3135 \\
\bar{M}_2 = 2.5506 \\
D = .7629 \\
va = 1.1185 \\
SD = \sqrt{\frac{va}{N}} = \sqrt{\frac{2.2370}{17}} = .362 \\
t = \frac{D}{SD} = \frac{.7629}{.362} = 2.104
\]
Because the film content contributed more to the attitudes expressed in the scale Standards of Home Life than in any of the other attitude scales, one might expect greater changes in this scale than in the others. Referring to Table 4, Standards of Home Life, the pre-test X has a very low mean score as well as a very low score range. The fact that more than 50 per cent of the women made a higher score on Test Y than on Test X does not necessarily mean that attitudes were not improved. The means of both tests are comparatively low. Examination of the tests showed that the small mean score is accounted for by items on the pre-test which were marked minus, even though they were really wholesome attitudes. After the pictures had been shown, these items were correctly marked. Had undesirable attitudes been marked minus on the pre-test and plus on the end-test, the resulting mean Y would have been much larger. Examples of some of the items of low value marked minus on the pre-test and plus on the end-test are as follows:

Children should try to adjust themselves to the ideas and attitudes of grandparents in the home. Value 4.0

One way to be popular is to be mindful of the interests of others. Value 1.0

Members of the family, even the nursery school child, can help make some decisions in the family council. Value 1.0
TABLE 4
SCORES, SCORE DIFFERENCES, AND VARIANCE OF ATTITUDE SCALE ON STANDARDS FOR HOME LIFE

<table>
<thead>
<tr>
<th>Samples</th>
<th>Group X</th>
<th>Group Y</th>
<th>X - Y</th>
<th>(X - Y)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.57</td>
<td>2.66</td>
<td>-.09</td>
<td>.081</td>
</tr>
<tr>
<td>2</td>
<td>2.74</td>
<td>2.73</td>
<td>.01</td>
<td>.01</td>
</tr>
<tr>
<td>3</td>
<td>2.74</td>
<td>2.55</td>
<td>.19</td>
<td>.361</td>
</tr>
<tr>
<td>4</td>
<td>2.87</td>
<td>3.16</td>
<td>-.29</td>
<td>.841</td>
</tr>
<tr>
<td>5</td>
<td>2.26</td>
<td>2.01</td>
<td>.22</td>
<td>.441</td>
</tr>
<tr>
<td>6</td>
<td>2.58</td>
<td>2.86</td>
<td>-.27</td>
<td>.729</td>
</tr>
<tr>
<td>7</td>
<td>2.53</td>
<td>2.86</td>
<td>-.33</td>
<td>.1089</td>
</tr>
<tr>
<td>8</td>
<td>2.91</td>
<td>2.51</td>
<td>.40</td>
<td>1.600</td>
</tr>
<tr>
<td>9</td>
<td>2.66</td>
<td>2.72</td>
<td>-.06</td>
<td>.036</td>
</tr>
<tr>
<td>10</td>
<td>2.74</td>
<td>3.34</td>
<td>-.60</td>
<td>.3600</td>
</tr>
<tr>
<td>11</td>
<td>2.16</td>
<td>2.97</td>
<td>-.81</td>
<td>.6561</td>
</tr>
<tr>
<td>12</td>
<td>2.09</td>
<td>3.09</td>
<td>1.00</td>
<td>1.0000</td>
</tr>
<tr>
<td>13</td>
<td>2.68</td>
<td>2.76</td>
<td>-.08</td>
<td>.064</td>
</tr>
<tr>
<td>14</td>
<td>2.74</td>
<td>2.53</td>
<td>.21</td>
<td>.441</td>
</tr>
<tr>
<td>15</td>
<td>2.99</td>
<td>2.81</td>
<td>.18</td>
<td>.324</td>
</tr>
<tr>
<td>16</td>
<td>2.13</td>
<td>2.14</td>
<td>-.01</td>
<td>.01</td>
</tr>
<tr>
<td>17</td>
<td>2.03</td>
<td>2.29</td>
<td>-.26</td>
<td>.676</td>
</tr>
</tbody>
</table>

Totals  | 43.42   | 46.02   | ....  | 6.3420    |

Variance | 2.5547  | 2.7070  | -.1523 | .3420     |

\[ M_1 = 2.7070 \]
\[ M_2 = 2.5547 \]
\[ D = \frac{.1523}{17} \]
\[ t = \frac{D}{sd} = \frac{.1523}{.201} = .760 \]
\[ sd = \sqrt{\frac{2sd^2}{N}} = \sqrt{\frac{.6560}{17}} = .201 \]
Even though many of the Y scores in Table 5, Choosing a Life Partner, are larger than X scores, the mean scores on both tests of this scale are considerably larger than the mean scores in Table 4, Standards of Home Life. An examination of Tests X and Y reveals that the increase in Y scores is due largely to items not included in the pre-test as well as to items for which no film content was provided. The increase in Y scores in all samples except Number 9 may be assumed to be insignificant. Typical items which were not used on the pre-test and for which no film content was provided are:

Girls should have dates only with boys they might be willing to marry. Value 9.2

All interests must be common interests between life partners. Value 8.6

Although a boy has bad habits, he will reform if he loves a girl enough. Value 8.4

A girl often selects a husband because he is a willing spender. Value 7.4

Boys will not ask a girl for dates if she is prudish. Value 6.6

A family is more united if members find satisfaction for their interests within the family group. Value 9.6

It is too late to teach a girl how to choose a life partner when she is in high school; this training should be started at an early age. Value 6.6
TABLE 5
SCORES, SCORE DIFFERENCES, AND VARIANCE OF ATTITUDE SCALE ON CHOOSING A LIFE PARTNER

<table>
<thead>
<tr>
<th>Samples</th>
<th>Group X</th>
<th>Group Y</th>
<th>X - Y</th>
<th>(X - Y)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.28</td>
<td>3.72</td>
<td>- .44</td>
<td>.1936</td>
</tr>
<tr>
<td>2</td>
<td>2.91</td>
<td>3.35</td>
<td>- .44</td>
<td>.1936</td>
</tr>
<tr>
<td>3</td>
<td>3.69</td>
<td>3.03</td>
<td>.63</td>
<td>.3969</td>
</tr>
<tr>
<td>4</td>
<td>3.23</td>
<td>3.70</td>
<td>.47</td>
<td>.2209</td>
</tr>
<tr>
<td>5</td>
<td>2.26</td>
<td>2.64</td>
<td>.38</td>
<td>.1444</td>
</tr>
<tr>
<td>6</td>
<td>2.65</td>
<td>2.93</td>
<td>.28</td>
<td>.784</td>
</tr>
<tr>
<td>7</td>
<td>2.83</td>
<td>3.66</td>
<td>.17</td>
<td>.289</td>
</tr>
<tr>
<td>8</td>
<td>3.49</td>
<td>3.34</td>
<td>.15</td>
<td>.225</td>
</tr>
<tr>
<td>9</td>
<td>3.55</td>
<td>3.88</td>
<td>-.33</td>
<td>1.089</td>
</tr>
<tr>
<td>10</td>
<td>4.22</td>
<td>4.06</td>
<td>.16</td>
<td>.256</td>
</tr>
<tr>
<td>11</td>
<td>2.37</td>
<td>3.44</td>
<td>-1.07</td>
<td>1.1449</td>
</tr>
<tr>
<td>12</td>
<td>3.63</td>
<td>3.17</td>
<td>.46</td>
<td>.2116</td>
</tr>
<tr>
<td>13</td>
<td>3.05</td>
<td>3.04</td>
<td>.01</td>
<td>.01</td>
</tr>
<tr>
<td>14</td>
<td>2.47</td>
<td>2.55</td>
<td>.06</td>
<td>.064</td>
</tr>
<tr>
<td>15</td>
<td>3.69</td>
<td>3.25</td>
<td>.44</td>
<td>.1936</td>
</tr>
<tr>
<td>16</td>
<td>2.69</td>
<td>2.45</td>
<td>.24</td>
<td>.576</td>
</tr>
<tr>
<td>17</td>
<td>2.95</td>
<td>2.93</td>
<td>.02</td>
<td>.04</td>
</tr>
</tbody>
</table>

| Totals  | 52.96   | 55.14   | ....  | 5.0524    |

| Variance | 3.1153  | 3.2337  | -.1384 | .2972     |

\[
\begin{align*}
M_2 &= 3.2437 \\
\bar{X}_2 &= 3.1153 \\
D &= .1384 \\
V_d &= .2972 \\
\bar{V}_d &= \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{.5914}{17}} = .187 \\
t &= \frac{D}{\bar{V}_d} = \frac{.1384}{.187} = .739
\end{align*}
\]
A summary of the calculations for the five scales is shown in Table 6, which gives the Mean, Mean Difference, Variance, Standard Error of Difference, and the t value of the various attitude scores.

Referring to the t value of 1.868 for the first scale, **Use of Leisure Time**, it is seen that this item is considerably below Fisher’s\(^{15}\) 5 per cent value, but considerably larger than the 50 per cent value. It might, therefore, be considered as having some significance.

**Civic Affairs** shows a much smaller difference in mean attitude scores before and after the film showings. The t value of .719 is considered statistically insignificant.

The greatest change of all the scales is found in the third scale, **Understanding Other People**. The t value 2.104 closely approximates Fisher’s\(^{16}\) 5 per cent value and indicates a significant difference. The remaining two scales, **Standards for Home Life** and **Choosing a Life Partner**, both resulted in mean differences so small that the t values were too small to be significant.

In an effort to determine specific changes that had taken place, item analyses were made. First, an analysis was made of items occurring in both the pre-test and end-test to which one or more of the films made a contribution and which may presumably have been influenced by the film.

\(^{15}\)Fisher, op. cit., p. 89.

\(^{16}\)Ibid., p. 89.
<table>
<thead>
<tr>
<th>Name of Scale</th>
<th>Paired Groups</th>
<th>N</th>
<th>Mean</th>
<th>D</th>
<th>Vd</th>
<th>Sd</th>
<th>t = D/ Sd</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Leisure Time</td>
<td>Pre-test</td>
<td>17</td>
<td>3.3212</td>
<td>.4477</td>
<td>.7946</td>
<td>.305</td>
<td>.4477/.305</td>
<td>1.868</td>
</tr>
<tr>
<td></td>
<td>End-test</td>
<td>17</td>
<td>2.8735</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic Affairs</td>
<td>Pre-test</td>
<td>17</td>
<td>2.2871</td>
<td>.1718</td>
<td>.4836</td>
<td>.239</td>
<td>.1718/.239</td>
<td>.719</td>
</tr>
<tr>
<td></td>
<td>End-test</td>
<td>17</td>
<td>2.1153</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Other People</td>
<td>Pre-test</td>
<td>17</td>
<td>3.3135</td>
<td>.7629</td>
<td>1.1185</td>
<td>.362</td>
<td>.7629/.362</td>
<td>2.104</td>
</tr>
<tr>
<td></td>
<td>End-test</td>
<td>17</td>
<td>2.5506</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards for Home Life</td>
<td>Pre-test</td>
<td>17</td>
<td>2.5547</td>
<td>-.1523</td>
<td>.3420</td>
<td>.201</td>
<td>-.1523/.201</td>
<td>.857</td>
</tr>
<tr>
<td></td>
<td>End-test</td>
<td>17</td>
<td>2.7070</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing a Life Partner</td>
<td>Pre-test</td>
<td>17</td>
<td>3.1153</td>
<td>-.1384</td>
<td>.2972</td>
<td>.187</td>
<td>-.1384/.187</td>
<td>.739</td>
</tr>
<tr>
<td></td>
<td>End-test</td>
<td>17</td>
<td>3.2437</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7, **Attitude Changes Attributable to Film Content**, shows the attitude scale, the statement which was marked favorably on the end-test but not on the pre-test, the film or films thought to have contributed to the change, and the percentage of women who changed attitudes. Since there were approximately 280 statements in the five scales, these few changes appear to be insignificant. It has been stated earlier in the study that only 25 per cent of these items were related to the films, and only 11 per cent of these statements were common to both the pre-test and end-test and could be used in a comparison. Of the 11 per cent of the statements common to both tests, 8 per cent were attitudes already established in a favorable manner as indicated by the pre-test. This left approximately 3 per cent of the items of the five scales, which were common to both pre-test and end-test, that needed changing. Had the entire test been given on the pre-test, theoretically this percentage would have been double this amount. It will be noted that none of these statements was changed by a majority of the women. The range of percentage of persons who made favorable changes is from 12 to 36 per cent. The remaining persons either had favorable attitudes toward these items on both tests or, if unfavorable on the pre-test, failed to improve on the end-test. In addition to these changes, there were numerous changes made that could not be directly attributable to film content.
## Table 7
### Attitude Changes Attributable to Film Content

<table>
<thead>
<tr>
<th>Scales</th>
<th>Statements of Attitudes</th>
<th>Films</th>
<th>Percentage of Subjects Changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Leisure Time</td>
<td>1. Most people need some guidance in how to use their leisure time wisely.</td>
<td>Family Life</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing Work at Home</td>
<td></td>
</tr>
<tr>
<td>Civic Affairs</td>
<td>1. The food and drug law relieves me of all responsibility in selecting healthful food.</td>
<td>Consumer Protection</td>
<td>30</td>
</tr>
<tr>
<td>Understanding Other People</td>
<td>1. We only realize our capacity for consideration of others when we cooperate with others.</td>
<td>You and Your Parents</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let's Play Fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You and Your Budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friendship Begins at Home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing Work at Home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Life</td>
<td></td>
</tr>
<tr>
<td>Standards of Home Life</td>
<td>1. The mother is the one responsible for the way the house looks.</td>
<td>Sharing Work at Home</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>2. A family council should make all possible decisions.</td>
<td>Family Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Each boy or girl should take care of his or her own room.</td>
<td>You and Your Budget</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Life</td>
<td></td>
</tr>
<tr>
<td>Choosing a Life Partner</td>
<td>1. People who do not enjoy the companionship of members of their own family usually find it easy to enjoy persons outside of the family.</td>
<td>Family Life</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friendship Begins at Home</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 8, **Attitude Changes Not Attributable to Film Content**, shows the score, the statement of attitude which was improved on the end-test after seeing the film, and the percentage of persons who changed. Analysis of this table shows that from 10 to 30 per cent of the women had changes in attitude on these particular statements. This amounts to approximately 5 per cent of all the attitude statements. Discussion within the group after the pre-test and after the films may have accounted in part for the change. The films probably added their influence indirectly. The 5 per cent change in this table added to the 3 per cent attitude change of Table 7 make a total of 8 per cent of all items. These changes in Table 8 were brought about, if not directly or indirectly by the films, then possibly by the pre-test and subsequent discussion.

**TABLE 8**

**ATTITUDE CHANGES NOT ATTRIBUTABLE TO FILM CONTENT**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Statements of Attitudes</th>
<th>Percentage of Persons Changed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Leisure Time</strong></td>
<td>1. Children should belong to many organizations.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2. People are not so neighborly and friendly as they used to be.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Civic Affairs</strong></td>
<td>1. One should vote only when one knows something about the issue.</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2. A person loses social standing if he or she joins a labor union.</td>
<td>13</td>
</tr>
<tr>
<td>Scale</td>
<td>Statements of Attitudes</td>
<td>Percentage of Persons Changed</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Understanding Other People</td>
<td>1. When a person once gets the floor in a group discussion, he should keep it.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2. To have friends, one must really like people.</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3. Children should show no more respect for one parent than for another.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4. People will think I am lacking in nerve and daring if I refuse to take a drink.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5. A boy should dance all of the dances with the girl he brings to the dance.</td>
<td>20</td>
</tr>
<tr>
<td>Standards of Home Life</td>
<td>1. One should wait until he has a strong desire before planning the future.</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2. Children should be made to adopt the church of their parents.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3. When families are adequately fed, they get along well together.</td>
<td>22</td>
</tr>
<tr>
<td>Choosing a Life Partner</td>
<td>1. Every man should have at least $500 in the bank before getting married.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. In the world today it is all right for children to evaluate their parents' suggestions.</td>
<td>20</td>
</tr>
</tbody>
</table>
Another item analysis includes statements needing to be changed by 25 per cent or more of the women but for which no film content was provided. Table 9, Needed Attitude Changes for Which No Film Content Was Provided, shows the scale, statement needing change, how the statement was marked, its value, and the percentage of persons needing change of attitude. The items used were only those with values of 6 and above and 4 and below. It was thought that items in the middle range with values of 4 plus and 5 plus were in many instances more or less neutral and that circumstances often dictate whether they would be marked plus or minus. According to this table, more attitudes need to be changed than were actually changed both by films and other factors. An analysis of Table 9 reveals that twenty-five items or 9 per cent of all the individuals had unwholesome attitudes on these statements.

Because of the nature of the scoring of these scales, it is impossible to locate all the changes that took place within a scale. End-test and pre-test scores could be almost identical and the attitudes within them very different. In other words, certain gains made within a scale may have been offset by losses within the same scale. In the preceding item analysis most of the items which were changed and needed to be changed have been itemized. This leaves a balance of approximately 83 per cent of all the statements which were not changed and which did not need to be changed.
### TABLE 9

**NEEDED ATTITUDE CHANGES FOR WHICH NO FILM CONTENT WAS PROVIDED**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Statements of Attitudes</th>
<th>How Marked</th>
<th>Value</th>
<th>Percentage of Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards for Home Life</td>
<td>1. Children should be made to show how they spend money given them.</td>
<td>✓</td>
<td>6.0</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>2. Older people in the family are too free with their advice to the younger members.</td>
<td>✓</td>
<td>6.0</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>3. Every mother should stay home and take care of the children</td>
<td>-</td>
<td>3.8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4. There is likely to be more happiness at home if the father is the head of the house.</td>
<td>✓</td>
<td>6.6</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>5. Children will ask for advice when they want it.</td>
<td>✓</td>
<td>7.2</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>6. A person should keep his ideas about political matters to himself.</td>
<td>✓</td>
<td>8.0</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>7. There should be certain family customs which should be carried on from one generation to another.</td>
<td>-</td>
<td>4.0</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>8. It is all right on occasions for brothers and sisters to &quot;tell on&quot; one another.</td>
<td>✓</td>
<td>8.0</td>
<td>30</td>
</tr>
<tr>
<td>Scale</td>
<td>Statements of Attitudes</td>
<td>How Marked</td>
<td>Value</td>
<td>Percentage of Persons</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Civic Affairs</td>
<td>1. Low-cost clinic and hospital service or socialized medicine are necessary for our national welfare.</td>
<td>-</td>
<td>1.0</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>2. It is none of my neighbor's business if my little brother or sister digs up our lawn.</td>
<td>✓</td>
<td>7.0</td>
<td>36</td>
</tr>
<tr>
<td>Choosing a Life Partner</td>
<td>1. A short courtship is one of the causes of divorce.</td>
<td>-</td>
<td>2.8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2. Girls should have dates only with boys they might be willing to marry.</td>
<td>✓</td>
<td>9.2</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>3. Inter-faith marriages should be avoided.</td>
<td>✓</td>
<td>6.6</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>4. A girl often selects a husband because he is a willing spender.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. A family is more united if members find satisfaction for their interests within the family group.</td>
<td>✓</td>
<td>9.6</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>6. All states should have laws providing for at least three days between applying for a marriage license and the marriage ceremony.</td>
<td>-</td>
<td>2.0</td>
<td>41</td>
</tr>
<tr>
<td>Scale</td>
<td>Statements of Attitudes</td>
<td>How Marked</td>
<td>Value</td>
<td>Percentage of Persons</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Use of Leisure Time</td>
<td>1. A good time and place to develop leisure time activities is in the school.</td>
<td>-</td>
<td>1.8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2. To belong to some club or organization is essential for everyone because of the change of ideas it affords.</td>
<td>-</td>
<td>2.2</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>3. People in clubs usually form cliques.</td>
<td>/</td>
<td>7.6</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>4. If a boy or a girl is not interested in club work or attending social activities, it is usually because the family is not interested in outside social activities.</td>
<td>/</td>
<td>8.0</td>
<td>36</td>
</tr>
<tr>
<td>Understanding Other People</td>
<td>1. Girls should marry men older than themselves.</td>
<td>/</td>
<td>6.6</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>2. If a parent smokes, he or she should not censure his child's smoking.</td>
<td>/</td>
<td>8.0</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>3. The Army and Navy provide better medical care than most of us can afford.</td>
<td>-</td>
<td>2.8</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>4. One seldom knows himself completely.</td>
<td>-</td>
<td>2.6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>5. We do not have as much respect for our own parents as they had for our grandparents.</td>
<td>/</td>
<td>7.6</td>
<td>53</td>
</tr>
</tbody>
</table>
These statements are presumed to have already been established in a wholesome manner by the majority of the women before the pre-test was given.

Statements made by mothers after viewing the films show that in addition to attitude changes which were revealed by the tests, numerous other desirable attitudes had been developed. The calendar episode in the film "Let's Play Fair" was apparently responsible for a systematic plan of scheduling work for members of the family as a means of getting chores done. The following statement was made by a mother who apparently was having difficulty in getting her children to do chores: "Maybe working the calendar would solve my problem of who is to do what and when."

Another mother said, "I will have to try some of these ideas," again referring to the methods used in the film for allocating jobs.

Another probable attitude change brought about was that patience and understanding are the best ways of dealing with selfishness in children. This is evidenced by the following statements:

"That looks like my two, but I can't seem to get their troubles settled that easily. Maybe, I should try this method."

"Selfishness is the thing that causes the most trouble with mine. Looks like I haven't gone about the problem right."
"My trouble is that I do not have enough patience. If I didn't have anything to do except practice psychology on my children, I might have more success."

The film "Consumer Buying" apparently brought about some attitude changes concerning the feasibility of knowing a product before buying it and the fact that budgeting and record keeping helps the family to save money. The following statements were heard following the showing of the film:

"My trouble is that I bought a cheap chair in the first place. I realize that now after seeing the film."

"That's a good idea (keeping records), but I could never keep up with what my husband spends. He should see this too."

"I have never thought that budgeting would work because there is never anything left after essentials."

The film "Introductions" was very beneficial and very much appreciated by the group. It cannot be said definitely that this film actually changed attitudes, but it did arouse interest and made the women see the need for such teachings. The following statements were made by women after the showing:

"That type of thing should be taught in all the schools. It is so essential."

"I wish all of my family could see that. Neither of my boys knows how to make introductions."
"I am glad that they showed part of it twice. I have never known just who should be presented to whom."

Although these anecdotal records do not supply conclusive evidence of the development or change in attitude, they are, nevertheless, convincing. Apparently these homemakers transferred the ideas and suggestions presented in the films to their own situations and found in them solutions to their own problems.
FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

A review of the findings showed that only 8 per cent of the attitudes studied were improved. Of this number, 27 per cent of the changes were attributable to film content. For the remaining 73 per cent of the attitudes changed, no film content was supplied. Although attitude changes in three of the scales, Civic Affairs, Standards of Home Life, and Choosing a Life Partner, were negligible, the changes in attitude toward Use of Leisure Time and Understanding Other People were considerable. Attitudes which were developed by the films but which were not measured by the attitude scales were as follows: (1) Making work schedules for children helps in getting chores done more effectively. (2) Understanding and patience is a good way to deal with selfishness in children. (3) Investigating the quality of merchandise before buying is good economy. (4) Budgeting and record keeping enable a family to save.

Indirectly related to this study is the finding that films on human relationships can be presented effectively to adults who are engaged in handicraft. Presented incidentally, without preliminary discussion, such films stimulate interest, develop enthusiasm, and evoke objective discussion.
Although the number of adults in the study and the inadequate techniques make the findings inconclusive, there is evidence that sound films are effective in improving human relationships. They stimulate interest and provide an effective means of dealing objectively with problems.

Certain recommendations are in order for further studies of this kind. In the first place, standardized tests or scales are essential for accurate results. If possible, a test with A and B forms should be used. If A and B forms are not available, the entire test should be administered at the beginning and end of the study. Films should be selected on the basis of their direct relation to the tests, or the tests on the basis of their direct relation to the films. Other factors of importance are the inclusion of large numbers in the study and the provision of a control group.
APPENDIX

Bibliography of Films

Quicker Than You Think

You and Your Time

Consumer Protection
Family Life
Friendship Begins at Home
Let's Play Fair
Sharing Work at Home
You and Your Budget
You and Your Parents
Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

Introductions
Semmel-Meservey, Inc., 3215 Beverly Drive, Beverly Hills, California.
Table 10 shows the statements from the scales to which the various films contribute.

**Legend:**
1. Use of Leisure Time
2. Civic Affairs
3. Understanding Other People
4. Standards of Home Life
5. Choosing a Life Partner
<table>
<thead>
<tr>
<th>You and Your Parents</th>
<th>Friendship Begins at Home</th>
<th>Quicker Than You Think</th>
<th>Introductions</th>
<th>Family Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-22</td>
<td>2-22</td>
<td>4-67</td>
<td>1-15</td>
<td>2-3</td>
</tr>
<tr>
<td>3-9</td>
<td>3-3</td>
<td>4-97</td>
<td>3-56</td>
<td>2-22</td>
</tr>
<tr>
<td>3-18</td>
<td>3-4</td>
<td></td>
<td>4-5</td>
<td>3-4</td>
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<tr>
<td>3-23</td>
<td>3-9</td>
<td></td>
<td>5-21</td>
<td>3-9</td>
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<tr>
<td>3-26</td>
<td>3-14</td>
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<td>3-18</td>
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<td>3-41</td>
<td>3-18</td>
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<td>3-23</td>
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<td>3-42</td>
<td>3-41</td>
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<td>3-41</td>
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<td>3-46</td>
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<td>3-42</td>
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<td>3-54</td>
<td>3-51</td>
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<td>3-46</td>
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<td>3-70</td>
<td>4-8</td>
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<td>3-72</td>
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<td>3-72</td>
<td>4-25</td>
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<td>3-73</td>
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<td>4-21</td>
<td>4-32</td>
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<td>4-6</td>
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<td>4-25</td>
<td>4-47</td>
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<td>4-7</td>
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<td>4-62</td>
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<td>4-8</td>
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<td>4-64</td>
<td>4-64</td>
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<td>4-76</td>
<td>5-7</td>
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<td>4-32</td>
</tr>
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<td>4-92</td>
<td>5-31</td>
<td></td>
<td></td>
<td>4-33</td>
</tr>
<tr>
<td>5-22</td>
<td>5-36</td>
<td></td>
<td></td>
<td>5-25</td>
</tr>
</tbody>
</table>

In the first column of Table 10 the "2-22" means that the film "Let's Play Fair" contributed in some manner to statement 22 in Scale 2, Civic Affairs. The "3-9" means that the film contributed to statement Number 9 of Scale 3, Understanding Other People.
Introduction and Explanation Used When Presenting the Pre-test to the Homemakers

As some of you know, I am doing graduate work in home economics education and am gathering material to write my thesis. In order to get additional information, I would like to get some of your ideas and opinions.

I should like to say in the beginning that these statements which I am asking you to check will be kept confidential, and at no time will your name be used. In fact, I do not even want your name on the paper. This is not a test of your intelligence or abilities, but merely your beliefs or attitudes.

These scales were actually designed for high school students, and some of them may not be worded to fit you. Only a few are not applicable to young adults or to adults with children. Therefore, will you please check them, whether they apply to you or not.

You will notice that each statement is numbered and has a blank space before the number. Please read the statement carefully, and, if you agree, mark it with a plus sign. Mark a minus sign before the statements with which you do not agree. When you finish, please bring me your papers.

Method of Administering and Code for Identifying Tests

Before the tests were given to the subjects, each test was numbered. A corresponding number was placed on a paper
kept by the administrator. As the papers were completed and handed back, the subject's name was written by the number which corresponded to the number on the test which she had just completed.

On the end-test, if Mrs. Brown's name appeared beside Number 1 on the administrator's code sheet, she was given an end-test with Number 1 on it. Mrs. Jones, whose name appeared beside Number 6, was given end-test Number 6. In this manner the pre-test and end-test were paired by numbers. The code sheet was discarded and referred to at no time during the scoring of the tests.

Introduction to Film Program

The Home Economics Department has ordered some new films to preview before deciding which to buy. The teachers and student teachers are previewing them and find them so interesting that we would like some parents' reactions. I have two short ones today and hope to have more soon.
SYRACUSE UNIVERSITY TESTS IN HOME ECONOMICS
ATTITUDE SCALES

By
Evelyn M. Herrington
Department of Home Economics
Syracuse University

Directions
Read carefully each of the directions on the following pages. On the line before each statement with which you agree, write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name...........................................
Score............................................

Copyright 1948
Syracuse University Press
Use of Leisure Time

Value

1. Every person has a responsibility to himself and to his community to keep informed about world happenings.

2. Hobbies are a waste of time and should not be encouraged in the home.

3. Most people need some guidance in how to use their leisure time wisely.

4. People choose their leisure-time activities according to what their friends' activities are.

5. Everyone should pursue only a few hobbies and carry on those well.

6. It is a good idea for a young person to develop a hobby which he can carry on even when middle aged.

7. Some people are definitely leaders; others are definitely followers. No attempt should be made to help the group of followers take responsibility.

8. A good time and place to develop leisure-time activities is in the school.

9. Persons who repeatedly attend meetings and make no suggestions at those meetings are not participating.

10. Every person who belongs to a club should at some time during the year be responsible for some phase of the club work so that he feels he is participating.

11. To belong to some club or organization is essential for everyone because of the exchange of ideas it affords.

12. Children should belong to many organizations.

13. People in clubs usually form cliques.

14. Club meetings should not be held during any part of the school day because they are a waste of time.

15. Courtesy and good manners can be developed through social activities.
16. A good way to overcome feelings of inferiority is to participate in club activities.

17. The trend is toward encouraging people to engage in too many activities outside the home.

18. A mother neglects the family when she divides her interests between the family and outside interests.

19. Cooperation is developed through club work.

20. Being late to meetings is merely a habit.

21. Men are much better group leaders than women.

22. Poise is developed in an individual who participates in club activities.

23. People are not so neighborly and friendly as they used to be.

24. Hidden talents quite often show up in club work, whereas they might not otherwise be recognized.

25. There should be some kind of enforced neighborhood regulations so that people will keep up the appearance of their houses and grounds; thereby keeping up the standard of the neighborhood.

26. If a boy or girl is not interested in club work or attending social activities, it is usually because his family is not interested in outside social activities.
Civic Affairs

Value

(5.0)  1. If I am polite in asking questions of the butcher, he will be equally considerate in dealing with me.

(10.4) 2. The expenses of living in a community are unnecessarily increased by having city garbage collection.

(1.0)  3. Young people should assume responsibility and share in decisions when they are old enough.

(3.6)  4. One should vote only when he knows something about the issue.

(1.0)  5. Homes need the protection of quarantines against communicable diseases.

(10.2) 6. The responsibility for government should be left to politicians.

(9.0)  7. A person loses social standing if he or she joins a labor union.

(2.0)  8. People in our community may be well read even though they spend very little for books and magazines.

(1.0)  9. The effectiveness of a community depends upon the interest and participation of its members in community organizations.

(10.2) 10. Traffic controls restrict the actions of people too much.

(2.0)  11. The mother and father contribute a great deal to the family when they participate in civic activities.

(10.2) 12. The taxpayer's money is wasted when it is used for cleaning streets.

(1.0)  13. Every family should have enough civic pride to keep their homes and grounds in good condition.

(1.2)  14. I should wait my turn at the grocery store.

(1.6)  15. Men and women in civic life must be good morally as well as able to hold the job.
16. The legal requirement that children attending school must be vaccinated for smallpox is a violation of individual rights.

17. It is none of the neighbors' business if my little brother or sister digs up our lawn.

18. Milk that is not pasteurized should not be sold even in small communities.

19. It is unnecessary to require declaration of fiber content of ready-to-wear clothes.

20. Low-cost clinics and hospital service or socialized medicine are necessary for our national welfare.

21. Women should stay out of politics.

22. Everyone should strive to consider the rights of others.

23. The food and drug laws relieve me of all responsibility in selecting healthful food.

24. Expenditures for public parks and playgrounds represent a wise use of taxpayers' money.

25. Weights and measures inspections are essential for both consumer and merchant.
Understanding Other People

Value

(1.2) 1. Manners are for the good of the group.

(11.0) 2. If anyone doesn't care for a person, he has the right to circulate "dirt" about him.

(10.4) 3. My home is really just a place to hang my hat.

(1.2) 4. It is partly my responsibility to bring fun into my home.

(10.4) 5. When a person once gets the floor in a group discussion, he should keep it.

(2.0) 6. Small brothers and sisters add to the happiness of a family.

(1.2) 7. To have friends one must really like people.

(8.6) 8. Others are always interested in hearing what I have done.

(2.0) 9. We only realize our capacity for consideration of others when we cooperate with others.

(10.4) 10. It is only right that children should "tattle".

(5.4) 11. Girls and boys should not "go steady" while in high school.

(1.0) 12. One can refuse to drink gracefully and not seem to be a prude.

(10.4) 13. Smoking is an aid to charm.

(9.6) 14. A person should have only one good friend.

(10.2) 15. High school boys and girls should date every night if they wish to.

(2.2) 16. Everyone should look at life with an optimistic viewpoint.

(10.2) 17. Physical attractiveness is one of the best guides in selecting a husband or wife.
18. A good family is one in which there is cooperation, a sense of duty, and responsibility.

19. It is all right for a high school girl to spend the week end unchaperoned at her boy friend's camp.

20. It is all right for a girl to ask a boy to take her out on a date.

21. Girls should marry men older than themselves.

22. If a girl wants to be popular, she must pay for her popularity by petting.

23. Fathers and mothers should make it easy for sons and daughters to confide in them.

24. A person who brings gossip to me will be apt to talk about me behind my back.

25. Bad conduct is catching; if I go around with people who go to the wrong places, I will pick up their habits.

26. A high school girl should be able to go out on a date without telling her mother where she is going.

27. The school can do much to teach respect for elders.

28. Children should show no more respect for one parent than the other.

29. When I am a guest in a home, I can come to meals whenever I want to.

30. Loyalty is an important part of friendship.

31. A high school boy or girl should go only to places that are properly managed.

32. If a parent smokes, he or she should not censor his child's smoking.

33. When one is invited to a party and does not like to do what everyone else is doing, he should say so.

34. A friend is a person who respects your opinion even though he does not agree with it.
35. The present-day school invites disrespect for elders.

36. A well-mannered person is always considerate, honest and courteous.

37. The younger generation is going to the dogs.

38. It is all right for me to borrow any of my sister's personal belongings without asking her.

39. School is not a good place to learn the social arts; there is plenty of time for that later.

40. A girl should consult her mother and father about her dates.

41. Adulthood and independence require self-control.

42. Children should respect the opinions of the adults in the household.

43. In these modern times, it is courteous for a boy to honk his horn and wait in the car when calling on a girl.

44. Foster fathers and mothers do love children very much when they ask them to join their family.

45. Tobacco will protect my throat and give me a lift.

46. Families enjoy each other's company by having picnics together.

47. I could never hate a person if I really know him.

48. A person should accept without question a friend's way of thinking.

49. People think I am lacking in nerve and daring if I refuse to take a drink.

50. Being interested in what others do will make me more popular with my friends.

51. Parents should try to appreciate and understand the high school student's point of view.

52. High school boys and girls should date only on week-end nights.
53. A person who is fair never repeats unkind remarks he has heard about another.

54. Family relationships are reflected outside the home.

55. Parents are largely responsible for the way their children act outside the home.

56. It is all right for boys and girls to remain seated when an older person comes into the room.

57. Parents should try to adjust the home to meet the standards children learn at home.

58. A person should have a few close friends and many other acquaintances.

59. When I earn a little money, I should be able to spend it any way I choose.

60. The Army and Navy provide better medical care than most of us can afford.

61. The father should choose the radio program for his family.

62. One seldom knows himself (or herself) completely.

63. We do not have as much respect for our parents as they had for our grandparents.

64. Teasing my parents is a good way to get what I want.

65. If I want to be liked by the opposite sex, I must be in good standing with my own.

66. A boy should dance all the dances with the girl he brings to the dance.

67. The father should prevent his children from having dates until they are at least sixteen.

68. The family should be good listeners for the members of the family to try out their ideas.

69. Children should not be allowed to have a driver's license until they have money enough to have a car of their own.
70. The age at which girls date should depend on their record of responsibility.

71. A girl should go with only one boy at a time.

72. I believe suppression breeds bad attitudes.

73. Getting a job and earning some of my own money would help me to become independent.

74. A high school girl should not be allowed to use cosmetics.

75. A girl should offer to pay her own way on a date if she is earning her own money.
Standards for Home Life

Value

(10.4) 1. Jealousy among family members is stimulating.

(1.0) 2. Everyone in the family should try to make the home a place the family and its friends will enjoy.

(4.8) 3. Sharing a bedroom with another member of the family is good for me.

(9.0) 4. A child should always obey his parents without question.

(10.8) 5. Parents should be kept in the background, and not introduced to one's friends.

(1.2) 6. Every member of the family is entitled to a certain amount of privacy.

(1.0) 7. Everyone should have the opportunity of being by himself sometime during the day.

(1.0) 8. Members of the family, even the nursery-school child, can help make some decisions in the family council.

(9.2) 9. Family traditions and customs which set the family apart from the neighbors should be left for the older folks.

(1.0) 10. Family life is better for children than institutional care.

(6.0) 11. Food fancies of each member of the family should be satisfied.

(6.0) 12. Children should be made to show how they spend money given them.

(1.0) 13. Religion should be part of one's daily living.

(10.0) 14. Aesthetic satisfactions in the home are unimportant in personality building.

(10.4) 15. It is all right for a colored girl to go with a white boy.
16. Older people in the family are too free with their advice to the younger members.

17. When you cannot win an argument, it is all right to resort to sarcasm and ridicule.

18. A person's room tells a lot about his personality.

19. It is better for parents to let children bring their friends home than to wonder where they are and what they are doing.

20. A young child should always obey older members of the family.

21. Children should be made to feel that they are a part of the family group by having certain home responsibilities.

22. Children who become delinquent come from unhappy and broken homes.

23. There is much wrong in my home; but I feel that it is my duty to help improve it.

24. The only reasons for maintenance of the home in society are economics.

25. The mother should have complete charge of the discipline of the children.

26. It is unfair to provide costly musical training for a gifted child through sacrifices of all the other members of the family.

27. Managing the family finances is a joint understanding in a democratic family.

28. Parents should tell their children what to do and when to do it as long as they are under the home roof.

29. A home should provide a sense of security for its members.

30. Hobbies such as stamp collecting are often expensive and should be discouraged by the family.

31. Children should be seen and not heard.
32. It is important for children to have a sense of security in their family circle.

33. The mother is the one responsible for the way a house looks.

34. The father should decide all major issues in a child's life.

35. One way to be popular is to be mindful of the interests of others.

36. Showing off little brother or sister is a good way to amuse one's friends.

37. Children have enough to do without helping with work at home.

38. Something should be done to increase the attractiveness of the home so that children will want to stay at home.

39. Children can feel secure in their homes if the parents are either sleeping or working most of the time.

40. Planning for the things one wants in the future should be a very important part of home life.

41. A family which is self-supporting, law-abiding, and friendly with neighbors, is a united family.

42. It is most fun to just rush from one thing to another; then one never has a chance to get bored.

43. Confusion in the home is an indication that everyone is having a good time.

44. The more cluttered one's room looks, the more cozy it is.

45. When I get married, I would like to celebrate Christmas just as we do now at home.

46. Every mother should stay home and take care of her own children.

47. Brothers and sisters should try to understand each other.

48. There is likely to be more happiness at home if the father is head of the house.
49. I am loyal to the home, but I believe its influence is on the decline.

50. Discussion of one's feelings about friends, opinions and aims in life with the family is one of the essential parts of family life.

51. Brother and sister quarrels are to be expected sometimes, but should not be too frequent or too prolonged.

52. Children will ask for advice when they want it.

53. Children should make an effort to see their parents' viewpoint.

54. One should wait until he feels a strong desire before planning the future.

55. When a girl starts to earn money, she should pay board if living at home.

56. A person should keep his ideas about political matters to himself.

57. Every child should be taught good manners at home so he will know how to act away from home.

58. Children should try to adjust themselves to the ideas and attitudes of grandparents in the home.

59. It is all right to read during the family meal.

60. The family should share the use of the radio, taking turns hearing their family programs.

61. Children should be made to adopt the church of their parents.

62. Brothers and sisters should go places together; it helps them to be more understanding of one another.

63. When families are adequately fed, they get on well together.

64. It is fine that I can talk over my interests with my family and get their comments.
65. There should be certain family customs which should be carried on from one generation to another.

66. People are selfish who want a place to call their own.

67. There is no substitute for a good mother, but a woman needs interests outside the home.

68. The older brothers and sisters should feel responsible for the younger members of the family.

69. Mothers and fathers should share in the teaching of sex education in the home.

70. The opinions of older people such as grandparents should be ignored.

71. Better homes mean a better society.

72. Religion should not be forced upon a child.

73. A boy should decide for himself what type of girl he dates.

74. Children should not bother their parents by bringing school friends to play in the house.

75. A family council should make all possible family decisions.

76. Encouragement and interest on the part of the parents is a great help to their children in attaining their goals.

77. A mother is losing ground as education advances.

78. The home is losing ground as education advances.

79. The home is the primary guiding influence in my life.

80. Every child should have the advantage of a nursery school.

81. A well-organized family has certain definite family objectives for which they are willing to work.
82. Day dreaming as an inspiration is a fine thing, but day dreaming used in place of effort is harmful.

83. When parents are worried over money matters, there are likely to be quarrels in the family.

84. Parents can best make their children secure by planning their lives for them step by step.

85. It is more satisfactory for life partners to share equally rather than for one to lead, the other to follow.

86. Family celebrations are fun.

87. The best time to ask a favor of Dad is when he first gets home from work.

88. Parents should stand back of their children, no matter what they do.

89. Each boy and girl should take care of his or her own room at home.

90. It is all right on occasions for brothers or sisters to "tell on" one another.

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

92. Children should learn to accept the judgment of parents rather than to depend on their own in vital matters.

93. Realizing the difference between necessities and luxuries can tip the scales between uncertainty and economic security.

94. Since mothers have limits to their endurance, they need to choose what matters most to themselves and family.

95. A girl should decide for herself what type of boy she wants to date.

96. The children's play room should be separate from the living room.
(3.4) 97. Children should be taught early the importance of scheduling time.

(2.4) 98. Children cannot be expected to tell the truth if the mothers tell lies.

(3.0) 99. Families should set aside part of every week to have a religious hour together.

(3.0) 100. Happiness of the family is more important than standards of housekeeping.
Choosing a Life Partner

Value

(4.2) 1. Every couple, before marriage, should be required to take a course in home management and family relations.

(2.8) 2. A short courtship is one of the causes of divorce.

(10.4) 3. I believe that all marriages are unhappy ones.

(9.2) 4. Girls should have dates only with boys they might be willing to marry.

(2.4) 5. Boys enjoy dating popular girls.

(1.0) 6. The man and woman should have similar interests if the marriage is to be successful.

(9.0) 7. People who do not enjoy the companionship of members of their own family usually find it easy to enjoy persons outside of the family.

(6.6) 8. All interests must be common interests between life partners.

(1.1) 9. Every couple planning to be married should have physical examinations.

(8.4) 10. Although a boy has bad habits, he will reform if he loves a girl enough.

(4.6) 11. Every man should have at least $500 in the bank before getting married.

(2.6) 12. If a boy has taken a girl on expensive outings, she should find some way to entertain him, such as a picnic or dinner at home.

(1.0) 13. Many states have laws against child marriages; all states should have such laws.

(10.2) 14. Divorces should be easier to get in case one makes a mistake in choosing a life partner.

(9.0) 15. If a girl's family won't let her have dates, she should meet boys somewhere away from home.
16. A person should be able to get along with his in-laws.

17. Inter-faith marriages should be avoided.

18. A boy should know what a desirable home is before he marries.

19. Married couples are happiest when they do not live with their in-laws.

20. A girl often selects a husband because he is a willing spender.

21. A girl should always be sure that her family meets her men friends.

22. A girl should be home at the time she is expected after a date; and her boy friend should respect her wishes in this.

23. It is necessary to "neck" to be popular with the opposite sex.

24. It is too late to teach a girl how to choose a life partner when she is in high school; this training should be started at an early age.

25. Boys and girls should know something about managing finances before they marry.

26. Boys won't ask a girl for dates if she is prudish.

27. Expensive dates are always more fun than those with boys who cannot spend much.

28. I believe that the opposite sex enjoy hearing about what I do.

29. A young person should consider all members of the opposite sex as possible husbands or wives.

30. It is all right for a girl to get engaged to several different men.

31. Good family relations, efficient home management, and a pleasant atmosphere are essential in a happy home.
32. Being interested in what others do will make me even more popular with the opposite sex.

33. A boy should have the consent of the girl's family before marrying her.

34. It is difficult for a girl to get into circulation again after going "steady".

35. Every girl and every boy can make up his or her own mind unaided as to whom he or she will select for a life partner.

36. A family is more united if members find satisfaction for their interests within the family group.

37. "Love at first sight" is the most dependable way of selecting a life partner.

38. A girl should accept dates with men she doesn't care about so she can be seen in the right places.

39. Parents should expect in our changing world that their children will have interests different from those that the parents had in their youth.

40. If a girl likes a boy well enough, she should be willing to pay his date expenses.

41. People of different religions certainly should not marry.

42. All states should have laws providing for at least three days between applying for a marriage license and the marriage ceremony.

43. My choice of a life partner would depend on his being good looking, dancing well, and having a good job.

44. Marriages are happiest when both partners are of the same social status.

45. A girl should not go "steady" until she has had dates with several boys.

46. Parents should not try to influence their children's choices of life partners.
47. A husband should be better educated than his wife.

48. Parents should invite the daughter's boyfriends to their home.

49. There should be no discrimination between races in choosing a life partner.

50. A girl should ask her date how to act; you can't learn manners from books.

51. In the world of today it is all right for children to evaluate their parents' suggestions.

52. The way to a man's heart is through his stomach.

53. A girl should give up her job as soon as she marries.

54. A girl's family should permit a boy who is calling to choose whether or not they will join the family circle.

55. If a person is popular, he or she will make a good life partner.
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