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A STUDY OF THE USE OF EDUCATIONAL TELEVISION
IN PARENT EDUCATION

by

Martha Gallimore Easter

6571

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APPROVAL SHEET

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

In this country, efforts to conduct various types of educational services for parents have been noted as far back as 1800.¹ These educational services conducted in an effort to increase parental competencies have been referred to as parent education. Auerbach said:

Parent education is a general term used to refer to a wide range of activities which make use of educational techniques to help parents develop sounder and more effective methods of child care.²

Brim has defined parent education as "an activity using educational techniques in order to affect change in parent role performance."³ For this study, parent education has been defined as programs for parents designed to increase their understanding of children and of their parental role.

During the first half of the twentieth century, parent education programs increased notably. Two reasons for the increase in these educational services seemed to be fundamental. First, the family has been affected by cultural

¹Orville G. Brim, Jr., Education for Child Rearing. (New York: Russell Sage Foundation, 1959), p. 322.

²Aline B. Auerbach, Trends and Techniques in Parent Education: A Critical Review. (New York: The Child Study Association of America, 1962), p. 2.

³Brim, op. cit., p. 20.

changes.

The consequent breakdown in tradition forces the modern parent into greater consciousness of his child rearing practices and demands that he develop many aspects of his roles as a parent de nova, either from his own resources or with the assistance of persons outside his family group,⁴

A second reason that seemed fundamental in the increase of parent education activities was that many persons believed that better ways of rearing children existed than those prescribed by tradition. This belief was nurtured by research in child development that was conducted both in America and in Europe.⁵

The development of parent education from this source served to challenge further the cultural traditions of parent role performance by presenting both theory and research data contradictory to long-held beliefs about child development. Thus, this second independent cause made the first loom even larger as a contributing factor to the development of parent education.⁶

In presenting parent education programs, the three main approaches used have been mass media, group discussion, and individual counseling. "All three share the goals of giving parents additional information, self-awareness, and hopefully the opportunity for individual growth. All raise many questions which need further study."⁷

⁴Ibid., p. 18.

⁵Ibid.

⁶Ibid., p. 19.

⁷Auerbach, op. cit., pp. 20-21.

The mass media approach which "customarily refers to methods of reaching a mass audience such as radio, television, and pamphlets,"⁸ was selected to be used in presenting parent education programs for this study. The particular medium used in presenting parent education programs in this study was television.

Television seemed to embody certain assets and opportunities which might well be used in the presentation of parent education programs.

As a means of mass communication, however, television is magnificent, undoubtedly the most effective means yet devised by man. To the sound of the radio, it adds the eyes of the camera. It has an immediacy and a flexibility that the camera lacks. It is exciting and attention compelling. Its educational possibilities are tremendous.⁹

The ability of television to influence large groups at a low per capita cost has been indicated as one of the advantages of using television in education. Another advantage cited frequently was the flexibility of television which made it possible to use the medium in presenting different types of information to various groups.

Although it has been impossible to predict the full impact which television has had and will have on education

⁸Brim, op. cit., p. 182.

⁹Educational Television Programs Institute, A Television Policy for Education. (Washington, D. C.: American Council on Education), p. 138.

in general, its ability to extend educational services to various groups has been established.¹⁰ Opportunities for after classroom education for adults, information and training for citizenship, and cultural and practical benefits have emerged as some of the uses of television in education. "The range of programs -- informational, cultural, and educational -- is limitless."¹¹

The effectiveness of teaching by television has been a point of argument among educators. In evaluating the effectiveness of the medium, few research projects have been conducted. Most studies seemed to be concerned with the use of television in education. Evans said:

At this early stage of development, however, when educational television audiences are still small and the impact of educational television is so recent, it is the author's opinion that precise large scale evaluation is impossible. We must be content with restricted attempts that may suggest crucial hypotheses for research in educational television when large scale evaluations become possible.¹²

I. THE PROBLEM

The purpose of this study was to develop and produce

¹⁰Franklin Dunham, et al., Television in Education. (Washington: U. S. Department of Health, Education, and Welfare, 1957).

¹¹Educational Television Programs Institute, op. cit., p. 141.

¹²R. I. Evans, et al., "An Evaluation of Instruction and Audience Reaction to Programming on Educational Television Stations," Journal of Applied Psychology, XXXIX (August, 1955), 279.

a series of twelve half-hour television programs designed to present information relative to the growth and development of the preschool child.

The informative type programs were designed primarily for parents of preschool children. In the content of the programs, various principles of growth and development were presented. Influences which relationships with others exerted upon the child were also indicated.

The development of the programs in this series of educational television programs for parents included the planning of the content, the selection of the format, and planning and preparing the visuals needed. The format and visuals were planned in relation to the program content because the types of visuals and the format varied with the content.

II. ORGANIZATION OF THESIS

In the ensuing chapters, a description of the study was set forth. Chapter II presented a discussion of literature pertaining to the use of educational television, its use in parent education, and the development and production of educational television programs that seemed to be related to this study. References were made in this chapter to the literature used in planning the content of the parent education programs which were developed and produced for

this study.

The development of the series of programs has been described in Chapter III. The planning of the content, visuals, and format were included in the description.

In Chapter IV, each of the programs has been described. A brief overview of each program was presented. Following this overview, a description of the audio and the video portions was given.

In Chapter V, the development and production of the series were summarized. Conclusions and implications for further study using educational television in parent education which seemed of value from this study were presented.

A bibliography divided into two divisions -- (1) references used pertaining to educational television and (2) references used pertaining to the content of the programs -- was included. A copy of one of the extensive outlines used in the presentation of the series was placed in Appendix A, and samples of the visuals used in the programs were presented in Appendix B.

CHAPTER II

REVIEW OF LITERATURE

Much has been written concerning educational television, even though it has been a relatively recent development. Many discussions, experiments, and field tests relating to the use of television in education have been conducted using different types of content designed for various groups, but very few studies have been conducted which used television in presenting parent education programs. Some studies using television in family life education and psychology have been carried on and certain implications from these studies seemed to be of value in presenting parent education programs by television.

The values, potentialities, and limitations of television which appeared to be related to this study have been incorporated in the following discussion. A review of the literature pertaining to the use of television in parent education has been indicated. Methods and techniques of developing and producing educational television programs which seemed to be most applicable to the study have been indicated.

Many references concerning growth and development of the preschool child were used in planning the programs for this study. The way these various types of references were

used has been explained in the latter part of this chapter.

I. THE VALUES, POTENTIALITIES, AND LIMITATIONS
OF EDUCATIONAL TELEVISION

The inherent values of television for educational application have achieved almost general recognition after only a little more than a decade of discussion, experimentation, and fieldtesting.¹³ It has been said concerning the value of television:

Perhaps the greatest value to our citizenry may be its ability to inform, to enlighten, to instruct as a transmission belt for the acquiring of knowledge and the training of skills.¹⁴

Through the presentation of information regarding the child and the parental role, efforts have been made to increase parental understanding. Because of these efforts, it would seem to the writer that the value of television in parent education could be a "transmission belt for the acquiring of knowledge and the training of skills."¹⁵

The potentiality of educational television has been well stated in the Television Broadcasting Policy of Michigan State University:

¹³Philip Lewis, "TV's Exciting Developments," Educational Screen and Audio Visual Guide, XXXVIII (May 1959), 236.

¹⁴Franklin Dunham, op. cit., front cover

¹⁵Ibid.

Education may be defined as the process by which society preserves and transmits its intellectual and cultural heritage. Television as a new medium of communication holds tremendous potentiality for the realization of this educational purpose and the fulfillment of this process.¹⁶

Since 1946, when television programming began on a regular basis, educators have noted the potentialities of using television in education. Some of these potentialities included: (1) television presented both the picture and the sound; (2) its flexibility made it possible to use the medium in many learning situations; (3) its immediacy has been shown to attract and maintain interest; and (4) it was inexpensive enough to experiment with over a long period of time.¹⁷

Television has been recognized as a forceful medium of communication. It has been said, "that television is to communication precisely what atomic energy is to science."¹⁸ Television has also been recognized as one of the most promising tools for attacking many educational problems,¹⁹

¹⁶Jennie Waugh Callahan, Television in School, College, and Community. (New York: McGraw Hill Book Co., 1952), p. 8.

¹⁷Dunham, op. cit., p. 2.

¹⁸Educational Television Programs Institute, op. cit., p. 6.

¹⁹John H. Scanlon, "The Expanding Role of Television in American Education," The Journal of Educational Sociology, XXXII (May 1959)

and meeting some of these in mass.²⁰

In discussing the potentialities of educational television, certain limitations of the medium also seemed to be apparent. Four limitations frequently noted were the lack of (1) money, (2) staff, (3) time, and (4) space. Stasheff and Bretz have suggested that an awareness of some of the technical elements of the medium was of value in overcoming these four limitations.²¹ Another limitation of educational television that was indicated was the programs that were produced. In discussing the real value of the medium, Callahan said:

The reality of educational television, however, is not merely functioning non-commercial stations. The concept of educational television becomes meaningful only in terms of the programs that are and will be broadcasted.²²

In order to develop and produce effective and meaningful programs, it has been pointed out that educators needed to work together to examine and to evaluate the effectiveness of the use of educational television in a professional and objective manner.²³ Studies related to the

²⁰Hugh Cooley, Vision in Television. (New York: Channel Press, Publishers, 1952), p. 27.

²¹Edward Stasheff and Ruby Bretz, The Television Program. (New York: Hill and Wang, Inc., 1956), p. 50.

²²Callahan, op. cit., p. vii.

²³Ibid., p. 7.

effectiveness of teaching by television have been limited. Evans has suggested that because of the small audiences and the relative newness of educational television restricted attempts of evaluation needed to be conducted until large scale evaluations become possible.²⁴

Various colleges and universities have been doing experimental work with educational television. The Federal Communications Commission has set aside two hundred fifty-six channels for educational broadcasting.²⁵ As of February 1959, thirty-five of these educational television stations were broadcasting.²⁶ The programs developed as part of this study were produced in one of these thirty-five educational television stations.

The Ford Foundation has made extensive grants to be used in educational television.²⁷ The Educational Television and Radio Center at Ann Arbor, Michigan has been a recipient of the Ford Foundation grants. Three series of filmed programs available through the Center have been designed to increase parental understanding of the prenatal period and

²⁴Evans, loc. cit.

²⁵Dunham, op. cit., p. 3.

²⁶David H. Grover, "Educational Television on a Budget," The American School Board Journal, XIII (June 1959), 29.

²⁷Dunham, op. cit., p. 5.

of the young child. In 1958, the National Defense Education Act appropriated \$18,000,000 for experimentation and research in educational television.²⁸

It seemed to the author that these potentialities of educational television that were noted were of value in the presentation of parent education programs. It was also the opinion of the writer that by careful planning it would be possible to minimize some of the limitations of the medium. The author agreed with Evans²⁹ that restricted attempts of using educational television could be the basis for formulating hypotheses for further studies conducted on a larger scale. On the basis of these opinions, the author endeavored to design a series of educational television programs for parents that would transmit information about the growth and development of the preschool child.

II. USING TELEVISION IN PARENT EDUCATION

Television has been used in many ways in education. Its use has not been limited to a particular phase of education nor to a specific group. The potentialities of educational television seemed to offer a challenging means

²⁸R. Steele, "Educational Television -- 1958," Educational Screen and Audio Visual Guide, XXXVII (December 1958), 615.

²⁹Evans, loc. cit.

of presenting parent education programs.

Drum has suggested that through the use of television in family life education, an opportunity seemed to exist for moving closer toward the goals of strengthening family living. This existing opportunity seemed more apparent as one compared the accomplishments made in the classroom and in talking and working with lay groups with those made by television.³⁰ Since parent education has been considered as a part of family life education, it seemed that an opportunity for moving toward the goals of parent education would also exist.

Evans noted that the results of a series of television programs designed to present psychological information seemed to indicate that psychological material could be effectively transmitted by television. He further stated that the results of the study tended to encourage continued efforts in the presentation of psychological materials as well as evaluative research.³¹

Terrell found in a study which presented nine half-hour filmed educational television programs in Child

³⁰Will Drum, "Teaching Family Life Education Over Television," Marriage and Family Living, XXI (May 1959), 162.

³¹Richard I. Evans, "The Planning and Implementation of a Psychology Series on a Non Commercial Educational Television Station," American Psychologist, X (October 1955), 605.

Psychology, that the experimental group who viewed the programs and took a test before and after the series had a mean difference in the scores from the first and second test which was significant beyond the five per cent level, while the mean difference in the scores of the control group which had not viewed the programs was not significant.³²

In co-operation with station WQED and the Pittsburgh Department of Health, Dr. Anne B. Wagner presented two series of programs on parent education. One series entitled "At Home with Your Child" was designed essentially for parents with very young children. Certain aspects of child care were demonstrated and physical and emotional characteristics of each developmental level of the child from birth to school age were discussed.³³

The other series designed specifically for the expectant parent was entitled "The Months Before Birth." This series was one of the first attempts to reach an expectant parents group through educational television. Using discussions, charts, still pictures, and film clips, Dr. Wagner covered material regarding the anatomy and

³²Glen Terrell, "Television Instruction in Child Psychology," American Psychologist, XIII (August 1958), 484.

³³Anne B. Wagner, "At Home with Your Child," from the Flexible Program Collection, (Ann Arbor, Michigan: Educational Television and Radio Center) no pagination.

physiology of reproduction, the development of the baby, the process of birth, and the physical care of the mother during pregnancy.³⁴

Another example of the use of educational television in parent education was the production of a telecourse, "Understanding the Child," at the University of Michigan. A series of seven programs featuring Dr. Willard C. Olson was designed to present information pertaining to the physical, intellectual, social, and emotional development and the relationship of these aspects to the over-all growth patterns of the child. The purpose of the series was to aid parents by helping them become familiar with growth patterns and by indicating a constructive philosophy of child rearing.³⁵

The three preceding series, "At Home with Your Child," "The Months Before Birth," and "Understanding the Child," have been made available to educational television stations through the Educational Television and Radio Center at Ann

³⁴Anne B. Wagner, "The Months Before Birth," from the Flexible Program Collection, (Ann Arbor, Michigan: Educational Television and Radio Center), no pagination.

³⁵Willard C. Olson, "Understanding the Child," from the Flexible Program Collection, (Ann Arbor, Michigan: Educational Television and Radio Center), no pagination.

Arbor, Michigan, a recipient of the Ford Foundation grants.³⁶

A question and answer type program was conducted as a public service on a commercial station in Boston. Ames said that since the initiation of these programs the types of questions asked have changed in such a way that it would tend to indicate a greater understanding of child care and child rearing practices.³⁷

Under the auspices of the General Extension Division in the Oregon State System of Higher Education and on time donated by a commercial station, Will Drum presented a series of family life education programs entitled, "Marriage and the Family." In this series, thirty-six half-hour programs, concerned with the emotional development of the individual and with marriage, were presented three times weekly over a twelve-week period.³⁸

The situations cited using educational television in parent education and related areas seemed to be more concerned with the possibility of using the medium in

³⁶The Educational Television and Radio Center has been moved from Ann Arbor, Michigan. Any request for information about programs available through the Center should be addressed to the Educational Television and Radio Center, 50 Columbus Circle, New York, New York.

³⁷Louise Bates Ames, "A Child Behavior Program on Television," American Psychologist, IX (September 1954), 588.

³⁸Drum, op. cit., pp. 160-162.

presenting parent education programs than in evaluating the effectiveness of the medium. As Evans indicated it might be possible that restricted efforts of using educational television could suggest hypotheses for research on a larger scale when that was possible.³⁹

III. THE DEVELOPMENT AND PRODUCTION OF THE EDUCATIONAL TELEVISION PROGRAM

Various television programs have been produced providing information, training, cultural, and practical benefits. In the sense that the viewer retained impressions made by programs for immediate or future use, each program watched could be considered an educational experience either positive or negative.⁴⁰ An educational television program has been defined by the Federal Communications Commission as "one produced by or in cooperation with an educational institution (such as a university, library, or a museum)".⁴¹ Wischner and Scheier stated "the term 'educational television' has been employed in a more limited way to refer to the use of television for more formal instructional purposes of the

³⁹Evans, et al., loc. cit.

⁴⁰Dunham, op. cit., p. 1.

⁴¹Stasheff and Bretz, loc. cit.

regular classroom type."⁴²

The types and structure of educational television programs vary greatly. In a chart prepared for the American Council on Education, the ten types of programs suggested for the educational television stations were entertainment features, news, sports, special events, cultural, developmental, news with background material for understanding, talks, dramatized research, and direct teaching.⁴³ The one which seemed to characterize the programs of this study was referred to as talks.

Various sources indicated that the format or structure of the educational television program should be planned in relation to the content since it seemed virtually impossible to prepare and produce all educational programs in the same manner because of the wide variation existing in the types of programs and materials to be presented and audiences to whom these were to be presented. Because of the indication that the format needed to be planned in relation to content and because of the variation in the content of the programs for this study, the writer endeavored to plan the presentation of the programs relative to the content.

⁴²George J. Wischner and Ivan H. Scheier, "Some Thoughts on Television as an Educational Tool," American Psychologist, X (October 1955), 611.

⁴³Dunham, op. cit., pp. 18-20.

Kraetzer gave four guides for effective television production and indicated that a particular given order was not necessary: (1) to determine the audience, (2) to pick the subject, (3) to select the producer, and (4) to select the performers.⁴⁴ Since these four guides seemed of value in effective television production, the writer endeavored to keep these guides in mind in planning and producing the programs for this study.

According to Lewis, the content needed to be carefully selected to achieve certain worthwhile and necessary objectives and the presentation designed to make use of techniques which television could effectively accommodate.⁴⁵ For this study, the writer endeavored to apply this suggestion to the selection of content and type of presentation.

Husband suggested that the content of educational television programs should be of a broad popular interest, of practical benefit, or at least related to daily life.⁴⁶ The writer attempted to select the content for the programs

⁴⁴Warren A. Kraetzer, "Effective TV Production," Journal of Educational Sociology, XXXII (May 1959), 426.

⁴⁵Lewis, loc. cit.

⁴⁶P. W. Husband, "Television Versus Classroom for Learning General Psychology," American Psychologist, IX (May 1954), 183.

presented in accordance with these suggestions.

In planning the content of the educational television programs for this study, the writer endeavored to make use of a recommendation made by Evans that in the future efforts should be made to reach all members of the family.⁴⁷

The lack of data relative to the number of ideas effectively presented in a prescribed length of time, the optimum length of television programs presenting various topics, and the value of different types of discussion materials has been indicated as a limitation in planning content for educational television programs.⁴⁸

Ultimately, through careful research studies, the basic principles by which these important decisions are determined will be documented to the extent that they prove valid. When such research is accomplished, the results will affect the entire field of teaching.⁴⁹

In regard to the type of content that could be effectively transmitted, it has been suggested that television might be more suitable for presenting factual information and less effective in transmitting attitudinal, motivational, or value material.⁵⁰

In planning educational television programs, "a great

⁴⁷Evans, et. al., op. cit., p. 277.

⁴⁸Dunham, op. cit., p. 5.

⁴⁹Ibid.

⁵⁰Brim, op. cit., p. 198.

deal of thinking must be put into programming far in advance of the actual production."⁵¹

The limited opportunity to rehearse in the studio compels all concerned, but particularly the director, to do a great deal of pre-planning and rehearsing outside.⁵²

Stasheff and Bretz said that the television writer should be aware of the limitations and possibilities of television and of the studio and should know how to use some of the short cuts to get around the basic deficiencies of television -- insufficient space, help, time, and money⁵³ -- through becoming familiar with some of the technical elements of the medium.⁵⁴ Through the use of literature, conferences with the director, and observations in the studio, the writer endeavored to become familiar with some of the technical elements of the medium as Stasheff and Bretz had suggested.

It has been noted that in writing for television both the video, that which was seen, and the audio, that which was heard should be considered. A definite emphasis should, however, be on the video portion. The television script should be considered as a series of pictures accompanied

⁵¹Dunham, op. cit., p. 18.

⁵²Stasheff and Bretz, op. cit., p. 29.

⁵³Ibid., p. 29.

⁵⁴Ibid., p. 67.

by words rather than words accompanied by pictures.⁵⁵

Callahan indicated that in writing for educational television, the outline and ad lib seemed to have certain advantages over scripts written verbatim and memorized.⁵⁶ In accordance with this suggestion, the writer used an outline in presenting each program produced for this study.

In relation to the video presentation, Evans stated that "elaborate visual presentation techniques may not be so important in television as a priori conclusion would seem to suggest."⁵⁷ Since elaborate visual presentation did not seem to be necessary, the settings and visuals used in this study were kept simple.

Drum pointed out the need for the visuals to be designed and placed in a natural manner to illustrate and emphasize points being discussed.⁵⁸ The kinds of visuals used in educational television vary. The type of visuals most commonly used have been the graphic arts which included titles, art work, still pictures, and charts. The need to determine the area upon which the camera would be framed and the area which would be visible on the screen when preparing visuals was noted.⁵⁹

⁵⁵Ibid.

⁵⁶Callahan, op. cit., p. 212.

⁵⁷Evans, op. cit., p. 603.

⁵⁸Drum, op. cit., p. 161.

⁵⁹Stasheff and Bretz, op. cit., p. 149.

Ways used in producing television programs included live presentation either in the studio or by remote control, filmed programs, video tape recordings, or a combination of any of these. In film presentations, programs would be projected onto the television system from motion picture films.

The presentation of television programs by video tape has been a recent means of reproducing pictorial information.

The video tape recorder is a device which records on a strip of magnetic tape the electrical signals which emerge from a television camera system, . . . the machine will record both picture and sound as it is being picked up in the studio and immediately replay both picture and sound without a trace of visible deterioration. Like an audio tape a television tape recording can be erased and a new recording placed on the same tape over and over as desired.⁶⁰

The use of the videotape recorder was noted to have certain advantages. Through its use, it has been possible to reduce scheduling difficulties⁶¹ and to eliminate some of the pressures of live production and still retain the impact of live quality.⁶² For these two reasons, some of the programs in this study were videotaped.

⁶⁰Robert A. Miner, "The Videotape Recorder," Educational Screen and Audio Visual Guide, XXXVIII (October 1959), 531.

⁶¹"videotape, Its Promise for Education," Educational Screen and Audio Visual Guide, XXXVIII (October 1959), 527.

⁶²Miner, op. cit., p. 532.

IV. THE USE OF LITERATURE IN DEVELOPING PROGRAM CONTENT

The writer endeavored to select content for the parent education programs for this study in accord with certain goals established, as was suggested by Lewis.⁶³ She used books, periodicals, and pamphlets relating to the growth and development of the preschool child in establishing the goals, in determining the topics, and in selecting the content of the programs.

The goals of the parent education programs for this study were established through the use of several sources. Duvall suggested that one of the concerns of the family today was providing a better environment for the growth and development of the individual members. She proposed two means of helping the family in this achievement: (1) increased individual competence and (2) increased competence of the family as a unit. Through the building of knowledge, skills, attitudes, and values, these two means of helping the family might be accomplished.⁶⁴

In helping parents to achieve greater competencies,

⁶³Lewis, loc. cit.

⁶⁴Evelyn M. Duvall, "Implications for Education Through the Family Life Cycle," Marriage and Family Living, XX (November 1958), 397.

Dyer recommended that endeavors should be made "to foster an attitude of calm, confident adjustment based on a knowledge of scientific information,"⁶⁵ and "to develop an understanding and acceptance of the continuing responsibilities of parenthood. . .to enable parents to direct the development of their children more wisely."⁶⁶

Indications seemed to imply that television transmitted informational content more effectively than value, attitudinal, or motivational content.⁶⁷ Because of this implication, it was established that the programs for this study would be designed to present content based on information obtained from research in an effort to increase the understanding of the parent relative to the growth and development of the preschool child and of the continuing responsibilities of the parent.

The writer attempted to select topics that were relative to the purposes of the series and that would be of broad popular interest, as well as related to daily life as suggested by Husband.⁶⁸ Information from research articles,

⁶⁵Dorothy T. Dyer, The Family Today (Minneapolis, Minn: University of Minnesota Press, 1950), p. 11.

⁶⁶Ibid., p. 113.

⁶⁷Brim, loc. cit.

⁶⁸Husband, loc. cit.

books, and pamphlets related to the growth and development of the preschool child formulated the basis for the selection of the program topics.

Following the selection of the topics, the writer used many sources in selecting the content relative to the topic of each program and the goals of the series. As the programs were designed for parents of preschool children, the references used were primarily related to the growth and development of the preschool child.

In Bibliography B: References used in the Development of Program Content, all books, periodicals, and pamphlets used in the development of the programs for this study were listed.

CHAPTER III

THE DEVELOPMENT OF THE SERIES OF EDUCATIONAL TELEVISION PROGRAMS FOR PARENTS

The development of the twelve informative type educational television programs designed to present information relating to the growth and development of the preschool child primarily to parents of preschool children was described in this chapter. Careful planning of content, method of presentation, and types of visuals was necessary in order to achieve the purposes of the series and to make use of techniques that television could effectively accommodate, as was suggested by Lewis.⁶⁹ The writer was aided in planning the programs by a committee of four and by the director of the educational television station.

Initial planning of the series of educational television programs planned and produced in this study involved establishing the nature of content and determining the audience for whom the programs would be designed. With the assistance of the director and the committee, the writer decided that the content would be designed to help parents of preschool children to better understand the growth and development of the preschool child. It was also decided

⁶⁹Lewis, loc. cit.

that the series would include twelve half-hour programs that would be produced once a week for twelve weeks. The time and dates of the programs were selected later as several factors were involved in this decision: (1) the time available from the station, (2) the availability of the staff, and (3) a time suitable to the proposed audience.

In an effort to reduce scheduling difficulties and some of the inherent pressures of live telecasting, it was decided that some of the programs would be videotaped. Plans for the series also included some live programs so the writer could have experience in both live telecasting and in the videotaped programs. It was also decided that all of the programs would originate in the studio.

On the basis of the type and value of information that could be obtained, the writer used literature pertaining to educational television, observed educational television programs being produced, and conferred with the director of the television station in order to become familiar with some of the technical elements of television in an effort to minimize some of the limitations of the medium as was suggested by Stasheff and Bretz.⁷⁰ The use of literature furnished basic information concerning the development and production of educational television programs. Through

⁷⁰Stasheff and Bretz, op. cit., p. 67.

observation of programs being produced and conferences with the director, the writer gathered data relating to the technical elements of television, limitations and possibilities of the studio, techniques which could be effectively used in this particular situation, and information relative to the development of this series.

I. THE SELECTION OF PROGRAM CONTENT

In selecting the content of the programs developed in this study, the writer endeavored to consider the objectives of the programs that had been established in the initial planning of the series. The programs were to be designed primarily for parents of preschool children to present information which hopefully would increase parental understanding of the growth and development of the preschool child and of the continuing responsibilities of the parent. With these objectives in mind, the writer used data gathered from various books, periodicals, journals, and pamphlets related to the growth and development of the preschool child, from her observations in the Woman's College Nursery School, and from conferences with the committee. The writer used these data in preparing a list of eighteen possible topics that seemed to be of broad popular interest and related to daily life. This list of topics was submitted to a committee of judges. The committee was asked to select

twelve topics that seemed to be in accord with the purposes of the series and of interest to the audience.

The twelve topics most frequently selected by the committee were used as a tentative list of program topics. The topics in this list were (1) The Preschool Child and His Family, (2) From Toddler to Preschooler, (3) The Child Learns, (4) Guiding the Child, (5) Emotional Development, (6) Feeding the Child, (7) Health and Safety, (8) Sleep, (9) Playing is Learning, (10) Books and Records, (11) Getting Ready for School, and (12) A Summary.

Using this list of topics, the writer prepared a brief outline for the entire series. This outline included suggested content relative to each topic, the manner of presentation, and suggested visuals for each program. The outline was divided into two parts: (1) the suggested content and (2) the proposed manner of presentation including the suggested visuals. Each page of the outline was divided into these two parts to indicate the relationship that existed between the parts. In one column, the content was presented and in the other, the suggested presentation and visuals were noted.

This proposed outline for the series was presented to the committee of judges which recommended that the programs (6) Feeding the Child and (8) Sleep should be combined into a single program entitled Routines, and that a program

entitled Clothing for the Child be added. The committee of judges also made some suggestions relative to the type of presentation and visuals that were proposed. The recommendations made relative to changes in program topics, content, types of presentation, and visuals seemed advisable in order to achieve greater interest from the viewers and to make use of techniques which could be effectively produced in this particular situation.

II. THE DEVELOPMENT OF THE PROGRAMS

Having made the suggested changes in the proposed outline of the series, the writer used it as a basis for preparing a more extensive outline of each program. With the assistance of the director of the educational television station and the committee, and in accordance with Callahan,⁷¹ the writer decided to use the outline and ad lib. in preference to the written script.

The writer with the assistance of the director of the educational television station selected a form that would be used in preparing an outline of content, manner of presentation, visuals, and camera action for each program. It was determined that each page of the outline would be divided into two columns: (1) the video column and (2) the audio column. In the video column, the writer made notations regarding manner of presentation, visuals to be used, and

⁷¹Callahan, loc. cit.

camera action. The director also could make notations relative to camera action and presentation in this column. In the audio column, the writer prepared an outline of the content of the program. An outline of this type was prepared for each of the twelve programs.

In developing the programs, the audio and video portions were planned together; however, for organizational purposes, the writer has described them separately. In the description of the audio development, the writer has indicated the manner of the development of the content of the individual programs. The description of the video development has been presented so as to include the selection of the type of presentation of the programs and the planning and preparation of the visuals used.

Description of Audio Development

The term "audio" has been used to refer to that which was heard. For purposes of this study, the term audio development has been used to refer to the development of program content. The writer endeavored to select the content for each of the programs around basic principles of growth and development of the preschool child and related to the topics that were selected with the aid of the committee for this series of programs.

The three methods the writer used to obtain information

relative to basic principles of growth and development of the preschool child were (1) through observation of preschool children at the Woman's College Nursery School, (2) through conferences with the committee, and (3) through using literature pertaining to the subject.

Using the information obtained through these three means the writer prepared an extensive outline of content for each program in the audio column of the form that was selected. Each outline was submitted to the committee which made suggestions for any changes in content that seemed advisable to achieve the purposes that were set forth. These outlines were used in the presentation of the programs.

Description of the Video Development

The term "video" has been used to refer to that which was seen. In this study, the video development included planning the manner of presentation and the preparation of the visuals used. Both were planned in relation to the planning of the content.

With the aid of the director of the television station and the committee, the writer selected different types of presentation to be used in presenting the programs. The illustrated talk was the type most frequently used. Other types of presentation used included short skits, a panel discussion, a group participation, or a combination of

these.

The type of visuals most frequently used was the graphic art which included still pictures, charts, and written material. The writer with the assistance of the director endeavored to plan these visuals so that the inner area was visible on every receiver screen. Most of the still pictures used in the programs were planned for a ratio of four by five inches. The title, material used for superimpositions, and some art work were done on eleven by fourteen inch cards. Some of the graphic arts were prepared on smaller cards. In each instance, the inner area that would be visible on the receiver screen had to be determined.

In the programs, some visuals used that were not graphic arts included toys, books, records, a record player, a tape recorder, and children's clothes. None of these required special preparation prior to their use. As they were used, they were placed so that the camera could be focused upon them.

With the help of the committee and the director, the writer endeavored to select methods of presentation and types of visuals that could be effectively produced in this particular situation.

The type of presentation and the visuals used were noted in the video column of the outline form. Each visual was indicated directly across from the portion of the

outline in the audio column which it illustrated. An outline of one of the programs of the series has been included in Appendix A.

CHAPTER IV

THE TWELVE EDUCATIONAL TELEVISION PROGRAMS

Each of the twelve educational television programs developed and produced in this study was described in this chapter. The writer used the extensive outline of the content, manner of presentation, and visuals that was prepared for each program as the basis for the descriptions of the programs presented here.

The writer presented an overview, an audio description, and a video description for each of the programs. The purposes and a brief resume of each program were included in the overview. In the audio description, a delineation of the content was presented, and in the video description, the types of presentation, the visuals, and the settings used were pointed out.

In the presentation of the programs, the writer was the instructor, and in the descriptions has been referred to as the instructor.

I. PROGRAM ONE: THE CHILD AND THE FAMILY

The purposes of the first program were to introduce the instructor for the programs, to introduce the series, to indicate the purposes of the programs and to present an overview of the twelve programs. The instructor also

presented information designed to help the family in providing a better environment for growth and development for the individual members.

During this program, an announcer introduced the series and the instructor. Then, the instructor and the announcer talked informally about the purposes of the programs in the series.

The instructor presented information designed to promote a better understanding of the family by an illustrated talk, using pictures and charts to indicate some of the responsibilities the family needed to achieve and to show the various stages of the family. Relationships were then indicated between these responsibilities and the eight stages of the family cycle.

In the final portion of the program, an overview of each program in the series was presented. The overview included the topics and purposes of the remaining programs. The instructor showed some reference materials which parents might use in increasing their understanding of the child. In closing, plans for the following program were indicated.

Audio Description

Following the introductions of the instructor and of the series, the instructor indicated that the twelve programs had been designed to present information relative to the growth

and development of the preschool child in an effort to increase parental understanding of the child, and to present information concerning the responsibilities of the parent.

Various sources had indicated that one of the major concerns of the family was the desire for the family to provide a better environment for the growth and development of each individual. The instructor used the two ways suggested by Duvall,⁷² in an effort to help the family to provide a better place for growth and development: (1) to increase individual competencies, and (2) to increase the strength of the family as a unit. In an effort to increase individual competencies of parents, the writer indicated that information was to be presented in subsequent programs designed to increase the parental understanding of the growth and development of the preschool child.

In an effort to foster better understanding of the family, the instructor presented information concerning the responsibilities of the family and its development since a better understanding of these seemed basic to strengthening the family.

The nine responsibilities the family needed to assume were those suggested by Duvall:⁷³ (1) to have a home to call

⁷²Duvall, loc. cit.

⁷³Ibid.

its own, (2) to develop satisfactory ways of getting and spending money, (3) to develop mutually acceptable patterns of who does what, (4) to have a continuity of mutually satisfying marriage relationships, (5) to have an open system of intellectual and emotional communication, (6) to develop workable relationships with relatives, (7) to develop ways of interacting with associates, friends, and community organizations, (8) to have competency in bearing and rearing children, and (9) to develop a workable philosophy of life. In discussing each of these, it was noted that the achievement of the tasks was not permanent but was related to the stages of the family life cycle.

In presenting information concerning the development of the family, the instructor cited the eight stages of the family cycle: (1) the beginning family, (2) the child bearing family, (3) the family with the preschool child, (4) the family with school children, (5) the family with teenagers, (6) the family in the launching stage, (7) the family in the middle years, and (8) the aging family. Special emphasis was placed on the family with preschool children as the content in this series was designed for parents in this group. Relationships between the stages of the family cycle and tasks discussed earlier in the program were pointed out.

Although the programs were primarily designed for parents with preschool children, the instructor noted that

some of the principles to be used concerning the physical, social, emotional, and mental growth and development of the child would have implications for all parents.

The instructor presented the title and an indication of the content of the eleven remaining programs: From Toddler to Preschooler, A Child Learns, Emotional Development, Playing is Learning, Health and Safety, Routines for Children, Clothing for Your Child, Children's Books and Records, Guiding the Child, Getting Ready for School, and "A Summary".

Examples of some general reference materials that parents could easily obtain were shown. The instructor indicated that specific references would be given in some of the following programs. In conclusion, the main points of the program were summarized, and the program for the following week was briefly outlined.

Video Description

During part of the first program, the instructor was assisted by an announcer. In the remaining part, the instructor presented the content by illustrated talk using various graphic arts. For the program, an informal type set was used which included a book case and desk in the background and two chairs and a small table in the front for the participants to use.

The graphic arts the instructor used in presenting the program were still pictures, including slides and black and white photographs, and a chart. The slides were shown from the visual room and the black and white photographs were shown from the studio by stage personnel. The chart was placed on an easel and rolled on the set just before the instructor needed it.

For this particular program, the titles were written on the blackboard. Still pictures were used to illustrate the responsibilities of the family with a separate picture illustrating each. The eight stages of the family cycle were illustrated by a circular chart that was divided into eight parts with each part representing one of the stages. A reproduction of this chart has been included in Appendix B. First, the entire chart was shown and then, each section was shown individually. The various areas of growth and development were illustrated with still pictures. To show examples of some books and pamphlets which parents could use, the writer placed them on an easel on the table beside her.

II. PROGRAM TWO: FROM TODDLER TO PRESCHOOLER

In the second program which was designed to present information concerning the growth of the child, emphasis was placed on the physical growth, though references were made to mental, social, and emotional growth. Definitions of

terms to be used in the discussion were presented and still pictures were used to illustrate them.

The content of the program was primarily based on four principles of growth which were superimposed on the receiver screen as each was discussed. These four principles were: (1) growth is a continuous process, (2) each child is an individual, (3) all aspects of growth are interrelated, and (4) the child must be considered as a whole. Still pictures were used to illustrate the first two principles and charts were used to illustrate the last two.

Still pictures were used in noting the indications of growth and some of the factors which influenced growth. The characteristics of the toddler and preschooler were presented by superimposing each characteristic over still pictures that illustrated it.

In summarizing the program, the instructor repeated the principles of growth and cited implications these seemed to have for parents. Comments were made concerning the content for the following program.

Audio Description

For the benefit of the viewer, several terms were defined which were to be used in the program. A toddler was defined as a child between fifteen or eighteen months and two and a half years. The preschooler was defined as the

child from two and one-half years to six years. It was established that in this program and in the following ones growth would be considered in a twofold manner: (1) growing in size and (2) growing up or maturing.

Four principles related to the growth of the child were presented and implications which these seemed to hold for parents were noted. These principles were: (1) growth is a continuous process, (2) each child is an individual, (3) the child must be considered as a whole, and (4) all aspects of growth are interrelated.

The first principle that was presented was that growth was a continuous process. An example which was cited that seemed to illustrate this principle was the way the child learned to walk through continuous muscular growth, development, and coordination. The second principle presented was that each child was an individual. The differences in rate of growth and development of children were cited as examples of individuality. It was emphasized that since a range of what was normal existed within the patterns of growth, the parents should consider the patterns of growth as guides and not definite rules. It was pointed out that variations in heredity and environment of children existed even within the same family. These individual differences of children should be recognized more by those who lived and worked with children.

The instructor endeavored to emphasize to the parents that the total growth of the child needed to be considered. In stressing total growth, she noted that all aspects of growth were interrelated and that they needed to be considered as an entity. The difficulty of trying to consider any one aspect of growth of the child without relating it to the others was stressed by indicating the importance of physical, mental, emotional, and social growth and the interrelationships that existed among these four aspects of growth.

Certain indications of growth which parents needed to become aware of were suggested. Since physical growth was easier to recognize than social, mental, or emotional growth, it was noted that parents seemed to put more emphasis on the indications of physical growth and less on those in the other areas. The behavior of the child was cited as one indicator of growing up or maturing, which included social, mental, and emotional growth. Parents frequently were not aware of behavior as an indication of growth and they sometimes excused it in some manner rather than trying to see it as growth.

It was pointed out that it was not necessary for parents to make children grow but that certain influences -- home, community, school, and friends -- did affect growth. The instructor suggested that by accepting the child as an

individual and endeavoring to understand the patterns of development, it seemed to be possible to make a more positive influence on the growth of the child.

Some of the characteristics of the first year of life were briefly stated to provide a basis for discussing the characteristics of the toddler and of the preschooler. The characteristics which were discussed during this program were primarily related to physical growth.

The principles used in the program were repeated in summarizing the content and implications which they seemed to have for parents were indicated. A brief overview of the next program was presented in the conclusion of the program.

Video Description

Using a set similar to the one used in Program One, the instructor presented the content by an illustrated talk. Graphic arts, including still pictures, charts, and superimposition cards -- eleven by fourteen inch black cards lettered in white -- were the main type of visuals used. In this program and in the succeeding ones, all still pictures, unless otherwise indicated, were black and white photographs printed crosswise on four by five inch paper in order to better frame the pictures on the receiver screen.

The instructor used still pictures to illustrate the definitions of growth, the individuality of the child, the

continuous process of growth, the indications of growth, and the characteristics of the toddler and the preschooler. Superimposition cards were prepared for the title, for each of the principles of growth, and for each of the characteristics of the toddler and preschooler. This title card was used in this program and in the succeeding ones. The principles were superimposed on the screen as the instructor discussed each one and the different characteristics of the child were superimposed over the pictures illustrating each.

A circular chart on which the four aspects of growth -- physical, social, mental, and emotional -- were printed was prepared for use in this program. As each of the aspects of growth was discussed the portion of the chart illustrating it was shown, and then, the entire chart was shown to indicate the difficulty of attempting to consider any aspect of the growth process without relating it to the others. A puzzle of the gingerbread boy was used to further illustrate this difficulty. The instructor showed that it took all pieces of the puzzle to make the gingerbread man, and in the same way when thinking about the growth of the child, one needed to consider all four aspects of growth.

A large chart, made up of four pictures at the top illustrating the physical environment -- climate, food, rest, and exercise -- and three pictures at the bottom, illustrating the emotional environment -- climate of love, discipline,

intellectual experiences -- with the reciprocal interaction between the two environments noted with lettering, was prepared to indicate the interrelationship of the aspects of growth. A reproduction of this chart has been included in Appendix B. As the relationships of the aspects of growth were discussed, the entire chart was shown, then one of the cameras was panned across the top portion, down to the bottom, and across to illustrate the discussion.

Except for the puzzle which the instructor showed on the set, all the visuals used in this program were graphic arts shown from the studio by stage personnel.

III. PROGRAM THREE: A CHILD LEARNS

Principles related to learning, ways the child learned, influences affecting learning, and some ways parents might help their children learn were presented in the content of the third program by an illustrated talk. This program was designed to promote a greater understanding of the learning process.

Since some of the principles used in the preceding program on growth were related to learning and were used in this program, a relationship between growth and learning was noted. Again in this program, the principles were superimposed on the receiver screen as the instructor presented each one.

The continuous process of learning as the child grew was noted, and the interrelationship of the aspects of growth and the individuality of the child were discussed as it seemed to be related to learning. Various influences exerted upon learning were cited and illustrated by a pamphlet from the Mental Health Association. The instructor then, presented some ways the preschool child learned and indicated some opportunities which parents could provide to stimulate learning.

Certain achievements the child usually began to acquire prior to and during the preschool age were illustrated by still pictures. These achievements although not completed formed a basis for further development. Since the learnings achieved at this stage were of such importance, the need for parents to become more aware of factors related to learning was emphasized as the instructor summarized the content of the program. In closing, plans for the following program were presented.

Audio Description

First, a relationship between learning and growing was established, since the instructor was relating some of the principles used in the previous program on growth to the process of learning in this program. In considering growth in the twofold manner established in the preceding program,

a strong interrelationship between learning and growing seemed apparent.

In illustrating the continuous process of learning, the instructor pointed out the developmental tasks, various achievements, that the child needed to reach at each stage of development.

The importance of developing a better understanding of how the child learned and an awareness of his development seemed to merit discussion in helping the parents to make a more positive influence on the learning of the child. In endeavoring to promote a better understanding of learning, the instructor indicated the importance of accepting and respecting the child as an individual, in considering his total growth, and in noting the relationship of the various aspects of growth.

Although the influence of the parent was of great importance in the life of the preschool child, others including sibling and others living in the home, as well as neighbors and playmates also seemed to influence the child's learning. As the child grew, these influences became greater and more complex.

In an effort to help parents better understand learning and to be better able to provide opportunities for learning, the instructor presented three ways that the preschool child learned: (1) exploring, (2) doing for self,

and (3) imitating. She suggested some opportunities that parents could use in providing experiences in each of these ways of learning.

The developmental tasks the child needed to acquire were presented in the latter part of the program. First, those the child began to achieve during the years prior to the preschool period were noted. These were to learn to manage his body effectively, to be aware of himself as an individual, to develop a means of communication, to love and to be loved, and to adjust to other people. These formed a basis for the achievements the child needed to acquire during the preschool period: to continue to learn to use his body, to develop communication, to learn more about self, and to acquire social skills as he adjusted to others; and to begin to learn more about the world about him, and to gain an understanding of right and wrong.

Since the preschooler seemed to acquire more knowledge than was gained during any other period, the importance of parents trying to exert positive influence on the learning of the preschool child was stressed. In closing, the instructor summarized the content of the program and commented briefly on the topic to be discussed in the next program.

Video Description

Again, the illustrated talk was used in presenting the program. The set was changed to a small desk for the instructor to enable her to show pictures and other materials from the set. Visuals for this program were graphic arts, including superimposition cards, still pictures, and a pamphlet.

As the writer discussed the principles related to learning, each principle was superimposed on the screen as had been done in the previous program, using the same cards that had been prepared for the preceding program. The instructor showed still pictures to illustrate changes in learning that occurred as the child grew, the ways the preschool child learned, and achievements he needed to accomplish.

The pamphlet used to illustrate some of the influences of the environment and the needs of the child was also shown by the instructor. First, the entire pamphlet was shown and then, as the instructor pointed to each part, the camera was focused on that part.

IV. PROGRAM FOUR: EMOTIONAL DEVELOPMENT OF THE CHILD

In the fourth program, the instructor used the illustrated talk to present information designed to promote a better understanding of the emotional development of the

child. As in the two preceding programs, the importance and interrelationships of the four aspects of growth were discussed, but in this program, the emotional development was emphasized.

Using a pamphlet from the National Mental Health Association, the instructor showed needs of the child which parents and those working with children should recognize and endeavor to fulfill. An emotional environment providing for these needs was an important way that the parent could help in influencing more healthful emotional development.

To indicate what could be done in helping to foster healthful emotional growth, the instructor used the Mid-Century White House Conference Pledge, and as she read each portion of the Pledge, that portion was shown on the receiver screen enabling the audience to read along with the instructor.

In concluding the program, the instructor presented some opportunities which all have in helping children to grow emotionally. Plans for the content of the next program were then stated.

Audio Description

The information presented concerning the emotional development of the child seemed to be applicable to all parents, although it was primarily designed for parents with preschool children. The interrelationship of physical,

emotional, mental, and social growth as well as the importance of the early development in each of these areas were discussed during this program. The tremendous opportunity parents had in helping their children to develop was stressed as the instructor talked about the importance of a healthy emotional environment in sustaining and promoting growth. The need for parents to endeavor to provide an environment which would fulfill the needs of the child for love, security, acceptance, faith, control, guidance, independence, and protection was emphasized during the program.

In noting that behavior was an indication of the emotional development of the child, the instructor suggested that the child who seemed healthy and happy generally was developing in a satisfactory manner. Too often, unacceptable behavior was excused rather than viewed as a possible indicator of a need in the emotional development of the child. Just as parents watched the physical development and tried to provide the proper care for the various physical needs, they also needed to watch for emotional development and to provide for the needs of emotional growth.

To note the interrelation of the areas of growth, the instructor pointed out that without a healthy emotional environment even the best opportunities could not promote healthful development. The examples parents and those

working with children set was shown to be important in the emotional environment.

The development of the emotions -- fear, love, excitement -- were talked about in this program. The need for a healthy emotional environment providing for the basic needs of the child and for good examples was indicated as important in fostering the development of the emotions.

The Mid-Century White House Conference Pledge was incorporated in the content of this program since the instructor believed that the Pledge indicated ways that all who worked with children could help in creating an environment that would foster healthful emotional growth. In conclusion, a brief summary of the program was presented, and comments about the topic for the following program were made.

Video Description

Again, the illustrated talk was used in presenting the content of the program, and the set was almost the same as that used in Program Three. Graphic arts, including still pictures, a pamphlet, and written material, were used in illustrating the content.

Still pictures were shown by the instructor to illustrate the interrelationship of the four aspects of growth and development. She showed a pamphlet to illustrate the emotional needs of the child.

Each portion of the White House Conference Pledge had been written with black letters on white cards. As the instructor read each portion of the Pledge, one of the stage personnel showed the card on which that portion of the Pledge was written enabling the audience to read along with the instructor. An example of the way these cards with the parts of the Pledge on them were prepared has been presented in Appendix B.

V. PROGRAM FIVE: PLAYING IS LEARNING

The fifth program in the series was designed to help the parent toward a better understanding of the importance of play to the child. A combination of the illustrated talk and group participation was used in presenting information related to the value of play, types of play, criteria for selecting playthings, and types of playthings. The instructor presented the illustrated talk, and three children participated in various creative activities during the program.

The value of play and the need to select playthings carefully were emphasized in the first part of the program. Four criteria were suggested which seemed of value in selecting playthings. These were related to some of the characteristics of the preschool child. To emphasize these criteria, each was printed on a white card in black so that

they could be shown on the receiver screen as each criterion was discussed.

Four types of play and their value were discussed: (1) creative, (2) dramatic, (3) active, and (4) quiet play. More emphasis was placed on the creative play, and the preschool children who took part in the program illustrated the use of several types of creative materials.

Playthings for different types of play were suggested. Toys were shown and discussed in relation to the criteria that had been suggested for their selection. The instructor also suggested some play materials that could be made at home, such as paste, playdough, and fingerpaint.

In the final part of the program, the important points of the program were summarized, and plans for the topic of the following program were presented.

Audio Description

This program was developed to present content related to the ideas that playing was learning, that it was an important part of growth, that it was not just to get the child out of the way, and that it was not just a waste of time. Ways that play aided in the physical development of the child in promoting muscular development and coordination, good appetites, and healthful sleep were indicated. Its importance in the social, emotional, and mental development were stressed. Actually, play could be referred to as the work

of the child. Since it could be considered his work, it was emphasized that he needed carefully selected tools or playthings.

Four criteria were suggested as guides in the selection of playthings: (1) is it safe, (2) is it sturdy, (3) is it stimulating and challenging, and (4) does it provide opportunity for physical, social, mental, or emotional growth? The characteristics of the preschooler were discussed in relation to these criteria. The instructor noted that since the child is curious he needed toys that were safe and sturdy to withstand his intense curiosity. Since he was creative, he needed things which were challenging and stimulating to his creativity. The child at this age was active and interested in friends. Because of these characteristics, the child needed playthings which provided for physical activity and which could be used in social interaction.

Since different types of play seemed to stimulate various learnings, the need for parents to make provision for these types of play was discussed. Various activities which could be provided in creative, active, dramatic, and quiet play as well as the value of these types of play and the value and use of various types of playthings were presented. Some of the play materials suggested could be

made in the home, for example, playdough, paste, and finger-paints. Some of the play materials suggested were items not generally considered to be playthings, such as dress up clothes and macaroni to string and paint. Some of the playthings presented were toys selected in accordance with the criteria that were presented. In summary, the importance of play was re-emphasized, and comments concerning the topic of the following program were made.

Video Description

A combination of group participation and illustrated talk was used in presenting the information about play and play activities. Two sets were used in the presentation: (1) a small table and three chairs for the children participating in some creative activities were on one set and (2) a chair and small table for the instructor to use were on the other set.

A few graphic arts -- white cards lettered in black -- were used as visuals in this program. The criteria for selecting toys and the way to prepare playdough and paste were presented in this manner. The cards were shown by stage personnel at the appropriate time during the discussion. Various play materials and toys were used as visuals. Materials for creative play were shown from the first set where the children were participating in the creative

activities. Other play materials were presented by the instructor from the second set.

During the program, it was necessary for the instructor to move three times from one set to the other. At the opening of the program, she was on the first set with the children. From this set, she introduced the children and talked a little about the value of play. Then, she went to the second set and presented information about the types of play and the selection of playthings. When discussing creative play she returned to the set where the children were participating in the creative activities. Then, as she presented the types of playthings and concluded the program, she went back to the second set. During the moves from one set to the other, the camera was focused on the children at play.

VI. PROGRAM SIX: HEALTH AND SAFETY

In the sixth program, the instructor used an illustrated talk in presenting information concerning health and safety of the preschool child. For this program, health was defined as the physical, social, mental, and emotional well being of the individual. Using a pamphlet to show the effect of the fulfillment of the child's needs on his health, the instructor indicated ways the parents could promote better health.

Audio Description

The instructor noted persons and groups other than parents who were working together to promote better health for all children. Through this working together, doctors, nurses, public health departments, and researchers had been able to make better health possible for many.

A chart was used to emphasize the strides made in the prevention, treatment, and cure of disease in comparison to those that had been done in making the home safer. Using a doll house to show various areas of the home, the instructor discussed and illustrated the areas in the home where accidents most frequently occurred. She indicated what type of accidents occurred most frequently and what could be done to improve safety in the home. In summary, good health and safety habits were emphasized as having great value in helping children to live healthier and safer lives.

Video Description

From a set similar to that used in Programs Three and Four, the instructor presented the information concerning the health and safety of the preschool child by an illustrated talk. She used a doll house and some graphic arts including pamphlets and a superimposition card in illustrating the program content.

Pamphlets were used to illustrate some of the health and safety habits that needed to be established and to

illustrate how parents could help promote better health. A chart from one of the pamphlets was used to show the contrast in the accomplishments made in the prevention, treatment, and cure of disease and those made in preventing accidents. Since the pamphlets used were designed to promote a better understanding of health and safety, the instructor suggested that parents might want them and showed how to obtain them by superimposing the address to use in writing for them on the receiver screen.

As the instructor indicated the areas of the home where various types of accidents occurred, each room of the doll house was shown. At the same time, she also discussed what could be done to prevent some of these accidents.

VII. PROGRAM SEVEN: ROUTINES

A short skit, enacted by a father, mother, and preschool child, illustrating the bedtime routine was used as a starting point in presenting an informal talk about the routines the child needed to establish. It was the desire of the instructor to present information concerning the routines the child needed to establish and make suggestions that would be helpful in promoting the establishment of the routines of bedtime, dressing, toileting, and eating.

Since the bedtime routine was enacted, some of the suggestions to improve attitudes toward routines and to help

establish them were related particularly to the bedtime routine although the same suggestions could be related to the other routines just as effectively. The attitudes of the parents toward routines, providing sufficient time for the various activities, and having facilities the child could manipulate were ways cited which seemed of value in helping the child to perform the routines.

In helping the child with the routines, it was noted that the parent needed to be alert to the well being of the child and to endeavor to provide for the fulfillment of his needs. The main points of the program were summarized, and the next topic to be discussed was noted as the program went off the air.

Audio Description

In discussing certain routines the preschool child needed to establish, the instructor presented suggestions she hoped would promote the development of routines. A better understanding of the child was noted to be of value in helping the child perform the four routines discussed in this program: (1) bedtime, (2) mealtime, (3) toileting, and (4) dressing.

A skit was used as the starting point in the discussion of bedtime. In the discussion that followed the skit, the instructor suggested that a regular bedtime, enough time to

get ready for bed, a pleasant way of announcing bedtime, and healthful attitudes of the parents were ways the parents could help children to perform the bedtime routines. Enough time to get ready for bed was noted to include not only getting night clothes on but also getting ready for rest through quiet activities just before bedtime. A story was suggested as an activity which could be used in helping the child get ready for bed.

Some of these same ways of helping children perform the routine of bedtime were related to dressing, toileting, and mealtime. Others were also suggested. The instructor emphasized the value of enough time to perform the routine, a pleasant attitude of the parents, and a pleasing way of announcing what was to be done. In addition, she suggested that the child needed clothes that he could manipulate and facilities which he could use to enable him to do things for himself, a desire which was characteristic of the preschooler.

The responsibility of parents in helping the child to perform routines and to help promote more healthful attitudes toward them were summarized in the closing part of the program. During the discussion of the content of the program, the instructor was interrupted twice for the presentation of parts of the skit which was designed to illustrate the bedtime routine. Once, the father and child returned to the set to tell the mother, "good-night," and the second

time, a switch was made to another set to show the father reading to the child, a part of the bedtime routine.

Video Description

The instructor used a combination of a short skit and an informal talk designed to promote better understanding of the routines the child needed to establish. Two sets were necessary in producing this program: (1) a living room scene using a sofa, coffee table, and end table and (2) a large chair in a different area. The first set was used during the opening of the program for part of the skit and for the informal talk. The second set was used in the portion of the skit when the father read to the son.

To illustrate the bedtime routine, a short skit was presented in the opening portion of the program. In announcing bedtime to a preschool child who was playing in the living room, the mother told the child that it was time to put his toys away. Then the father took the child to get him ready for bed. The instructor, who had participated in the skit then discussed part of the material related to the bedtime routine. The father brought the child back onto the set and talked briefly with the mother before they went to the other set to read a story to illustrate how stories could be of value in helping the child get ready for bed.

As the other routines were discussed, varying shots of the instructor were shown to prevent sameness as no other

visuals were used in this program. In the closing minutes of the program, the father and son returned to the set with the instructor.

VII. PROGRAM EIGHT: CHILDREN'S CLOTHING

In the eighth program, the instructor used an illustrated talk in presenting information which hopefully would help parents in selecting clothing for their preschool children. Many items of clothing that had been carefully selected were used to illustrate certain criteria that seemed to be of value in the selection of clothes for the preschool child.

In noting the importance of clothing in the development of the child, the instructor showed how proper fitting and ease of handling of clothing tended to promote better development. Various characteristics of the preschool child were discussed relative to the selection of his clothing.

The content of the program was briefly summarized before going off the air. The instructor expressed appreciation to the company that allowed her to use the clothing in illustrating the content of the program.

Audio Description

The curiosity, the continuous activity, and the desire to do things for himself were some of the characteristics of

the preschool child discussed in this program and related to the selection of the clothes for the child. Through carefully selected clothes, parents could aid in helping the child to develop. Since improperly fitted clothing tended to hamper activity and clothing difficult to manage made it hard for the child to learn to do for himself, parents needed to be particularly careful in the selecting of clothes for the child. It was noted that through consideration of the characteristics of the child, particularly those previously mentioned in the content of this program, and through considering the needs of the individual child, parents would be able to select clothing more suitable to each.

In selecting clothes for the preschool child which would not restrict nor hinder his activity, the neck, armholes, legs, and crotch were points that needed special consideration. In selecting clothes for the child, his rate of growth needed to be considered, but clothes that were too big seemed to make the child clumsy and hinder his activity. Allowances for growth needed to be made by using large hems, a second row of buttons or snaps, or adjustable straps rather than by clothes that were too big.

The instructor suggested that clothes for the child needed to be durable, washable, of non-irritating fabrics, and easy to care for. These criteria for selecting clothes

were restated for emphasis in the summary. In closing, the instructor acknowledged the company that permitted her to use the clothing.

Video Description

In the single set used in presenting the illustrated talk on clothing for the preschool child, many items of children's clothes had been placed on a large desk. The instructor stood behind this desk so that she could point to the articles of clothing used to illustrate the criteria that were suggested for the selection of clothes for the preschool child.

As various criteria which needed to be considered in selecting clothing for children were noted, the instructor emphasized these by showing clothes for the child that illustrated the criteria being discussed. Since some of the items to be used were to the side of the set, just prior to their use, one of the stage personnel handed the item of clothing to the instructor. As the clothing was handed to the instructor, the camera was focused on other illustrative material.

IX. PROGRAM NINE: BOOKS AND RECORDS

The combination of an illustrated talk and group participation was used in presenting the ninth program which

was designed to help parents in understanding the value of books and records in the development of the child and to suggest certain criteria that seemed of value in the selection of books and records for the preschool child. The instructor used books and records in presenting the illustrated talk. Three children took part in the portion of the program presented by group participation.

In the first part of the program, the instructor presented information related to children's literature. Some of the values of various types of books were suggested. Several criteria that seemed of value in the selection of books were noted and illustrated as the instructor showed several carefully selected books. To further illustrate some of the criteria that were suggested, the instructor read a story to the children who participated in the program. She held the book so the children could see the illustrations and at the same time a camera could be focused on each page to enable the audience to follow the story.

In the latter portion of the program, the instructor presented the value of records as well as some of the types of records and certain criteria for their selection. Some of the criteria suggested for use in selecting books were discussed again but this time were related to the selection of records. The instructor played a record for the children during this part of the program. The children participated

in the activity suggested in the record. In concluding the program, the main points of the program were summarized and comments were made about the topic of the following program.

Audio Description

The information discussed in this program was concerned with the selection and use of books and records for the preschool child. In a preceding program, the instructor had suggested that books and records were some of the materials that could be used in quiet play. This use was again briefly discussed and the value of quiet play was emphasized. The values of books and records in promoting the language development of the child and in helping him learn about the world around him were discussed. In addition to these values of books and records, the instructor noted that the contact between the parent and child as parents read to their children seemed of value in emotional development. In the first portion of the program, these values were related to the use of books and in the final portion, to records.

Because of the value of books for preschool children, the instructor emphasized that the careful selection of books for the child was of great importance. She suggested that the individuality of the child, his mental age, his interests, and his experiences were points to be considered

in selecting books for children, since books which were desirable for one child might not be suitable for another even though they were the same sex and age.

The instructor noted some of the types of books available for children and pointed out that the kind of book seemed to be important in the selection of books for the preschooler. Two characteristics of the preschool child -- his intense curiosity and the development of language -- seemed to be of value in choosing the type of book for the child. Because of his curiosity, books or stories needed to be used to help the child learn about his world, which would include animal and experience related stories. Picture books as well as various stories helped to promote language development.

Through careful selection of books, new and varied learnings could be fostered. In addition to the criteria already suggested, the individuality and characteristics of the child, the instructor suggested that books needed to be worthwhile, to be child-like, desirable throughout, well illustrated, and durable.

The values and suggestions for selecting records were presented in the latter part of the program. Like books, records needed to be suitable to the interest of the child, to be childlike, and durable. Various types of records including stories, music, and action records were suggested

to be of value to the child. The instructor played a record that suggested various activities for the children to do. The children who were participating in the program took part in these activities. The opportunities for development which were provided through the use of books and records were re-emphasized in the closing part of the program.

Video Description

In the presentation of this program, the instructor talked informally to the audience, read a story to the children, and played records with them, using a combination of the illustrated talk and group participation. Two sets were used in this program: (1) a set for the instructor to use in presenting the illustrated talk which included a desk with various books and records on it and (2) the set for the children who were taking part in the program which included a low table on which several books had been placed for them to use. The program began from the second set. Each child was introduced and then the instructor began the presentation of the content of the program. As the presentation of content began, the cameras were switched from the set where the children were seated to the set where the instructor was.

The information about the value of books, the types of books, and suggestions for their selection was illustrated by using various books during the discussion. To further

illustrate these suggestions concerning the selection of books, the instructor went to the set where the children were seated and read a story to the children. As she read the story, she held the book so the children could see the pictures and at the same time the camera was focused on each page so the audience could follow on the receiver screen.

To present information about records, the instructor returned to the first set and showed some records for children as she was discussing their selection and use. To illustrate how records could be used with children she went back to the second set and played an action type record for the children who participated in the action suggested in the record.

X. PROGRAM TEN: GUIDING THE CHILD

The tenth program designed to help parents better understand some of the principles of good guidance was presented by a combination of a short skit at the opening of the program and an illustrated talk. The skit was used to form the basis for beginning the discussion.

The instructor endeavored to clarify the term guidance for the audience, particularly as it was used in this program. She used pre-recorded comments of several individuals relative to the meaning of guidance in defining the term. In addition, the instructor established the way

the term was to be used in the program.

A better understanding of the child and of those who worked with the child was noted as basic in making use of positive guidance in directing the child. Some ways of positive guidance were suggested: a better understanding of the growth process, provisions for the basic needs of the child, the prevention of difficulties, giving of assistance when needed, and preparation ahead of time for certain experiences.

Using a series of pictures that showed various activities of the day of a young child, the instructor noted how positive types of guidance could be used with the child during some of the various activities that take place during the day.

Audio Description

A short skit prepared for this program in which two mothers were talking together about a discipline problem was used as a starting point for the illustrated talk on guidance. In the opening portion of the program, the instructor noted that a better understanding of the child, of the parent, and of others who influenced the child as well as a recognition that the parent was human seemed of great value in guiding the child.

Early in the discussion, the clarification of the

term guidance seemed to be important. A tape recording of several people defining guidance had been made for this program. It was used in an effort to define the term. Since the term discipline was frequently used to denote punishment, the instructor used the term guidance in presenting information relative to guiding and directing the child in a positive way. It was the desire of the instructor to help the parents in guiding the child toward a more healthful development.

The individuality of the child, the need to consider the total growth of the child, and the interrelationships of the various aspects of growth were stressed as being important in developing a better understanding of the growth of the child and of his needs. This understanding seemed basic in making use of the positive types of guidance. Making provisions for the needs of the child -- physical, emotional, mental, and social -- were noted to be important in guiding the young child.

The value of some of the types of positive guidance was discussed. It was suggested that the prevention of difficulties could be aided by providing for the well being of the child, giving assistance when needed, and preparing ahead of time for new experiences. Ways the parent could use these positive types of guidance were indicated in discussing the activities that might occur during the day.

In conclusion, the importance of a healthful emotional environment was noted and the topic of the next program briefly discussed.

Video Development

In presenting this program, one set was needed for the presentation of the skit and another one for the instructor to use in presenting the illustrated talk. A living room scene was used in the set for the skit and the other set was similar to those used in preceding programs presented by illustrated talk.

As the program opened, a skit presented by two mothers was shown. As they discussed a discipline problem, the camera was focused on the one who was talking. Following the skit, the instructor presented an illustrated talk on guidance. In defining the term guidance the instructor used a tape recorder to play back definitions that had been recorded earlier for this program. The camera was focused on the tape recorder as it was being played.

The instructor used a series of still pictures to illustrate the activities that might be included in the day for the young child. She suggested how and when some of the types of positive guidance could be used as she showed the pictures.

XI. PROGRAM ELEVEN: GETTING THE CHILD READY FOR SCHOOL

In the eleventh program designed to present information concerning ways the parent and others could help in getting the child ready for school, a nursery school director, a kindergarten teacher, a public health nurse, and the instructor presented a panel discussion. First, the instructor introduced the guests and then, she presented information concerning the growth and development of the child. She also suggested some of the ways parents helped in getting the child ready for school long before the school age.

The nursery school director and the kindergarten teacher discussed the value of school for the preschooler, things to look for in selecting the nursery school or kindergarten, and activities included in a nursery or kindergarten day. Some of the similarities and differences of the nursery school and kindergarten were indicated.

The public health nurse noted that the health department aided the parent in helping to get children ready for school through preschool clinics, inoculations, and pamphlets and books available from the health department. These pamphlets and books were designed to foster a better understanding of the child. She showed some of these materials and told how the parents could obtain them. In

closing, the instructor summarized briefly the main points of the discussion.

Audio Description

In this program, three people assisted the instructor in presenting a panel discussion on getting the child ready for school. The instructor noted how continuous growth was related to getting the child ready for school by referring to the learnings and attitudes the child had acquired before entering school. The acquisition of these learnings and attitudes prior to school seemed to evidence certain responsibilities on the part of parents as they were his earliest guides, educators, and examples in promoting healthful physical, social, mental, and emotional development.

In noting that school started for children at different ages, the instructor pointed out that most children started to school when they entered the first grade but some started in kindergarten and still others began in nursery school. Whenever the child started to school, the influences exerted on him became more complex. One implication which this seemed to have for parents was that they needed to help the teacher in promoting more positive influences through helping her to understand the child and through co-operating with her.

The nursery school director and kindergarten teacher

discussed some of the values of the nursery school and kindergarten, what to look for in selecting a school for the preschool age child, and some of the experiences and activities provided in the nursery or kindergarten. They discussed some of the similarities and differences of the nursery school and kindergarten.

The public health nurse assisting in the discussion said that the Health Department could aid parents in getting the child ready for school in several ways. She discussed the preschool clinics which were held in the various schools in an effort to help parents get the child ready for school, the materials available to the parent that were designed to promote a better understanding of the child, and immunizations that were necessary for school entrance. The instructor concluded the program with a brief resumé of the content that was discussed so as to emphasize how parents and others could aid in helping the child get ready for school.

Video Description

In this program, the instructor, nursery school director, a kindergarten teacher, and a public health nurse presented a panel discussion on getting the child ready for school. The discussion was presented from a single set on which a sofa, two chairs, and a coffee table had been placed. Since the program was a panel discussion, few visuals were

used. Those visuals that were used were presented by the public health nurse to show some of the materials available to parents from the Health Department.

As the program began, all participants in the discussion were shown. The cameras were then moved in to show close ups of each individual as she discussed her portion of the content. Several times during the program as the participants were talking together, the entire group was shown.

XII. PROGRAM TWELVE: IN SUMMARY

In the twelfth and final program, the instructor presented a review of the main points that had been discussed in preceding programs with particular emphasis on the parent-child relationship. Portions of the program were presented by short skits that involved parent and child relationships. These were used to illustrate some of the points the instructor was emphasizing.

Implications that some of the principles that were discussed in earlier programs seemed to hold for parents were noted as the instructor reviewed the topics that had been discussed in previous programs. Three short skits were used in illustrating these implications.

The instructor repeated the use of the Mid-Century White House Conference Pledge in this final program to

emphasize some of the ways that parents and all who worked with children could aid in promoting the development of the child. As in the earlier program when the Pledge was used, each portion of the Pledge was shown on the receiver screen as the instructor read that particular part.

In the final part of this program, the instructor expressed appreciation to all those who had helped in making the programs possible.

Audio Description

Throughout the twelfth and final program, principles that were discussed during preceding programs in the series were noted with an emphasis on the relationships between the parent and the child. The responsibilities that parents had in providing a home, material things, satisfactory relationships, and in providing a basis for building a philosophy of life were discussed again.

The influence of the parent on the development of the child was discussed. The instructor cited examples of this influence for emphasis. The importance of the relationship between parent and child was stressed by the presentation of three skits that involved these relationships. The first skit that was presented showed the parents as they talked with the child and played a record that was related to a recent experience the child had had. In the second skit,

the father was shown as he read the child a story that was related to the experience discussed in the first skit. In the third skit, the father and child were shown as they played together. In the discussion, the instructor noted that the relationships between the parent and the child affected the four areas of development that had been discussed in several of the programs.

The need to promote healthy relationships was emphasized throughout the review of the topics that had been discussed during the series. In emphasizing ways that better relationships could be fostered, the instructor repeated the use of the Mid-Century White House Conference Pledge.

In the final part of the program, the instructor expressed her appreciation to those who had worked with her in the presentation of the programs. She also acknowledged those who had been in the audience.

Video Description

A combination of an illustrated talk by the instructor and of three short skits that showed relationships between the parent and child were used in the presentation of this final program. Two sets were used in the program: (1) a living room scene on which a table, sofa, and some toys had been placed and (2) a play area with more toys and a chair

for story time and play time. In the first set, the parents were shown as they talked with the child and played a record related to a recent experience of the child. The illustrated talk was also presented from the first set. The second set was used in presenting the other two skits, the one that showed the father reading a story to the child and the one that showed the father and child as they played together.

The only graphic arts used in the program were the white cards lettered in black on which the parts of the White House Conference Pledge were written. These had been used in a previous program. They were shown by one of the stage personnel as the instructor read the Pledge.

The program began with the child and his parents playing a record and talking about a recent experience. The father and son left the set to find a story related to the experience. While they were out of the set, the instructor presented a review of some of the principles of previous programs. As she indicated some of the values of books, the camera was switched to show the father as he read to the child. Following this scene, the instructor continued the discussion. When she pointed out the value of play and the relationships of the parent and child as they played together, the camera was switched to show the father and son as they played together.

As the instructor read the White House Conference

for story time and play time. In the first set, the parents were shown as they talked with the child and played a record related to a recent experience of the child. The illustrated talk was also presented from the first set. The second set was used in presenting the other two skits, the one that showed the father reading a story to the child and the one that showed the father and child as they played together.

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As the instructor read the White House Conference

Pledge, each portion of it was shown on the receiver screen as that particular part was being read. The father and son returned to the set during the conclusion of the program. The instructor expressed appreciation to all who helped in the programs as the program was going off the air.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

A summary, conclusions, and implications for further study that seemed to be indicated from this study were presented in this chapter. In the summary of the twelve educational television programs that were developed and produced for this study, the writer summarized the development of the content, the selection of the types of presentation, and the production of the series.

The conclusions gleaned from the study were divided into three sections: (1) the conclusions related to the total series, (2) the conclusions related to the content of the programs, and (3) the conclusions related to the presentation which included visuals and types of presentation.

In the final part of this chapter, the writer noted some of the implications from this study that she believed merited further study or exploration.

I. SUMMARY

The purposes of this study included the development and production of a series of twelve educational television programs. These programs were designed to present information relative to the growth and development of the preschool child and of the responsibilities of the parent in the

family. The programs were planned primarily for parents of preschool children.

Methods of gathering data used in this study included the use of literature, conferences with the director of the educational television station and a committee, and observations both in a nursery school and an educational television station. From the use of literature, the writer obtained information concerning educational television, the development and production of television programs, the use of educational television in parent education, and information concerning the growth and development of the preschool child. Through the conferences and the observations, the writer gained information relative to program presentation and also to content.

From the data gathered in the above manner, the writer prepared a list of eighteen possible program topics. This list was presented to a committee of judges which was asked to select the twelve that seemed most compatible with the purposes of the series as well as of interest to the proposed audience. The twelve topics most frequently selected by the committee were used as a tentative list of program topics.

The writer prepared a brief outline suggesting content, manner of presentation and visuals for the program topics that were selected. This outline was given to the committee

which recommended that certain changes relative to topics, content, and type of presentation seemed advisable to achieve the purposes of the series and to make more effective use of television production. Having made the suggested changes in the brief outline of the series, the writer used this outline to prepare an extensive outline of content, methods of presentation and visuals for each of the twelve programs. The extensive outlines of the programs were used in the production of the programs.

The content presented in the educational television programs in this series was informational since this type of content seemed to be transmitted more effectively than attitudinal, value, or motivational material. In addition, the instructor endeavored to use information of broad popular interest which would promote a better understanding of the growth and development of the preschool child and would support the purposes of the series and of each program.

It was the desire of the instructor to present information which would help the family with the preschool child to promote a more healthful environment by (1) increasing the individual competencies and (2) strengthening the family as a unit. In an effort to accomplish these two goals the writer presented information designed to increase the understanding of the growth and development of the child and to develop a greater consciousness of the continuing

responsibilities of the parents in the family.

Through the use of literature, conferences with the committee, and observations in the Woman's College Nursery School, four principles were established which seemed of value in promoting a better understanding of growth:

(1) growth is a continuous process, (2) each child is an individual, (3) all aspects of growth are interrelated, and (4) the child must be considered as a whole. In one program, the instructor discussed these principles relative to physical growth, in another to mental growth, and in another to the emotional growth. Throughout the series, these principles were indicated to be of value in promoting growth. Implications which they seemed to hold for parents were suggested.

In the programs, the instructor presented information concerning health and safety, some of the routines the child needed to establish, play and its value, clothing for the child, the value and selection of books and records, ways to promote better guidance, and getting the child ready for school. As this information was presented, the instructor cited implications that seemed of value to the parents in sustaining and promoting healthful development. In all of the programs, the content was specifically designed for the parents of preschool children; however, some of the content was of value to all parents.

With the assistance of the director of the educational television station and the committee, the writer endeavored to select methods of presentation and visuals that were related to the content and which could be effectively produced in this particular situation. The illustrated talk, short skits, group participation, a panel discussion, or a combination of some of these were the types of presentation used. The illustrated talk was used in presenting Programs One, Two, Three, Four, Six, and Eight. A combination of the illustrated talk and the short skits was used in Programs Seven, Ten, and Twelve, while a combination of the illustrated talk and group participation was used in Programs Five and Nine. A panel discussion was used in Program Eleven.

Graphic arts including still pictures, charts, superimposition cards, and printed material were the main type of visuals used during the illustrated talks. The director of the educational television station aided the writer in preparing the graphic arts by helping her to determine the area that would be visible on the receiver screen and by preparing some of the visuals. Some visuals other than graphic arts that were used in the programs included toys, books, records, a record player, a tape recorder, and clothing for children. These required no special preparation.

Some of the programs were videotaped and some were

presented live, but all of the programs were produced in the studio. The programs were presented once a week for twelve weeks.

II. CONCLUSIONS

Certain conclusions gained from the development and production of the programs for this study needed to be pointed out. The writer presented them in this chapter in three sections: (1) the conclusions related to the presentation of the series, (2) the conclusions related to the content, and (3) the conclusions related to the visuals. In stating the conclusions, it should be noted that this study was concerned with the possibility of presenting parent education programs by educational television.

Conclusions Related to the Series

In this study various material concerning the growth and development of the preschool child were presented in a series of educational television programs using different methods of presentation. In the initial plans for the series, the writer had hoped to use moving pictures videotaped in the Woman's College Nursery School in the presentation of some of the programs. It was not possible to use videotaped pictures because of the lack of sufficient time, money, and staff which limited the use of the videotape

recorder at the Woman's College Nursery School to a single morning and in a single area. Since the use of the videotape recorder would be limited in the above manner, its use did not seem satisfactory as the children would not have time to adjust to the equipment in the nursery school in such a way to make it possible to obtain pictures of normal activities. In addition, the activities that could be pictured would have to be limited to those that took place in a single area.

Because of these limitations in videotaping activities of children in the nursery school, the instructor used two other ways of presenting the material: (1) still photographs were taken of children participating in the activities to be discussed and (2) children took part in the studio in the production of some of the programs. Certain limitations seemed to exist in each of these types of presentation. In using still pictures, it was possible only to show the activity and expression of the child at the moment the picture was taken, thus no actions or changes of expressions were indicated. An advantage of the still pictures was that they were easy to use.

When children took part in activities in the studio, it was necessary to be prepared for the unexpected to happen. This was illustrated in the presentation of Program Seven. The child was excited and when the mother announced bedtime he began to cry instead of putting his toys away and going to

get ready for bed as had been planned before going on the air. Since the children were unfamiliar with the surroundings and were participating in new experiences, the activities they took part in needed to be limited. From talking with the director of the educational television station, the committee, and some viewers, indications were that even with the limitations of children participating in the programs this means of presentation seemed to stimulate greater interest than when content was illustrated by still pictures.

Through videotaping some of the programs, it was possible to minimize some of the scheduling difficulties relative to a time suitable to the proposed audience, the availability of the staff, and the use of the facilities at the station. In addition, videotaping relieved some of the inherent pressures of live telecasting and still maintained the effectiveness of the live broadcast. To give the writer experience in live telecasting, some of the programs were produced "live".

It was the opinion of the writer that more effective presentation of the series might have been possible if the writer had prepared a syllabus including content of each program and related references and made it available to the audience to enable them to follow the discussions.

The writer's inexperience in the presentation of television programs seemed to be a limitation in the first

few programs; however, as she gained experience by presenting the programs, this limitation was minimized.

Conclusions Related to Content

In presenting a list of eighteen topics to the committee which selected the twelve considered to be of broad popular interest and compatible with the purposes, the writer had endeavored to select topics which would be of interest to the audience. It was the opinion of the writer that this effort to consider audience interest was not as adequate as might have been possible. The writer believed that some way needed to be used whereby the writer might have been able to select content more in keeping with the interest of the audience and not so much on the basis of what the committee believed to be of interest to the audience.

In the first and second programs, it was the writer's opinion that she attempted to discuss too many ideas, thus limiting the effectiveness of the programs. Efforts were made in subsequent discussions to limit the content more in trying to produce more effective programs.

A limitation in the selection of the content was that it was difficult to present information from research in a way that parents could understand and be able to make use of the material. Consequently, much of the information in

the content was from books and pamphlets which would be easier for the parents to understand. The writer believed that if she had been able to make use of more recent research in presenting the programs it might have been possible to have had programs that would have stimulated greater interest. Her limited knowledge of techniques of presentation of television programs seemed to be a limitation in the presentation of some of these types of content.

Conclusions Related to Visuals

The graphic arts which were the main type of visuals used in many of the programs required careful preparation to determine the area that would be visible on the receiver screen. In the first program in the series, the visuals the writer used did not reproduce clearly. Some of the still pictures used were slides, others were black and white photographs of different sizes, and the chart used was circular. In many of these visuals, it was difficult to present the illustrations within the area visible on the receiver screen. In subsequent programs, it was decided that all pictures would be a standard size of four by five inches or a similar ratio. Also, all pictures would be printed crosswise.

Since the circular charts seemed to be ineffective in presenting information on the television screen, the writer

endeavored to use other types of illustrations in presenting information that she had planned to present by circular charts. The limitation of using the circular chart seemed to be in the difficulty in presenting the area desired within the area visible on the receiver screen.

As the writer gained more experience in the development and production of the programs, she was better able to make use of the techniques that made for more effective presentation of material and to select types of presentation which television could accommodate more effectively.

III. IMPLICATIONS FOR FURTHER STUDY

The writer believed that certain implications from this study seemed to warrant further study. In agreement with Dunham,⁷⁴ the writer would suggest that more studies needed to be conducted in an effort to determine the amount of material that could be effectively presented in a prescribed length of time in television programs, the optimum length of television programs in presenting various topics, and the value of different types of discussion material in presenting educational television programs.

In evaluating the effectiveness of content and visual presentation of educational television programs, it was the

⁷⁴Dunham, op. cit., p. 5.

opinion of the writer that the use of a viewing panel in evaluating the effectiveness of programs might be of value. Further study would be needed in determining whether this suggestion or some other type of evaluation would be of greater value in determining the effectiveness of educational television programs.

It was the opinion of the writer that fewer graphic arts needed to be used and more visuals of other types should be included in presenting programs similar to those presented in this study. It would seem that more group participation of children and adults as well as the use of moving pictures or videotaped recordings would be of value in presenting further programs in parent education in efforts to stimulate greater interest and to use the medium more effectively. These assumptions should be tested by extensive objective research.

In addition, it seemed to the writer that some means of selecting content which would be of greater interest to the audience needed to be developed in order to select content which would be of broad popular interest and related to daily life. The writer would agree with Evans⁷⁵ that further attempts in presenting information regarding the child should be to the entire family.

⁷⁵Evans et al, loc. cit.

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APPENDIX A: AN EXTENSIVE OUTLINE OF PROGRAM TWO

PROGRAM TWO: FROM TODDLER TO PRESCHOOLER

VIDEO

Picture 1 - pix. of toddler
girl walking

Picture 2 - pix. of preschool
boy running

Super principle as being
discussed.

AUDIO

Instructor makes introductory
remarks.

Give definitions needed during
program.

Define toddler -- a child
between fifteen or eighteen
months to two and one-half
years.

Define preschool child -- a
child from two and one-half
to six years.

Define growth in a two fold
manner:

- (1) growth in size,
- (2) growing up or maturing.

Indicate principles of growth.

GROWTH IS A CONTINUOUS PROCESS.

The child develops continually
though all growth may not

VIDEO

AUDIO

be visible.

An example of his continuous growth is learning to walk.

Before he walks he must learn to stand.

Implication this principle seems to hold for parents.

Parents can not force growth but can influence growth through a better understanding of the needs of the child and the patterns of growth.

Super principle.

EACH CHILD IS AN INDIVIDUAL

He is unique in heredity and environment.

Effect of heredity of

physical growth is evident.

Children are different in

physical stature and their rates of growth vary.

Each child has his own environment;

(1) relationships within

VIDEO

AUDIO

the family and
(2) his general
experiences.

Super principle.

THE CHILD MUST BE CONSIDERED
AS A WHOLE.

Use chart 1

Physical, mental, emotional,
and social development are
all part of growth.

Show as a whole
Then show four parts
as that part is
being discussed.

Each may be discussed but
they need to be related to
all parts of growth.

Use puzzle here to
indicate total
growth.

Super principle.

ALL ASPECTS OF GROWTH ARE
INTERRELATED.

Growth is not a simple thing,
it is complex.

Use chart two.

Just as the physical environ-
ment affects physical
growth so emotional
environment affects
personality and emotional
growth.

Each affects the other.

20 Nov '77

VIDEO

AUDIO

Show top half of chart.

Physical environment includes:

Picture 1. on chart -
pix. of outdoor scene

climate,

Picture 2. on chart -

food,

pix. of mealtime

Picture 3. on chart -

rest,

pix. of child resting

Picture 4. on chart -

exercise.

pix. children playing

Show bottom half of chart

Emotional environment includes:

Picture 5. on chart -

climate of love,

pix. of father and
child

Picture 6. on chart -

discipline,

pix. of mother and
child

Picture 7. on chart -

intellectual experiences.

pix. of children
playing

As children grow there are
similar sequences of growth.

Children are individuals
and do not pass through
the sequences in the

20 Nov '73

VIDEO

AUDIO

same manner.

Patterns of development should be considered as guides and not as definite rules.

A range of what is normal exists within the patterns but patterns do exist.

The child stands before he walks.

The child jabbars before he talks.

Age he accomplishes these may vary.

Picture 3 - pix. of father measuring child

Certain indications of growth exist.

Growing in size is easy to measure.

Mental growth can be measured by trained person.

Picture 4 - pix. of child rocking in chair

Behavior is an indication of emotional growth.

A happy relaxed child who

20 Nov '73

VIDEO

AUDIO

is interested in life is probably developing normally.

Parents do not need to make the child grow. He will grow.

Growth can be influenced by parents.

home, community,

school,

church.

These influences may affect growth for good or may influence it adversely.

Home and parents important in all aspects of growth:

- (1) Physical growth -- he develops a working set of habits and attitudes.

- Picture 5 - pix. of mother and child
- Picture 6 - pix. of home
- Picture 7 - pix. of street scene
- Picture 8 - pix. of school
- Picture 9 - pix. of church

20 Nov '77

VIDEO

AUDIO

- (2) Mental Growth -
Parents are the
Child's essential
guides and educators.
- (3) Social growth -
Parents are his
first companions.
- (4) Emotional Growth -
In the home the
child learns
standards of behavior.

In order to make influences
to promote healthful
total growth parents
need:

- (1) to understand and
cooperate with the
growth process.
- (2) to understand the
patterns of devel-
opment.

Picture 10 - pix. of
Infant

The child is constantly
changing and developing
from the day of birth.

20 Nov '77

VIDEO

AUDIO

Changes take place rapidly at times and more slowly at others.

As changes take place some of his needs change.

What are the growth patterns?

Discuss first year of life before the toddlers' development.

Spectacular and rapid growth occur during first year of life.

At end of first year, he is no longer content to lie quietly in crib.

He is interested in everyone and everything.

He is eager to find out about the world around him.

He cannot get around like the toddler a few months later.

Sometime around 15 or 18 months he enters toddler

20 Nov '73

VIDEO

AUDIO

Super Walking over Picture 11

stage ... an inbetween time.
He no longer crawls.
He has discarded this for walking though he does not have the ability to run like the child of three. The toddler seems to be in constant motion.

Super Curiosity over Picture 12

He is curious
Common place things to us are magic and wonderful to the child.

Super Losing Baby Appearance over Picture 13

He is losing his baby appearance.
He enjoys the members of the family though particularly attached to mother.

Super Self-Help over Picture 14

He enjoys doing things for self but has no concept of time when doing things. Gain in weight and height are slower with a corresponding drop in appetite.

20 Nov '77

VIDEO

AUDIO

Super Needs Lots of Rest
over Picture 15

He needs a great deal of
rest.

Super Parallel Play over
Picture 16

He participates in parallel
play.

Characteristics of preschooler

He gains knowledge.

He gains independence.

Super Doing Things for Self
over Picture 17

He has more ability to do
things for self.

Super Vigorous Play over
Picture 18

He walks, runs, jumps.

These are years of bodily
activity and vigorous
outdoor play.

Super Creative over Picture 19

He is creative.

His creative interests are
broader than the creative
interest of the toddler.

Super Development in Language
over Picture 20

He continues his development
in language.

Super Playing with Children
over Picture 21

He plays with other children:
First, he experiments with
friendships.

Nov. 1959

VIDEO

AUDIO

Then, he begins cooperative play.

About four, he finds friends interesting.

In summary note:

Super principle

Growth is a continuous process that we cannot stop but we can encourage and influence it.

Super principle

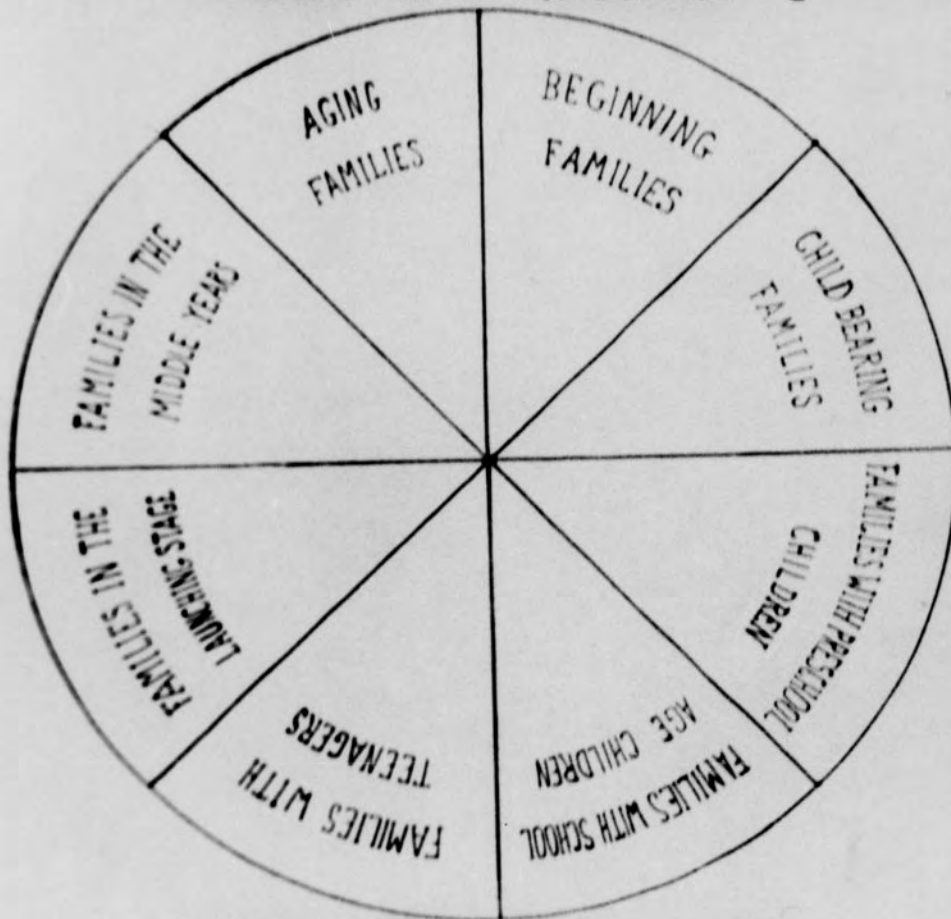
The child must be considered as a whole.

Super principle

Each child is an individual. Content of the next program is to be about learning. A CHILD LEARNS is the topic. It will be designed to help parents better understand how the child learns and what they can do to foster greater learning.

APPENDIX B: EXAMPLES OF THE TYPES OF GRAPHIC ARTS USED
IN THE PROGRAMS

REPRODUCTION OF CIRCULAR CHART USED IN PROGRAM I



THE FAMILY LIFE CYCLE

FIGURE 1

Nov 1973

**AN EXAMPLE OF STILL PICTURES
USED AS VISUALS
IN THE PROGRAMS**

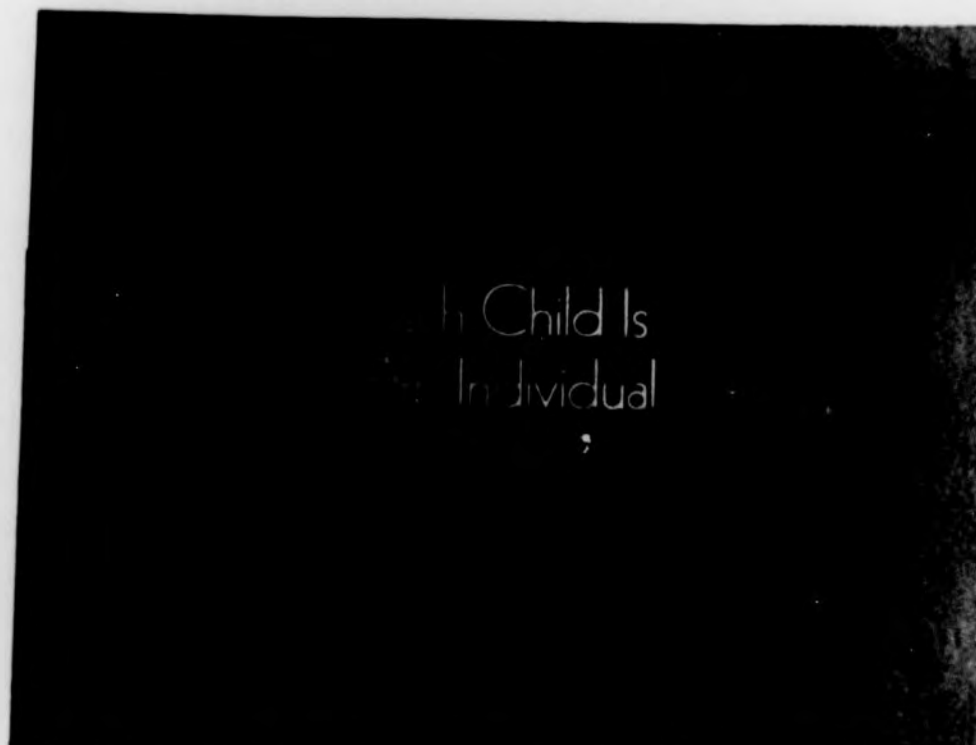


**THIS PICTURE WAS USED
TO ILLUSTRATE BEHAVIOR
INDICATIVE OF HEALTHY
EMOTIONAL GROWTH
IN PROGRAM TWO**

FIGURE 2

Nov 1972

***AN EXAMPLE OF SUPERIMPOSITION
CARDS USED AS VISUALS
IN THE PROGRAMS***



***MATERIALS PREPARED IN THIS
MANNER HAVE BEEN LISTED
ON THE FOLLOWING PAGE***

FIGURE 3

MATERIALS PREPARED FOR SUPERIMPOSITION

1. Growth Is A Continuous Process
2. Each Child Is An Individual
3. The Child Must Be Considered As a Whole
4. All Aspects Of Growth Are Interrelated
5. Walking
6. Losing Baby Appearance
7. Doing Things For Self
8. Playing With Children
9. Vigorous Play
10. Development In Language
11. Creative
12. Curiosity
13. Self-Help
14. Needs Lots of Rest
15. Parallel Play
16. YOUR PRE-SCHOOL CHILD with Martha Easter

Nov 1973

**REPRODUCTION OF CHART USED
TO ILLUSTRATE THE CHILD MUST
BE CONSIDERED AS A WHOLE**



**USED IN PROGRAM TWO
FIGURE 4**

REPRODUCTION OF CHART SHOWING
ASPECTS OF GROWTH INTERRELATED

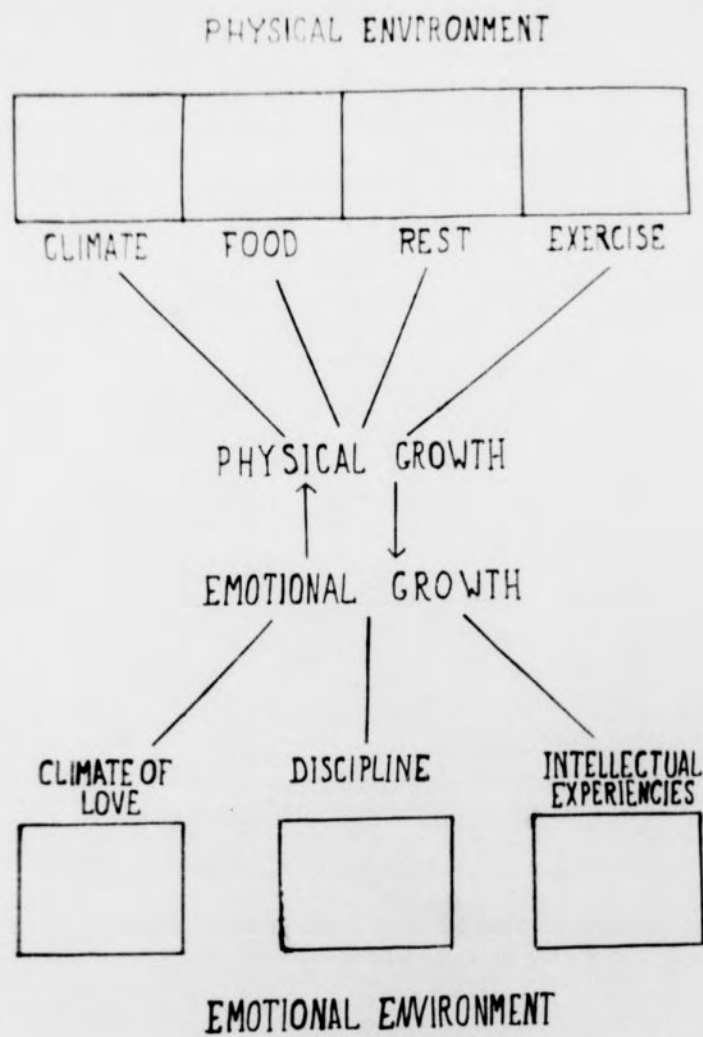


FIGURE 5

100 100

**AN EXAMPLE OF PRINTED
MATERIAL USED IN THE
PRESENTATION OF THE
PROGRAMS**

WE WILL ILLUSTRATE BY
PRECEPT AND EXAMPLE THE
VALUE OF INTEGRITY AND
THE IMPORTANCE OF MORAL
COURAGE.

**MATERIALS PREPARED IN
THIS MANNER HAVE BEEN
LISTED ON THE
FOLLOWING
PAGES
FIGURE 6**

Printed Material Used as Visuals

The Midcentury White House Conference

PLEDGE TO CHILDREN

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

1. From your earliest infancy we give you our love, so that you may grow with trust in yourself and others.
2. We will recognize your worth as a person and we will help you to strengthen your sense of belonging.
3. We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.
4. We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.
5. We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.
6. We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.
7. We will illustrate by precept and example the

value of integrity and the importance of moral courage.

8. We will encourage you always to seek the truth.

9. We will provide you with all opportunities possible to develop your own faith in God.

10. We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

11. We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

12. We will work to lift the standard of living and to improve our economic practices, so that you may have a material basis for a full life.

13. We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

14. We will protect you against exploitation and undue hazards and help you grow in health and strength.

15. We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

16. We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

17. As you grow from child to youth to adult, establishing a family life of your own and accepting larger

social responsibilities, we will work with you to improve conditions for all children and youth.

18. Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

SO MAY YOU GROW in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.