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978-0-521-04145-4 - Children and the Movies: Media Influence and the Payne Fund Controversy

Garth S. Jowett, Ian C. Jarvie and Kathryn H. Fuller

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Children and the Movies: Media Influence and the Payne Fund Controversy analyzes the first and most comprehensive investigation of the influence of movies on American youth, the Payne Fund Studies. First published in 1933, these studies are important for their insights and conclusions regarding the effects of movies on behavior. They are, moreover, a landmark of modern social science research, demonstrating the rapid evolution of this discipline in American academic institutions over the first three decades of the century. Based on newly discovered primary sources, whose contents are published here for the first time, this volume also reproduces a long-missing Payne Fund study.

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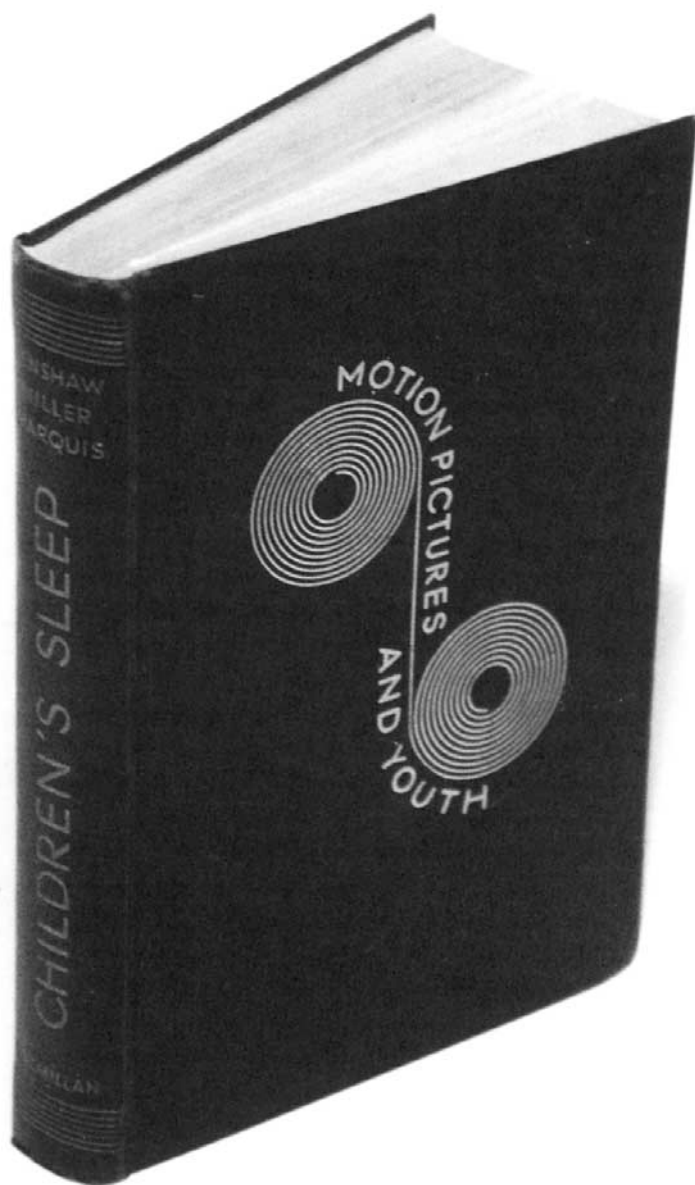
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One of the Payne Fund studies, with unique art moderne cover design.

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Children and the Movies

MEDIA INFLUENCE AND THE PAYNE FUND CONTROVERSY

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University of Houston

Ian C. Jarvie

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About the Authors

Garth S. Jowett is a Professor in the School of Communication, University of Houston. He is the author of *Film: The Democratic Art*, *Movies as Mass Communication* (with James M. Linton), *Propaganda and Persuasion* (with Victoria O'Donnell), and numerous other publications in the areas of film, popular culture and propaganda studies. His primary interest is the way in which societies adjust to the introduction of new media systems. He is advisory editor for the Sage Publications' Foundations of Popular Culture series and (together with Kenneth Short) for the Cambridge Studies in the History of Mass Communications series. He is currently working on a history of the American film industry in the 1950s.

Ian C. Jarvie, who teaches philosophy at York University in Toronto, has published extensively on the sociology and social history of film. His area of special interest is how society inscribes itself in film and how film affects society. He is associate editor of the *Historical Journal of Film, Radio and Television*. His most recent book, *Hollywood's Overseas Campaign: The North Atlantic Movie Trade, 1920–1950*, was awarded the Kraszna-Krausz Prize in 1993 for the most outstanding book on the study of the film industry. He is presently writing a sociological study of the pornographic feature film.

Kathryn H. Fuller is an Assistant Professor in the Department of History at Virginia Commonwealth University, where she teaches twentieth-century U.S. social history. She is interested in the history of popular culture, and has a book forthcoming from Smithsonian Institution Press on small-town film exhibition and audiences in the silent film era. She is currently working on a biography of a pair of rural itinerant film exhibitors.

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Foreword

Homo sapiens is the storytelling animal. Most of what we know, or think we know, we never personally experience. We live in a world erected by and experienced through the stories we hear and see and tell.

Storytelling is my shorthand for the way we live in a world much wider than the threats and gratifications of the immediate environment, which is the world of other species. Through stories we guide relationships; assume roles of gender, age, status, class, vocation and lifestyle; and find models of conformity or targets for rebellion.

Unlocking incredible riches through music, gesture and movement, conjuring up the unseen to animate the imagination through imagery, creating towering works of fiction, fact and the command through poetry, songs, tales, reports and laws – that is the real magic of human life. The motion picture has all of that magic and was the first medium to put it all together in audiovisual-moving, and soon realistic, imagery. The trouble and turmoil that were created mark a shift in the great historic and ongoing cultural debate from religion to science and from art to social control. Behind the story of this book is the story of that long-forgotten (and perhaps still not fully completed) historical shift.

Scottish patriot Andrew Fletcher once said that if he were permitted to write all the ballads, he would not care who made the laws of the nation. Every change in the writing of all the ballads threatens the existing structure of informal but binding controls. The shift from oral to written communication agitated ancient philosophers. The industrial revolution in storytelling brought about by the printing press ushered in the Reformation. In the controversy that followed their introduction, popular novels were charged with making the new, vulnerable (mostly young, mostly female) readers immoral, indolent and lazy. And then

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came the most sweeping change of all, the one that requires no literacy and that retriberalizes media society: the electronic transformation, beginning with motion pictures.

The most pervasive controls are exercised along age, class, and gender lines. Threats to these controls mobilize both those who wish to keep them, typically one's "elders and betters," and those who would recapture or share them, including public officials, the clergy, parents, teachers and social scientists.

This fascinating book, *Children and the Movies: Media Influence and the Payne Fund Studies*, has all the elements of this classic cultural drama, played out with every new communication technology. The volume's meticulous and balanced scholarship, indeed like that of some of the Payne Fund studies themselves, anticipates many of the conflicts, controversies, confusions and cross-purposes that characterize much current research and discussion about the social impact of electronic media.

The historical shifts of culture power, like continental drifts, change the map of social concerns and the arena of social contest. Where military, religious and political forces dominated the field, now the distribution of media attention, imagery and helpful or harmful publicity enters into affairs of state and of persons. The typical strategic approach to keeping or gaining control of that process is to focus on those thought to be more dependent, more vulnerable and arguably more in need of protection: children and youth.

The corruption of children and youth has thus been the target of choice of all great cultural debates, from Socrates to media violence. However, concern with children is, in many ways, more a decoy than the real object of concern. (Otherwise, it would be difficult to explain why, during the "family values" and youth violence controversies of the late 1980s, more than a million children were added to the poverty rolls, until the proportion of impoverished children reached one in five.) The contest is over the distribution of culture-power.

The scholarly, theoretical and political perspectives and conflicts of the Payne Fund researchers and writers can well be seen against such a complex configuration of symbolic and social forces. The story of these studies may be read as a prism through which the full spectrum of cultural policy disputes is illuminated.

Time and distance were necessary to achieve that historical perspective. When I was a graduate student, the Payne Fund Studies were required reading, but soon after, they were dismissed as obsolete and

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crowded out, at least temporarily, by “value-free” scientific apologists. It is time to reclaim them, with all their varied but passionate commitments to human values in research and action. Most of all, they can serve to remind us of the question that is behind all the “media wars”: How do we test and make cultural policy in the electronic age?

GEORGE GERBNER

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Acknowledgments

The authors are indebted to the Payne Fund and the Western Reserve Historical Society for the travel grant that enabled them to visit the Payne Fund Papers Collection in Cleveland, and to meet elsewhere for consultation and coordination as the project developed, and to Kermit Pike, the director of the WRHS Archive for his encouragement and facilitation of this grant. At the WRHS we were ably assisted by Anne Sindelaar and the other members of the staff when we “took over” for a few days. At the Archives of the Hoover Institution on War, Revolution and Peace, Jowett and Jarvie were helped immeasurably by assistant archivist Carol Leadenham and archivist Anne Van Camp. Mary Racine at Cambridge University Press expertly supervised the editing and production of the book.

Garth Jowett wishes to thank the University of Houston for two Limited Grant-in-Aid grants that facilitated travel and research. He also thanks Dr. George Gerbner, in whose offices, as a graduate student in 1969, he first encountered the black art-moderne-style volumes of the Payne Fund Studies sitting neatly on a bookshelf. In many ways, this chance encounter precipitated the long string of events that led to the development of this book.

Ian Jarvie wishes to thank York University for his Generic Research Grant.

Kathryn Fuller wishes to thank Garth Jowett and Ian Jarvie for their advice and encouragement throughout her explorations of the Payne Fund Studies, as well as Ronald Walters and Douglas Gomery for their guidance, and her friends who have read the work in many stages, especially Martha Kearsley, Mary Lou Helgesen and Douglas Fuller.

A very special thanks goes to Patricia Marsh Cavanaugh, who despite

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ACKNOWLEDGMENTS

her taxing job as the associate registrar at the University of Houston, used her valuable free time to undertake the arduous task of retyping into the computer the single-spaced, carbon copy of “The Community – A Social Setting for the Motion Picture” (which was to have become the Payne Fund study *Boys, Movies and City Streets*) so that it could be edited for this volume.

For permission to reproduce materials from their holdings, we thank the Western Reserve Historical Society, the Hoover Institution on War, Revolution and Peace, the Ohio State University Library and the Rockefeller Archive Center.

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Dramatis Personae

BIOGRAPHICAL SKETCHES OF PARTICIPANTS IN THE PAYNE FUND STUDIES

MORTIMER JEROME ADLER (1902–) was educated at Columbia University, where he taught psychology from 1923 to 1930, and completed his Ph.D. in 1928. A fierce opponent of Dewey's "progressive education," he caught the eye of Robert Hutchins, who made special arrangements to bypass the philosophy department and bring him to the University of Chicago in 1930. He remained there until 1952, when he left to create his own Institute of Philosophy. With Hutchins, he was a force behind the Great Books publishing program and the Aspen Institute, and he was involved in the redesign of the *Encyclopaedia Britannica*. Among many philosophical books, his *Art and Prudence* (1937) rewards any student of the Payne Fund materials, and his *Philosopher at Large* (1977) chronicles how an intellectual became willingly involved with the movie industry.

HERBERT BLUMER (1900–1987) earned B.A. and M.A. degrees from the University of Missouri and received his Ph.D. in sociology from the University of Chicago (1928), where he studied with George Herbert Mead and Robert Park. He taught sociology at the University of Chicago from 1928 to 1939. He then moved to the University of California at Berkeley, where he was a leading scholar of symbolic interactionism and social psychology and longtime department chair (1952–1967). Blumer was elected president of the American Sociological Association in 1955 and wrote influential articles on methodology, collective behavior and

Sources: *Who Was Who in America*, obituaries in the *New York Times*, *American Sociological Review*, *American Journal of Sociology*, biographical dictionaries of educators and social scientists, and Edward James, *Notable American Women, 1607–1950* (Cambridge: Belknap Press, 1971), "Ella P. Crandall," pp. 398–399.

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racial prejudice, gathered in *Symbolic Interactionism: Perspective and Method* (1969). A man of many talents, he was a professional typist as a teenager and played college football at the University of Missouri and professional football with the Chicago Cardinals for six seasons (1925–1930 and 1933).

FRANCES PAYNE BINGHAM BOLTON (1885–1977) was born to a wealthy family in Cleveland, Ohio. She married Chester Bolton (1882–1939), a member of the Ohio State Senate from 1923 to 1928 and U.S. Congressman representing the 22nd Ohio district from 1929 to 1939. In the late 1910s she inherited a large fortune from an uncle, Oliver Hazard Payne, oil refiner and industrialist. Interested in nursing, she endowed the Frances Payne Bolton School of Nursing of Western Reserve University. She met Ella Phillips Crandall through public health organizations and founded the National Committee for the Study of Juvenile Reading in 1925 with Crandall and Harvie Clymer as administrators. The organization was renamed the Payne Study and Experiment Fund in 1927, which was abbreviated to the Payne Fund in 1929. Chester Bolton died suddenly in 1939 and Frances took over his congressional seat, winning a special election in 1940 at the age of fifty-five. She served in Congress from 1940 to 1969, earning honors for her work in race relations, foreign affairs, health and aid to African and international students.

WERRET WALLACE (W. W.) CHARTERS (1875–1952) earned a B.A. at McMaster University, and an M.A. and a Ph.D. in education from the University of Chicago (1904), where he studied with John Dewey. He taught education at the universities of Missouri, Illinois and Pittsburgh. He served as professor of education at the University of Chicago from 1925 to 1928 and as professor of education and director of the Bureau of Educational Research at Ohio State University from 1928 to 1947. Prominent in the study of audiovisual and technical aspects of education, he was the author of *Curriculum Construction* (1923), *The Teaching of Ideals* (1927) and many articles and coauthored books. He continued to lead the Bureau of Educational Research into the study of educational radio (funded by Frances Bolton and the Payne Fund) into the 1940s and served as director of the Bureau of Manpower Training for the War Manpower Commission from 1942 to 1943.

HARVIE M. CLYMER (18??–19??) had ten years of experience in juvenile magazine publishing with *American Boys* and *Boys Life* and had

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served as a national director of the Boy Scouts of America when he joined Frances Bolton's National Committee for the Study of Juvenile Reading as director in 1925. In 1926 he traveled in Europe and Russia researching children's reading habits. In 1927 he became president of the Payne Study and Experiment Fund. Clymer served as a conservative administrator who remained very mindful of public reaction to all Payne Fund activities. He left the Payne Fund under a cloud in February 1931 over personal and professional conflicts with Frances Bolton. The details of the remainder of his professional life are unknown.

ELLA PHILLIPS CRANDALL (1871–1938) was trained in nursing at the Philadelphia General Hospital and directed the school of nursing at a Dayton, Ohio, hospital from 1899 to 1909. In 1909 she became a supervisor in Lillian Wald's Henry Street Visiting Nurse Service in New York City. She taught public health nursing at Columbia University Teachers College from 1910 to 1912 and served as executive secretary for the National Organization for Public Health Nursing (1912–1920), where she established professional standards in nursing training and service across the nation. She was described as “a dedicated, almost fiery woman” and “forceful and persuasive, yet leavened by a keen sense of humor” and “interested in a wide variety of topics from ancient civilization to telepathy and mysticism.” From 1920 to 1925 she acted as administrative official of several groups interested in improving the health of the poor, women and children. Frances Bolton, who was on the board of directors of the National Organization for Public Health Nursing, shared Crandall's interests in nursing, children and mysticism. Bolton's biography claims Crandall first suggested studying juvenile reading habits and opening the New York office of the National Committee for the Study of Juvenile Reading in 1925. She served as executive secretary of the Payne Study and Experiment Fund from 1927 to 1938. She retired due to ill health and died that year of pneumonia.

PAUL GOALBY CRESSEY (1900–1955) earned a B.A. degree at Oberlin College and an M.A. at the University of Chicago in 1929. He did further graduate work at New York University and taught there as an adjunct while serving as associate director of the Motion Picture Project of the Boys' Club study from 1931 to 1934. He was the author of the highly regarded *Taxi-Dance Hall: A Sociological Study in Commercialized Recreation and City Life* and articles on methodology, informal education and juvenile delinquency. From 1934 to 1937 he taught at the

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University of Newark, and from 1937 to 1942 continued course work as a graduate student and lecturer in community organization at New York University, where he completed his Ph.D. in 1942. He worked as a public opinion analyst for the Office of War Information during 1942–1943, and served as executive director of the Social Welfare Council of the Oranges and Maplewood, New Jersey, from 1943 to 1950, where he supported community centers for children of slum areas. In 1950 he became professor of sociology at Ohio Wesleyan University. He died suddenly on 7 July 1955 in Montclair, New Jersey.

EDGAR DALE (1900–) earned B.A. and M.A. degrees from the University of North Dakota, and received his Ph.D. in education from the University of Chicago (1928), where he studied with W. W. Charters. He was a member of the editorial staff of Eastman Teaching Films at Eastman Kodak during 1928–1929. He conducted research at the Bureau of Educational Research at Ohio State University and served as professor of education from 1929 to 1970, becoming very well known in the field of educational communications and training a generation of media scholars. He was a consultant for the Office of War Information and its Bureau of Motion Pictures during World War II. He wrote many books and articles on audiovisual education, including *Teaching with Motion Pictures* (1937), *How to Read a Newspaper* (1941) and *Building a Learning Environment* (1971).

HENRY JAMES FORMAN (1879–1966) was born in Russia, earned a B.A. degree from Harvard University and did graduate work at the École des Hautes Études Sociales in Paris. After spending two years on the staff of the *New York Sun*, he rose through the editorial ranks of the *Literary Digest*, *North American Review* and other magazines, serving as managing editor of *Collier's Weekly* (1914–1918). After the war he became a frequent contributor to popular magazines and was the author of a dozen novels, travel guides, historical works and plays. Following the appearance of *Our Movie-Made Children* (1933), Forman published books with spiritual themes, including *The Story of Prophecy* (1936) and *Have You a Religion?* (1941).

FRANK N. FREEMAN (1880–1961) was professor of education at the University of Chicago and the author of numerous books, including *How Children Learn* (1917), *Visual Education* (1924), *Motion Pictures in the Classroom* (1929) and *An Experimental Study of the Educational*

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Influences of the Typewriter in the Elementary School Classroom (1932).

PHILIP M. HAUSER (1909–) wrote an M.A. thesis in the sociology department of the University of Chicago stemming from his Payne Fund research on the use of movies in correctional institutions. He also completed his Ph.D. at the university and remained on its faculty for his entire career. He specialized in juvenile delinquency studies and served as chairman of the sociology department for many years.

WILL HARRISON HAYS (1879–1954) was born in Indiana and remained closely tied to the Republican machinery in that state all his life. He earned a B.A. degree at Wabash College and was called to the bar in 1900. He practiced law in the firm of Hays and Hays. The consummate back-room political operative, he rose through the state ranks to become chairman of the Republican National Committee from 1918 to 1921 and in that post he organized President Harding's election campaign. His reward after victory was the job of postmaster general (he was nicknamed "General Hays" throughout his life), which he resigned in order to assume the presidency of the newly created Motion Picture Producers and Distributors Association in 1922. After retirement in 1945 he remained a consultant. The ghost-written *Memoirs of Will Hays* was published in 1955, and affectionate and amusing portraits of him appear in Edmund G. Lowry's *Washington Close Ups* (1921) and Raymond Moley's *27 Masters of Politics* (1949).

MARK A. MAY (1891–19??) earned B.A. degrees from Maryville College (Tennessee) and the University of Chicago (1912), attended Union Theological Seminary and received an M.A. and a Ph.D. from Columbia (1917). He taught at Syracuse University from 1919 to 1927, then served as professor of educational psychology and director of the Institute for Human Relations at Yale from 1927 to 1960. He was the author of *How to Study in College* (1924), *Studies in Deceit* and *Testing the Knowledge of Right and Wrong* (with Hugh Hartshorne; 1927–1928), *The Education of American Ministers* (with Frank Shuttleworth; 1934), *Competition and Cooperation* (with Leonard Doob; 1937) and *Learning from Films* (with A. A. Lumsdaine; 1958).

RAYMOND MOLEY (1886–1975) earned a B.A. degree at Baldwin-Wallace College, an M.A. at Oberlin and a Ph.D. at Columbia University (1918). He worked as a schoolteacher and superintendent in Ohio from

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1907 to 1914, and taught politics at Case Western Reserve University from 1916 to 1919. After four years as director of the Cleveland Foundation, he became associate professor of government at Columbia University in 1923, then served as professor of public law from 1928 to 1954. He was briefly assistant secretary of state in 1933. From 1933 to 1937 he edited *Today* magazine, then joined *Newsweek* as a contributing editor and served in that capacity until 1968. He was director of research for the New York State Crime Commission during 1926–1927 and for the New York State Commission on the Administration of Justice from 1931 to 1933. He also wrote free-lance for other public figures, including the Republican Will Hays. His *Are We Movie Made?* (1938) was a popular summary of Mortimer Adler's critique of the Payne Fund Studies. In 1945 he wrote the only official history of the Motion Picture Producers and Distributors Association, *The Hays Office* (1945).

ROBERT E. PARK (1864–1944) worked as journalist between 1887 and 1898 before earning an M.A. degree from Harvard and a Ph.D. from the University of Heidelberg (1904). He taught and conducted research at the Tuskegee Institute and other African-American educational institutions from 1905 to 1914. He joined the University of Chicago as a lecturer in sociology in 1914 and served in that capacity until 1923, when he became a professor of sociology, a position he held until 1933. He was the coauthor of *Introduction to the Science of Sociology* (with Ernest Burgess; 1921) and author of *The Immigrant Press and Its Control* (1922) and *The City* (1925). He was involved in the planning of the Payne Fund Studies between 1927 and 1929. He traveled and lectured on sociology in Japan during 1929–1930, taught at the University of Hawaii and at Yenching University in China in 1931–1932 and studied race relations in India, Africa and Brazil in 1933. He served as a visiting professor at Fisk University from 1936 until his retirement. In a 1938 article, “Reflections on Communication and Culture,” Park argued that movies had “devastating” and “subversive” effects on local culture.

CHARLES C. PETERS (1881–1973) received a Ph.D. from the University of Pennsylvania (1916). He taught at Ohio Wesleyan University from 1917 to 1927, then served as professor of education and director of educational research at Pennsylvania State College between 1927 and 1945. He wrote many books, including *Human Conduct* (1918), *Objectives of Education* (coauthored with David Snedden, 1929), *Foundations*

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of *Educational Sociology* (1932) and *The Curriculum of Democratic Education* (1942).

CHRISTIAN RUCKMICK (1886–1961) received a Ph.D. from Cornell University. He taught at the University of Illinois from 1913 to 1921, then served as professor of psychology at the University of Iowa from 1924 to 1938. He was the author of numerous books and articles, including the *German–English Dictionary of Psychological Terms* (1928), *The Mental Life: A Survey of Modern Experimental Psychology* (1928) and the *Psychology of Feeling and Emotion* (1936). He invented the affectometer and other psychological measurement instruments. He served as chief civilian psychologist for the U.S. Army induction center at Peoria during World War II, and after the war held a variety of employee training positions, including employment with the Ethiopian government and TWA's Ethiopian operations between 1946 and 1952.

WILLIAM MARSTON SEABURY (1878–1949) was the great-great-grandson of Reverend Samuel Seabury, the first Episcopal bishop in the United States. He passed the bar exam in 1899 and worked as a lawyer in New York City. He served as legal representative of the motion picture industry, but by the mid-1920s he was increasingly disillusioned and concerned about film's impact on public morals. Working with William Short in 1927, he proposed forming a national committee to fight unfair practices in the film industry. He disagreed with Short about the need for research studies and was maneuvered out of the National Committee for the Study of Social Values in Motion Pictures in December 1928. He was the author of *The Public and the Motion Picture Industry* (1926) and *Motion Picture Problems: The Cinema and the League of Nations* (1929), and he was subsequently awarded the decoration of University Palms and nominated Officier d'Academie (France) in recognition of his writing on the international and economic aspects of motion pictures and their relation to public welfare.

WILLIAM HARRISON SHORT (1868–1935) was born on a farm near College Springs, Iowa. He earned B.A. and M.A. degrees from Beloit College and graduated from Yale Theological Seminary in 1897, in which year he was also ordained as a Congregational minister. He served as a pastor in Wisconsin and Minnesota from 1897 to 1908. He then moved east to become secretary of the New York Peace Society, a position he held between 1908 and 1917. He was also secretary and member of the executive committee of the League to Enforce Peace from

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1915 to 1923. During 1922–1923 he served as secretary of the 20th Century Fund, then became executive director of the League of Nations Non-Partisan Association during 1923–1925. Then in 1926–1927 he was treasurer of Rollins College, in Winter Park, Florida. He became associated with Frances Bolton's National Committee for the Study of Juvenile Reading in 1927 and was founder and director of the National Committee for the Study of Social Values in Motion Pictures (renamed the Motion Picture Research Council) from 1927 to 1935. He was the author of *A Generation of Motion Pictures* (1928) and many newspaper and magazine articles. He died of a heart attack on 10 January 1935 in Philadelphia while traveling to promote the Payne Fund Studies and the work of the Motion Picture Research Council.

FRANK K. SHUTTLEWORTH (1899–1958) earned B.A. and M.A. degrees at the University of Iowa and a Ph.D. from Yale University. He conducted research at the Institute of Human Relations at Yale in the early 1930s. He was the coauthor of *A Guide to Literature for Character Training* (with Edwin Starbuck; 1928). He taught for several years at Yale and Iowa and served as professor in the Department of Student Life at the City College of New York from 1939 into the 1950s. He remained interested in the emotional problems of adolescents, and he taught a popular noncredit course on courtship and marriage.

GEORGE D. STODDARD (1897–1981) was director of the Child Welfare Research Station of the University of Iowa from 1928 to 1942. He subsequently served as president of the University of the State of New York from 1942 to 1946 and commissioner of education in New York, then as president of the University of Illinois between 1946 and 1953. At Illinois he was involved in a political ruckus over research on a cancer cure, and was dismissed for his liberal leanings but honored by the American Civil Liberties Union. From 1956 to 1967 he was professor and dean of the School of Education at New York University. He was the author of numerous books, including *Child Psychology* (1934), *The Meaning of Intelligence* (1943) and *On the Education of Women* (1950) and an autobiography, *The Pursuit of Education* (1981). He advised General MacArthur on rebuilding the educational system of Japan during the postwar occupation, was involved in UNESCO as a delegate and as chairman of commissions, served on the board of Lincoln Center in New York and was active in promoting educational television.

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FREDERIC M. THRASHER (1892–1962) received his B.A. degree from DePauw University, and his M.A. and Ph.D. from the University of Chicago, where he studied sociology with Robert Park. He was the author of *The Gang: A Study of 1313 Gangs in Chicago* (1927) and several articles on juvenile delinquency. He served as professor of educational sociology in the School of Education at New York University from 1927 until the 1950s. He was director of the Bureau of Social Hygiene–funded Boys’ Club study between 1928 and 1936. He also edited and wrote the preface for a popular volume on Hollywood films, *OK for Sound* (1945).

LOUIS LEON (L. L.) THURSTONE (1887–1955) earned an M.E. degree in electrical engineering from Cornell, where he designed a motion picture camera and projector, and a Ph.D. from the University of Chicago (1917). He was interested in the application of psychology to engineering. He was a professor of psychology at the University of Chicago from 1923 to 1953 and the author of *The Nature of Intelligence* (1924), *Fundamentals of Statistics* (1924) and *The Measurement of Attitudes* (1929), as well as several books on factor analysis. He served as president of the American Psychological Association in 1932 and founded the journal *Psychometrika*. He was professor of education at the University of North Carolina from 1953 to 1955, where he founded the Psychometric Laboratory.

SUPPORTING PLAYERS: Jessie A. Charters was professor of education at Ohio State University. Wendell Dysinger was a graduate student in the psychology department of the University of Iowa who subsequently became dean of MacMurray College (Illinois). Perry W. Holaday was a graduate student connected with the Child Welfare Research Station at the University of Iowa who later held a position in the Indianapolis Public Schools. Ruth C. Peterson was a graduate student in psychology at the University of Chicago. Samuel Renshaw was professor of experimental psychology at Ohio State University. Vernon Miller and Dorothy Marquis were also associated with the psychology department at Ohio State University.

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THE PAYNE FUND STUDIES

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MOTION PICTURES AND YOUTH: A SUMMARY, by W. W. Charters, Director, Bureau of Educational Research, Ohio State University.

Combined with

GETTING IDEAS FROM THE MOVIES, by P. W. Holaday, Indianapolis Public Schools, and George D. Stoddard, Director, Iowa Child Welfare Research Station.

MOTION PICTURES AND THE SOCIAL ATTITUDES OF CHILDREN, by Ruth C. Peterson and L. L. Thurstone, Department of Psychology, University of Chicago.

Combined with

THE SOCIAL CONDUCT AND ATTITUDES OF MOVIE FANS, by Frank K. Shuttleworth and Mark A. May, Institute of Human Relations, Yale University.

THE EMOTIONAL RESPONSES OF CHILDREN TO THE MOTION PICTURE SITUATION by W. S. Dysinger and Christian A. Ruckmick, Department of Psychology, State University of Iowa.

Combined with

MOTION PICTURES AND STANDARDS OF MORALITY, by Charles C. Peters, Professor of Education, Pennsylvania State College.

CHILDREN'S SLEEP, by Samuel Renshaw, Vernon L. Miller, and Dorothy Marquis, Department of Psychology, Ohio State University.

MOVIES AND CONDUCT, by Herbert Blumer, Department of Sociology, University of Chicago.

THE CONTENT OF MOTION PICTURES, by Edgar Dale, Research Associate, Bureau of Educational Research, Ohio State University.

Combined with

CHILDREN'S ATTENDANCE AT MOTION PICTURES, by Edgar Dale.

MOVIES, DELINQUENCY, AND CRIME, by Herbert Blumer and Philip M. Hauser, Department of Sociology, University of Chicago.

BOYS, MOVIES, AND CITY STREETS, by Paul G. Cressey and Frederick M. Thrasher, New York University.

HOW TO APPRECIATE MOTION PICTURES, by Edgar Dale, Research Associate, Bureau of Educational Research, Ohio State University.

List of the Payne Fund Studies taken from the frontispiece of the published volumes. Note the addition of "Boys, Movies, and City Streets," which was never actually published.