McGILL UNIVERSITY

AN ANALYSIS OF DISCUSSIONS OF A RADIO SERIES PROMOTING MENTAL HEALTH

A study of the content of the weekly discussions of one listener group after hearing the programs of the Canadian Broadcasting Corporation's mental health series, "In Search of Ourselves"

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for

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by

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PREFACE

The writer wishes to extend his thanks to the many people who have helped to make this study possible.

Special thanks are due to Miss Barbara Judkins and to Miss Eva Younge, of the McGill School of Social Work. Miss Judkins guided the writer from the earliest stages of the project. Miss Younge offered many helpful suggestions and she expressed a most encouraging interest in the writer's research problems.

Mrs. Phyllis Poland, Chief Psychiatric Social Worker of the Allan Memorial Institute of Psychiatry, originally suggested the possibilities of undertaking the investigation.

Mrs. Marjorie McEnaney, of the Talks Department of the Canadian Broadcasting Corporation, made available to the writer the C.B.C. correspondence files and the program scripts for "In Search of Ourselves." Mr. Len Peterson, who wrote the scripts for the series, personally outlined many of the problems which the programs posed for the dramatist.

Dr. J. D. M. Griffin, Medical Director of the Canadian Mental Health Association, provided much information concerning the history of "In Search of Ourselves" and the role of the C.M.H.A. in the production of the series.

To each of the members of the listener group, whose discussions provided the material for this study, the writer offers his sincere thanks.

TABLE OF CONTENTS

TABLE OF APPENDIXES

CHAPTER I

INTRODUCTION

This study is concerned with the way in which one radio listener group used the material in the mental health series entitled "In Search of Ourselves." This series was presented by the Canadian Broadcasting Corporation[1] as one form of mental health education. How the selected listener group used the series is studied through an analysis of four of the members' discussions, which followed the programs in the series.

We are dealing here with one aspect of mental health education. The importance of such education is brought home to us when we consider even a part of the evidence of poor mental health in the Canadian population. Four persons out of every thousand are now in mental hospitals, while one-half of all hospital beds in Canada are occupied by mental patients.[2] Of every ten Canadians examined for military service during the Second World War, one was rejected because of some mental or nervous disability.[3] Moreover, of every hundred Canadian school children, it has been estimated that at some time in

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[1]Hereafter referred to as the C.B.C.

[2]Information pamphlet, Canadian Mental Health Association, Toronto, Ontario, p. 2.

[3]Ibid.

their lives, five will be committed to a mental hospital, two will go to prison, and at least five more will be emotional problems to themselves, their families or their teachers.[1]

In addition to these facts, we have only to think of the prevalence of such ills as alcoholism, drug addiction and divorce in our society in order to grasp some understanding of the seriousness of the problem of poor mental health. In terms of dollars and cents alone, the cost is heavy. Thirty-four million dollars are spent annually to provide care and treatment for patients in Canadian mental hospitals.[2] The annual cost in lost wages and productivity has been estimated at five hundred million dollars.[3]

Obviously, the problem is a serious one. However, it is not without a solution. The treatment methods of modern psychiatry, if utilized to the fullest extent, make it possible to improve significantly the majority of mentally ill patients. Moreover, a great many cases of mental illness may be avoided through methods of prevention.

Immediately, there arise the questions as to how the most effective use of treatment facilities may be promoted, and how mental illness may be prevented. One answer lies in the approach of popular education, directed to the adult members of our society.

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[1] Ibid.

[2] Ibid.

[3] Ibid.

Some clarification may be necessary, in order to establish the validity of such an approach. It is clear that we may hope to prevent much mental illness by bringing to the public an understanding of the basic principles and practice of sound mental health. The efforts of the mental-hygiene movement have long been in this direction. Dr. C. M. Hincks, speaking before the First International Congress of Mental Hygiene in 1930, stated:

> It will be found that two main objectives are to be attained through public education. The first comprises the securing of public understanding and backing for the various phases of a community-wide mental-hygiene program. The second, and in many ways the more important, is the instruction of the public in the principles of mental hygiene for self application.[1]

However, it may be less clearly understood that popular education may be used to further the fullest use of available treatment methods. This contention makes popular education a matter of primary importance to all professional persons in the psychiatric field. O. S. English was aware of its importance when he summed up the problem of the psychiatrist thus:

> . . . . the psychiatrist, since he does know something of the thought processes of the mentally-sick person, has to act as an intermediary between the unconscious mind and the prevalent accepted values of society. When he tries to get the average troubled person to see his true feelings, ideas, and emotions, ... the psychiatrist is often regarded as . . . . crazy.[2]

Yet, the scant literature reflects the lack of attention which has been devoted to the possibilities of popular education

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[1]C. M. Hincks, M.D., "Public Education and Mental Hygiene," Proceedings of the First International Congress of Mental Hygiene (New York, 1932), Vol. II, p. 568.

[2]O. S. English, "Psychotherapy and Public Education," Mental Hygiene, Vol. XXX, No. 1, (January, 1946), pp. 105-109.

as a means of promoting more effective use of treatment facilities. The reason for such a lack is apparent. Professional personnel have long seen popular education in its obvious role of prevention. However, while recognizing that the prevention of mental illness is ultimately desirable, their area of major concern has lain naturally in the treatment of such illness and of other less severe emotional problems.

Nevertheless, effective treatment means early treatment. It can be achieved only through an early public recognition of the need for professional psychiatric help. In order to achieve this end, potential psychiatric patients, which term includes everyone in the population, must have some understanding of the structure of personality and of the forces which shape that structure. In acquiring this understanding, the public must be helped to recognize the early indications of, and possible reasons for, mental malfunctioning. When we consider the limited facilities for treatment, and the prolonged and difficult task of treating advanced cases of mental illness, we can appreciate the values in promoting such public understanding. As a consequence, psychiatrists, social workers, and all who are professionally concerned with the problems of mental ill-health have a very real stake in this task of education.

Let us assume, then, that popular education toward a greater public understanding of psychiatry is both necessary and desirable. It follows that we should give some attention to the methods by which it is carried out. Many media have

been employed. Films dealing with various mental mechanisms have been produced by the National Film Board of Canada in conjunction with the Allan Memorial Institute in Montreal. The Canadian Mental Health Association[1], with its headquarters in Toronto, provides speakers for Home and School Associations and service clubs in that city. The McGill University Extension Department sponsors public lecture series by psychiatrists in Montreal. The C.B.C. has introduced at least two dramatized series of radio programs dealing with mental health. We are also familiar with the many books and newspaper articles published in this field.[2]

The foregoing examples of media used are illustrative only. However, they suggest that much time and money are being devoted to popular education in psychiatry. In view of this expenditure, as well as in view of the paramount importance of the goal, it would seem desirable to have some estimate of the effectiveness of the various programs. To what extent are they achieving their purposes? What are the advantages and limitations of any given medium? Which medium, and which type of material, is most effective?

The answers to these questions are not easily discovered, and efforts to do so have been negligible. Consequently, any research in this direction has the two-fold value of eliciting

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[1]Hereafter referred to as the C.M.H.A.

[2]Such books include: J. Levy and R. Munroe, The Happy Family (Toronto, 1938); H. A. Overstreet, The Mature Mind (New York, 1949).

data concerning a particular program or medium and of opening up an area of investigation which can eventually yield benefits to psychiatric personnel and to the population at large.

With these values in mind, an attempt has been made, in this study, to throw some small light on one aspect of the total problem. This attempt has been carried out through an examination of the content of four discussions of one listener group which met weekly to hear and discuss the programs in the radio series, "In Search of Ourselves." We have sought thus to gain some understanding of the use made of the program material by the members of this group. Our understanding is considered in relation to the purpose and goals of the series. In this way, we have tried to derive some idea of the effectiveness of the series upon this particular group.

The radio series, "In Search of Ourselves," was selected for study for several reasons. Its method is unique, and has constituted an experiment in mental health education. It is distinctly Canadian, and it is produced by a major educational force in Canadian life, the C.B.C. It is prepared in conjunction with the C.M.H.A., whose chief purpose is to promote mental health. Moreover, it has achieved an international reputation as a radio production. In short, the series constitutes one of the principal methods of promoting a public understanding of psychiatry in this country. It seemed, therefore, that a study of the discussions of even one listener group might be profitable.

In undertaking to define the scope and limitations of

this study, it is necessary first to consider the nature of the radio series in question. "In Search of Ourselves," originating from Toronto, consisted of half-hour programs broadcast weekly from January 9th to March 27, 1951 by the C.B.C. Each program was in the form of a dramatized story designed to illustrate common emotional and social problems. Each story was followed by a short commentary by a psychiatrist or other qualified authority. It was intended that the programs should be heard by listener groups, and for this purpose study bulletins were distributed through provincial centres. The bulletins briefly outlined each program and suggested questions for discussion.[1]

This pattern has now been followed for four years, and the programs have drawn a great response from the public. However, this response has been largely in terms of praise or criticism. How the programs were used by any of the listener groups is not known. In this study, an attempt has been made to determine, through an examination of actual discussion material, how one Montreal listener group used "In Search of Ourselves."

According to the study bulletin, the purpose of the series is "to shake us out of our complacency a little, disturb our equanimity a bit, so that we are aroused to think, to seek understanding of ourselves, of our family, of our neighbors." With this purpose to give direction to the study, the writer has approached the content of the discussions with the

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[1]See Appendix A, p. 171.

following questions in mind. First, what attitudes and beliefs do the members of the group bring to a particular problem? Second, are these attitudes and beliefs apparent in the discussions? Is the program material interpreted in such a way as to modify or to reinforce them? Third, what attention do the members of the group give to the problem of the central character in a given program? Fourth, how do the members of the group deal with the questions raised in the study bulletin? Fifth, what other related aspects of the general problem in a given program are recognized by the members of the group? How are these dealt with? Sixth, are the members able to relate to their own lives, and to those of other real persons, the problems raised in the series?

Interest throughout in this study has been in the content of the discussions, as it sheds light on the foregoing questions. This study has not been concerned with the elements of the group process nor with possible therapeutic values arising from participation in the discussions. It should also be stated that no attempt has been made to assess what particular knowledge or understanding any individual members of the group may have acquired in the course of listening to, and discussing, the programs. Finally, no generalizations as to the effectiveness of the series have been undertaken. Any estimations of this nature have been stated in tentative terms and only in relation to the one listener group.

The group whose discussion material has been examined in this study was located with difficulty. The Mental Hygiene

Institute, of Montreal, has served as the centre for the distribution of the series' study bulletins in Quebec. However, this organization could furnish no information as to the existence of any listener groups in Montreal. The C.B.C. and the C.M.H.A. likewise lacked such information. The writer personally contacted officials of Home and School Associations, women's clubs, churches, and schools, but learned that no organization of listener groups interested in "In Search of Ourselves" was contemplated for 1951. In several cases, the writer was advised that such groups had been formed in previous years, but that the response of the members had been something less than enthusiastic. The consensus of opinion appeared to be that the program material was too disturbing and dwelt too heavily on the borderline of abnormality. Very frequently, the members of these groups were parents seeking definite answers to specific problems of child-rearing, and "In Search of Ourselves" was not created to meet their needs.

It was only after the 1951 series had commenced that the writer learned, through a professional acquaintance, that an informal group was then being formed, on a basis of mutual friendship, an interest in programs of adult education and curiosity concerning "In Search of Ourselves." Because of the delay in the formation of the group, it was possible for the members to discuss only eight of the twelve programs in the series. However, since this was the only group known to the writer, it was decided that its discussions should be studied rather than abandon the project.

The group consisted of fifteen members, although not all of these were able to attend regularly. The average attendance was nine members, of whom two were present for every discussion. The total included six men and nine women. The majority were single university graduates in their twenties. Their occupations included banking, professional, secretarial, clerical, industrial and technical work. Data have been compiled concerning occupations, age range, educational levels and marital status of the members.[1]

The major portion of the data for this study was obtained by two methods. First, a questionnaire was administered to the members of the group immediately before they listened to each program.[2] The questionnaires, mainly of the multiple-choice type, were designed to elicit some evidence of the members' pre-existing attitudes and understanding within the area to be covered by each program. The writer was limited by the fact that the program scripts were not available in advance. Consequently, it was necessary to formulate the questionnaires on the basis of material contained in the study bulletin and of information gained in an interview with Mr. Len Peterson, the well-known Canadian author and playwright who wrote the scripts for the series.

One questionnaire, inviting the members' comments on the entire series, was administered following the final discussion.[3]

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[1]See Appendix B, p. 176.

[2]See Appendix C, p. 177.

[3]See Appendix D, p. 188.

The second principal method by which the data for this study was secured is described below. The actual group discussions, following each of the eight programs, were recorded by means of an Audograph recording machine. The records were later transcribed in written form for the writer's use. The duration of the discussions varied from one hour to one and one-half hours. The recording machine and the microphone were concealed in order to minimize any inhibiting effect which they might have had on those present.

The writer did not participate in the group, in spite of the members' original request that he act as leader of the discussions. It was felt that such a plan would preclude the verbatim transcription of the discussions and that it would destroy the objectivity desirable in a research project. Consequently, the writer took precautions to avoid influencing the members of the group or becoming identified with them in any way. The entire procedure was carried out with the consent and co-operation of the members, whose anonymity has been guaranteed by the writer.

Additional data were drawn from the C.B.C.'s correspondence files relating to the series. These have provided background material pertaining to listener response and production problems since the inception of the series in 1948. These data were supplemented by the aforementioned personal interview with the script writer, Mr. Peterson, and by correspondence with Mrs. Marjorie McEnaney, who directed the series for the C.B.C. Mrs. McEnaney also furnished copies of the scripts

after the conclusion of the series.

Correspondence was carried on with Dr. J. D. Griffin, Medical Director of the C.M.H.A., concerning the role of this organization in the production of the series.

In our definition of the scope and limitations of this study, a number of questions were raised, for which it was hoped that our data would provide answers. In the quest for these answers, each of the four discussions has been analyzed in descriptive terms. The analysis has been confined to four representative discussions, because of the considerable quantity of recorded material. However, the quality of content of all eight discussions was relatively uniform, and it was evident that an analysis of any four would furnish the fullest data available. The four programs which were selected are entitled:

"Young Love," broadcast on February 6th;

"The Gullible Mechanic," broadcast on March 6th;

"The Drinker," broadcast on March 13th;

"The Persecuted Housekeeper," broadcast on March 20th.

In analyzing the content of the discussions, a particular pattern has been followed. For the benefit of the reader, each analysis is preceded by a brief synopsis of the story presented in the program. This has been followed by the findings of the questionnaire. The number of members selecting each alternative answer is indicated, and the members are identified by their occupations.

The actual analysis has then followed. First, the content of discussion around the story itself has been examined.

Here, there has been considered the significant details of the story which received attention from the members of the group. The writer has looked for recognition by the members of the basic problem of the central character. The views expressed have been noted: whether they are sound or unsound in the light of accepted dynamic psychological principles, whether they coincide with answers given to the questionnaires, whether there is a modification of any views in the direction of increased understanding of the problem discussed. Any conclusions reached by the members have also been noted.

Secondly, there has been examined the content of discussion stimulated by the questions raised in the study bulletin. Here, there have been considered the extent to which these questions were discussed, the views expressed by the members, and any conclusions reached by the members. The views are discussed in the terms stated in the preceding paragraph.

Thirdly, the content of discussion around related questions raised by the members themselves has been examined. Here, there have been considered the nature of the questions raised, the views expressed in relation to these questions, and any conclusions reached by the members. Again, the views of the members are analyzed as outlined above.

Fourthly, consideration has been given to any personal references by the members of the group. Here, there have been included any evidence of identification with characters in the program, any evidence to show that the members can relate the program material to their own lives, and the response of the

members to personal references by individuals in the group.

Fifthly, and finally, there have been noted any spontaneous criticisms of the programs expressed by the members of the group. There are indicated the aspects criticized and any improvements suggested by the members.

It should be noted that, while this pattern has been followed for purposes of analysis, each part of the pattern does not occur in every discussion. However, analysis of the four discussions does reveal all parts of the pattern.

In order to orient the reader, Chapter II of this study is devoted to a brief discussion of "In Search of Ourselves." This includes some comments on the use of radio as a medium of mental health education and on the history of this particular series.

Chapters III, IV, V and VI each consist of an analysis of one discussion by the selected listener group. The pattern of analysis has already been indicated.

The conclusions warranted by this study are to be found in Chapter VII.

CHAPTER II

"IN SEARCH OF OURSELVES": AN EXPERIMENT IN MENTAL HEALTH EDUCATION VIA RADIO

This chapter is devoted to a brief description of the radio series, "In Search of Ourselves," and of its development since 1948.

Before turning specifically to "In Search of Ourselves," some comments concerning the use of radio itself would seem to be indicated. As a medium for reaching the public, radio offers at least two major advantages.

First, through radio, it is possible to speak personally to a broad and receptive audience, touching almost every stratum of the population. Consequently, the coverage provided by a radio broadcast is, perhaps, greater than that offered by any other medium.

The second major advantage lies in its great flexibility. It permits the effective presentation of material for various purposes in a variety of ways. Whether it be for entertainment, education, information or propaganda, an effective type of program may be adapted for radio.

However, it should be noted that radio, as a medium for reaching the public, cannot be used indiscriminately. Only the high quality of a given program will enable it to compete with the many others which are broadcast simultaneously for the at-

tention of the heterogeneous listening public. Moreover, the very heterogeneity of this audience makes it difficult to direct a given program to any one particular group of people.

Within broad limits, the latter aim may be achieved by careful attention to timing. Beatrice K. Tolleris[1] points out that the audience during daytime hours, from 9 A.M. until 5 P.M., consists primarily of housewives. The listeners during the early evening are usually children, while the family listening hours extend from 7:30 to 11:30 P.M. Consequently, in planning any program, the time of the broadcast becomes a most important factor.

As has been mentioned, radio permits the presentation of material in a variety of ways. Each format has its own distinctive uses, and it is necessary to select the most effective format for the presentation of a particular type of material.

The talk is useful in presenting intellectual, non-controversial subjects. The success of a radio talk depends to a considerable degree upon the personality and manner of the speaker, as well as upon the public's immediate interest in the subject. One disadvantage arises from the monotony created by only one voice, when the speaker is invisible to the audience, and when there is no variation in the pattern. Consequently, the duration of most talks must be limited to a maximum of fifteen minutes.

The radio interview has an advantage over the talk in

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[1]Beatrice K. Tolleris, Radio--How, When and Why to Use It (New York, 1946), p. 9.

that monotony is reduced through the use of two different voices and short speeches. As in the case of the talk, the interview is effective when the subject matter is mainly intellectual. However, like the talk, the duration of the interview cannot usually be extended beyond fifteen minutes, and its success rests heavily upon the personalities of the speakers.

In this study, we are more particularly concerned with the dramatic technique, since this is the format adopted by the C.B.C. in producing "In Search of Ourselves." The dramatic technique lends itself well to the presentation of material which is not intended primarily to convey information. With its strong emotional appeal, and its variety of voices, it has distinct advantages over the radio talk and the interview. However, the effectiveness of the dramatic technique, like the other formats, depends upon a number of factors.

A good story is, perhaps, the most important essential in producing a successful dramatic program. Moreover, in a drama produced for educational purposes, the producer is concerned not only to retain the listeners' attention but also to convey something more than entertainment to the audience. Consequently, it is necessary to use the story alone as the primary vehicle by which the desired message or impression is conveyed.

This situation imposes severe demands upon the script writer. Since the value of the drama lies largely in its appeal to the emotions, the characters and incidents in the story must be those which are likely to occur in the life of the average

listener. This calls for considerable skill, when the subject is one such as mental health. Furthermore, good drama requires action, by which the story is carried forward. This means that the script writer cannot rely upon expository speeches to explain, for example, that a character's hostile impulses give rise to feelings of guilt. The listener must derive such understanding from that character's speech and action in his relationship to the other figures in the story. Finally, it is implicit in the dramatic presentation that an element of suspense be maintained throughout the story in order to retain the interest of the listener.

With these preliminary remarks in mind, we may now give some consideration to the radio series, "In Search of Ourselves." Following the National Conference of the Canadian Association for Adult Education in 1947, an official of the C.B.C. discussed with representatives from Nova Scotia and Ontario the possibility of producing a radio series concerned with human relations. The Citizens' Forum and the Farm Forum broadcasts, conducted by the C.B.C. in the interests of adult education, had met with considerable success. The response shown to these programs suggested that a series promoting mental health might arouse a similar reception. Moreover, for some years, a number of groups in Nova Scotia and Ontario had been pressing the C.B.C. to produce such a series.

It was decided that the proposed series should be presented in the form of twenty-minute dramatic sketches, to be followed by a ten-minute commentary by a psychiatrist. This

method deviated from that of the Forum broadcasts which were presented as panel discussions. It was felt that the new method would have a somewhat wider appeal. However, it was decided to retain the valuable device of discussion groups in conjunction with the new series. Educational programs are generally conceded to be most effective when interested groups are able to participate actively in the process.

It was arranged in 1947 that the Adult Education Department in Nova Scotia and the Community Programmes Branch of the Ontario Department of Education would encourage the formation of discussion groups in connection with the new series. With this assurance, the C.B.C. secured the co-operation of the C.M.H.A. (formerly the National Committee for Mental Hygiene) in the preparation of the forthcoming series. Dr. J. D. M. Griffin, Medical Director of the C.M.H.A., agreed to act as official consultant. It was further arranged that study bulletins should be prepared for distribution to the discussion groups. Dr. Griffin undertook to prepare the bulletins, which included an outline of the material to be presented in each program, questions for discussion, and a short bibliography.

Under the direction of Mrs. Marjorie McEnaney, of the Talks Department of the C.B.C., active preparation of the series was undertaken in the summer of 1947. The form adopted for the series constituted an experiment in adapting the dramatic technique for the purpose of mental health education. Certainly, drama had been used previously for this purpose by the C.B.C. and by other agencies. However, two new features

were introduced. The first was the use of discussion groups in conjunction with the dramatic presentation. The second concerned the presentation itself. Each program was to present a dramatized problem in human relations. However, contrary to the conventions of drama, the problem of the central character was not resolved. The producers were aware that human problems are so complex that each individual's difficulty requires its own unique solution. Consequently, they felt that, if a solution were offered for the problem of the central character in their story, some listeners might mistakenly apply that solution to their own similar situation, with disastrous results. In addition, the producers hoped that the unresolved ending might stimulate a much broader and more fruitful discussion among the organized listener groups.

The script writer for the series was Mr. Len Peterson, well-known Canadian author and playwright. Conferences were held by Mr. Peterson with officials of the C.B.C. and the C.M.H.A., to determine the topics to be dealt with in the new series, which was scheduled to begin in January, 1948. Thirteen topics were selected during the conferences, and these were approved by the C.B.C. and the C.M.H.A. The events to be dramatized were based, in some cases, upon fictitious situations, and, in others, upon disguised case material drawn from the files of the Mental Hygiene Consultation Services, a division of the C.M.H.A.

Mr. Peterson then prepared a script for each program. Each script was submitted for revision to the C.B.C. and to

the C.M.H.A. In this way, it was assured that the content of the programs would be sound dramatically and psychiatrically, and that they would meet the requirements for presentation by the C.B.C. As the scripts were completed, Dr. Griffin wrote his ten-minute commentary which followed each story, and he also wrote the material for the study bulletins.

The first program was presented on Friday, January 9, 1948, at 8 P.M. The titles for this and for the remaining twelve programs in the first series were as follows:

1. Day Dreaming
2. Adolescent Rebellion
3. The Unhappy Child
4. Hypochondria--Escape into Illness
5. Drinking Too Much
6. The Lady Who Is Too Kind
7. The Nice Girl
8. The Man Who Is Different
9. The Woman Who Has Too Many Accidents
10. The Woman Who Turns Back
11. The Problem of Family Relationships
12. The Fanatic
13. The Sophisticate

The series of 1948 aroused considerable interest, and it received generally favorable comment. However, since the only organized listener groups existed in Nova Scotia and Ontario, it is only from these provinces that any comprehensive reports were received. In Nova Scotia 98 groups were organized, and in

Ontario, 42. Those from Ontario included Home and School, "Y", Women's Institute, Normal School, and Friends and Neighbors groups. The Nova Scotia groups were mainly Home and School Associations. The organized groups in Nova Scotia expressed some disappointment in the series, since the members, who were mostly parents, had anticipated receiving instruction concerning the rearing of their children. This anticipation was also indicated by other listeners across Canada, who asked that the programs outline a course for parents to follow. The consensus of opinion also indicated that the choice of Friday evenings was unsatisfactory to many people.

In the summer of 1948, it was decided that the general success of the series warranted its continuation in 1949. The Canadian Federation of Home and School expressed much interest in the series and this organization undertook to sponsor listener groups across Canada for the 1949 season. However, there was some discussion as to the advisability of retaining the pattern followed in 1948. Many Home and School groups felt that the cases dealt with in the 1948 series were too far removed from everyday life and that they were too "sad." This criticism, of course, raised the fundamental question of the value to the public of the new technique. The producers were aware that the programs aroused a certain amount of anxiety in the listener. This, they felt, was inevitable, in view of the subject matter of the programs. Many people did find it difficult to admit the common existence in real life of the situations portrayed. Yet, the producers believed that much of the effectiveness of

the new technique lay in the very fact that it did produce these feelings of anxiety. The greater the emotional impact upon the listener, the more forcibly is he impressed with the seriousness and the vital importance of the subject.

At the same time, the producers were also aware that the continued existence of the series depended upon audience support. Since discussion groups were being organized specifically to listen to the programs, it was necessary to consider their expressed wishes. However, it was felt that a workable compromise between popular appeal and true-to-life presentations could be achieved. In order to meet the needs of the Home and School groups, as well as of groups concerned with adult problems, it was arranged that the 1949 series should consist of six programs devoted to problems of children and six programs concerned with adult problems. The traditional "happy ending" was rejected, in the interests of integrity in presenting problems of emotional maladjustment. One further change in the 1949 series concerned the broadcast schedule. Friday evening had proved to be generally unpopular with the listeners, and it was arranged that the 1949 series should be presented on Tuesday evenings at 8 P.M.

The 1949 series began on January 11th, and the programs were broadcast weekly for twelve consecutive weeks. The titles were:

Emphasis on Childhood

1. Brotherly Hatred
2. Mother's Boy

3. Sex Education
4. The Girl Who Doesn't Care
5. The Careful Boy
6. The Girl Who Was Ashamed

Emphasis on Adults

7. The Woman Who Is Growing Old
8. The Farmer Who Is Over Forty
9. The Unscrupulous Politician
10. The Selfish Executive
11. The Rebellious Worker
12. The Marriage That Failed

The change to Tuesday evenings, and the more extensive organizational efforts resulted in a great increase in the number of discussion groups. In Ontario, a total of 127 groups was reported by March. These included Home and School groups, public health nurses, young people's church groups, "Y" groups and normal school students. In Nova Scotia, well over 250 groups were reported. The total for Canada reached 400.

The criticism of the 1949 series was very similar to that of 1948. Many listeners expressed disappointment because Dr. Griffin never attempted to provide a solution to the problems presented in the programs. One of the programs was heavily criticized by a number of church groups, because it contained some profanity, which the script writer presumably introduced for purposes of realism. The other major criticism reflected the anxiety aroused by the subject matter and the method of presentation, as people complained that the broadcasts were "sad" or

"morbid." The spokesman for the Nova Scotia Home and School groups expressed considerable disappointment because they had asked for "psychology" and they had received "psychiatry."

However, the general response of the listening public was very favorable. Many listeners reported problems similar to those portrayed in the programs, and these listeners frequently requested help. Their letters were referred to Dr. Griffin. The majority of reports received indicated that the listeners were intrigued by the broadcasts, and that they gained considerable understanding of human behavior from the programs and from their discussions of the problems presented.

The series also received wide acclaim from other organizations interested in mental health education. Inquiries, praise and requests for material were received from many such organizations throughout the United States. The series received official commendation when it won honorable mention at the first "Canadian Radio Awards" presentation in 1949, "in recognition of the excellence of its aim, its form and content and the quality of its performance."

The series was presented again in 1950. The format and the time remained unchanged. However, the major responsibility for the organization of listener groups was assumed by the C.M.H.A., working through the various Provincial Departments of Health, which served as centres for the distribution of the study bulletins. The wide public interest in the project made this arrangement preferable to that whereby the Home and School Federation alone organized the listener groups. A further

change in 1950 concerned the study bulletins themselves. In previous years, separate pamphlets were issued for each program. However, in the interests of economy and ease of distribution, one study bulletin, containing material for the entire twelve programs, was issued in 1950.

The response to the 1950 series was again enthusiastic. The C.M.H.A. received orders for 30,000 study bulletins, which represented an almost ten-fold increase over the earlier requests. The content of the listener response remained relatively constant, with praise predominant. The series again received official recognition when it won first award in the Fourteenth American Exhibition of Educational Radio Programs (1950) "in recognition of its outstanding educational value and distinguished radio production."

With this impressive record to recommend it, "In Search of Ourselves" was again presented in the winter of 1951. It is with the programs in this series that this study is concerned. Chapter III is devoted to the first analysis of the discussions conducted by one group which listened to these programs.

CHAPTER III

YOUNG LOVE

The program of February 6th was entitled, "Young Love." The writer has prepared a brief synopsis of the story, based upon the script for the broadcast.

"Young Love" told the story of Frank, a youth of sixteen years, who was experiencing many of the problems of adolescence. He had been associating with a group of boys of whom his parents disapproved. Frank valued their friendship, played on their hockey team, and tried very hard to be one of them. This involved smoking cigarettes in secret, about which Frank had considerable qualms. Yet, he found it exciting to do so, partly because of his feeling that it was wrong.

Frank had also become aware of the opposite sex, and his feelings toward his recently-acquired girl friend were a mixture of wonder, reverence and worship. He was unable to treat the subject of girls as lightly as did his companions. When teased by them about his relationship with his girl, Therese, he betrayed his feelings, and was derided and embarrassed by his friends.

At one point in the story, Frank's companions obtained a supply of liquor and urged him to accompany them on a secret drinking spree. When they jeeringly interpreted his hesitation as evidence of a lack of manliness, he yielded in order to

retain their approval and acceptance. Later, his resolution to drink only a little broke down in the face of their goading. The entire group returned intoxicated to their homes, and they created a considerable public disturbance on the way.

When Frank's father learned of the escapade, he lectured the boy severely, cut off his allowance and ordered him to remain at home at night for two weeks. Frank was dismayed because he had arranged a date with Therese before the end of the two weeks. While he felt that his punishment was justified, he believed that his parents treated him as a baby and that they would not understand how much this date meant to him.

On the night of Frank's date with Therese, his father was delayed at the office, and Frank left the house over the violent protests of his mother. Frank was ecstatic at the end of his evening with Therese, but returned home to find his father waiting up for him. His father cross-examined him as to where he had been. Frank reluctantly revealed that he had attended a show with Therese. His father sharply questioned whether he was old enough to be keeping company with girls, and forbade Frank to leave the house at night during the next month. Frank protested and sought vainly to explain about Therese and about his obligations to the hockey team. His father angrily ordered him to bed and threatened physical punishment for further disobedience.

At the conclusion of the story, Frank was planning to leave the house again. He was greatly concerned about disobeying his father but he was determined to keep his promises to

the hockey team and to Therese.

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Ten members, three men and seven women, were present for the discussion following the program. Identified by occupation and sex, they were:

Men	Women
accountant	lab. technician A
social worker C	lab. technician B
student	sales clerk
	secretary
	social worker A
	social worker B
	stenographer

The questionnaire[1] dealing with the problem presented in the program was administered to the individual members immediately upon their arrival for the evening. Each member completed his or her questionnaire at once, without reference to the answers of the other members, and each questionnaire was collected as soon as it was completed. The results of this questionnaire are indicated below.

In answer to the first question,

3 members[2] believed that the age span of adolescence extended from 12 years to 20 years.

2 members[3] believed that it extended from 12 years to 18 years.

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[1]See Appendix C1, p. 178.

[2]Lab. technician B, social worker C, student.

[3]Accountant, social worker A.

1 member[1] believed that it extended from 9 years to 20 years.

1 member[2] believed that it extended from 12 years to 21 years.

1 member[3] believed that it extended from 13 years to 17 years.

1 member[4] believed that it extended from 13 years to 20 years.

1 member[5] believed that it extended from 14 years to 17 years.

The term "adolescence" is a rather flexible one. In physiological terms, it is applicable to an individual who has entered puberty but who has not reached physical adulthood. In this sense, adolescence refers approximately to the years between 12 and 20. However, the upper limit is conditioned, to a considerable degree, by the social environment. In North American society, the educational system, with its consequent prolongation of financial dependence, has made of adolescence a more extended period than one of mere physical maturation. Because of the elasticity of the term, the differing answers given by the members are acceptable here. It is, perhaps, more important that the members recognized that puberty marks the beginning of the adolescent phase.

In answer to the second question,

7 members[6] believed that the chief emotional problem of the normal adolescent is to learn to accept the responsibilities of adulthood.

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[1]Lab. technician A.

[2]Sales clerk.

[3]Secretary.

[4]Social worker B.

[5]Stenographer.

[6]Accountant, lab. technician A, sales clerk, secretary, social worker A, stenographer, student.

3 members[1] believed that the chief emotional problem is to achieve emancipation from the parents.

The writer is of the opinion that the gradual achievement of emancipation from parental ties constitutes the major emotional problem of adolescence. While only three members appeared to recognize the importance of this problem, it is possible that the writer did not make a sufficiently clear distinction in the wording of the alternative answers offered to the members.

In answer to the third question, which offered a choice of three explanations as to why the adolescent adopts a defiant, daring attitude,

all 10 members believed that it was because he feels insecure, and he seeks to deny this feeling.

The writer believes that an attitude of overt defiance is frequently an indication of feelings of insecurity. The unanimous choice of the members suggests a good understanding of the way in which the insecurity occasioned by the new adjustments of adolescence may take the form of expressions of defiance.

In answer to the fourth question,

all 10 members indicated their belief that parents, in the face of revolt by the adolescent, should show their confidence in and respect for him.

Again, the members' answers suggest an understanding that the adolescent's behavior is frequently the result of his feelings of insecurity. In the light of such understanding, the members

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[1]Lab. technician B, social workers B and C.

were aware of the way in which parents can best respond to this behavior.

The fifth question asked for the members' opinions concerning the best way to deal with the "hero worship" common in adolescence.

7 members[1] believed that the adult should use it to inspire the adolescent to achievement.

2 members[2] believed that it should be ignored as normal and harmless.

1 member[3] believed that it should be discouraged as soon as possible.

In the writer's opinion, the adult may utilize most effectively the idealism of the adolescent. By providing an inspiring figure to meet the adolescent's need for identification, the adult can direct adolescent energies into lasting, constructive channels. Since this opportunity is frequently overlooked, the answers of the majority of the members suggest an unusual understanding of adolescent psychology.

In answer to the sixth question,

6 members[4] believed that girls adjust more easily than boys to the problems of adolescence.

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[1]Lab. technician A, sales clerk, secretary, social workers A, B and C, stenographer.

[2]Lab. technician B, student.

[3]Accountant.

[4]Accountant, sales clerk, social workers A and C, stenographer, student.

3 members[1] believed that boys adjust more easily than girls.

1 member[2] did not answer.

In presenting this question, the writer was interested primarily in discovering any bias, according to sex, on the part of the members. Although such a bias was not evident, it is noteworthy that none of the men present felt that boys adjust more easily than girls. However, the writer believes that the average boy probably has a more violent reaction to his maturity than does the average girl. The answers of the majority of the members are in accordance with this view.

In answer to the seventh question,

9 members[3] believed that adolescence is a time of "storm and stress" equally among all income groups.

1 member[4] believed that adolescence is a time of "storm and stress" mainly among members of the lower income group.

The results here indicate that the members were aware that the difficulties of adolescence are not necessarily related to economic status.

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[1]Lab. technician A, social worker B, secretary.

[2]Lab. technician B.

[3]Accountant, lab. technicians A and B, sales clerk, social workers A, B and C, stenographer, student.

[4]Secretary.

The results of the eighth question are tabulated below:

ADOLESCENT RECREATIONAL FACILITIES IN MONTREAL CITED BY THE MEMBERS OF THE GROUP

Occupation	Known Recreational Facilities
Social worker B	Montreal Boys' Association Neighbourhood House Rosemount Boys' Club University Settlement "Y"'s
Social worker A	Juvenile Police Club "Y"'s
Lab. technician B	"Y"'s Church groups
Lab. technician A	"Y"'s
Social worker C	"Y"'s
Sales clerk	"Y"'s
Accountant Secretary Stenographer Student	None listed

The results suggest that the members were generally unfamiliar with community resources in the area of adolescent recreation.

The ninth question asked for the members' suggestions as to what other facilities should be provided. Of the ten members present, only three offered any such suggestions:

1 member[1] suggested the provision of "co-ed agencies."

1 member[2] suggested more supervised home activities.

1 member[3] suggested the provision of "'teen canteens."

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[1]Social worker B. [2]Lab. technician B.

[3]Sales clerk.

In view of the results of the eighth question, we might anticipate that the members would be unaware as to whether a need for added facilities constituted a problem in their community.

The answers to the tenth question are tabulated below:

FACILITIES FOR ADOLESCENT COUNSELLING AND VOCATIONAL GUIDANCE CITED BY THE MEMBERS

Occupation	Facilities Listed
Social worker B	Girls' Counselling Centre Mental Hygiene Institute Protestant School Attendance Department Jewish Vocational Service
Social worker A	Case work agencies Group work agencies Jewish Vocational Service Mental Hygiene Institute
Lab. technician B	Mental Hygiene Institute Family Welfare Association "Y" counsellors
Sales clerk	Social agencies National Employment Service
Accountant Lab. technician A Secretary Social worker C Stenographer Student	None listed

Again, the results of this question reflect the answers given by the members in the two preceding questions. The evidence suggests that a knowledge of community resources in this entire area was generally limited to the social workers, for whom the matter was of professional concern.

In answer to the eleventh question,

all 10 members expressed the opinion that persons under

21 years of age should be taught to drink alcoholic beverages in moderation.

The answers here suggest that the members understood that the adolescent will find alcohol attractive if it is forbidden, and also, that he is unable to develop discretion without adult guidance.

In answer to the twelfth question,

5 members[1] believed that masturbation among adolescents is "frequent."

3 members[2] believed that it is "usual" among adolescents.

2 members[3] did not answer.

In the writer's opinion, adolescent masturbation is a universal practice, although the stage is normally a transitory one. The answers given by the members suggest that they were aware of the normality of such behavior.

In answer to the thirteenth question,

4 members[4] believed that sexual experimentation is carried out by adolescents because they want to prove they are adults.

3 members[5] believed that sexual experimentation is carried out by adolescents because it is the easiest means of discharging sexual tension.

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[1]Sales clerk, secretary, social workers A and C, student.

[2]Accountant, lab. technician B, social worker B.

[3]Lab. technician A, stenographer.

[4]Sales clerk, social workers A and B, student.

[5]Accountant, secretary, social worker C.

1 member[1] believed that sexual experimentation is carried out by adolescents because they are seeking assurance that they are loved.

2 members[2] did not answer.

In the writer's opinion, sexual experimentation is frequently an expression of the adolescent's feelings of insecurity. Since the certainty of his capacity to love and to be loved is gained only as he matures, an insecure adolescent may seek, through sexual experimentation, immediate reassurance of his acceptance. The answers selected by the members suggest that they were not entirely aware of this psychiatric interpretation of such behavior.

In answer to the fourteenth question,

7 members[3] believed that complete sex instruction should be given by the age of 12 years.

3 members[4] believed that complete sex instruction should be given by the age of 16 years.

The answers of the majority of the members suggests their awareness that complete instruction in matters of sex may allay much anxiety following the onset of puberty.

In their answers to the fifteenth question,

6 members[5] believed that sex instruction should be given

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[1]Lab. technician B. [2]Lab. technician A, stenographer.

[3]Accountant, sales clerk, social workers A, B and C, stenographer, student.

[4]Lab. technicians A and B, secretary.

[5]Lab. technicians A and B, social workers A, B and C, student.

primarily by parents.

2 members[1] believed that it should be given primarily by the schools.

1 member[2] believed that it should be given primarily by doctors.

1 member[3] did not answer.

The answers of the majority of the members suggest their awareness of the value of parental instruction in matters of sex. In the opinion of the writer, sex education is best achieved as an easy, gradual process from the child's earliest years, keeping pace with his own curiosity, and culminating in a frank discussion of the physical changes which occur at puberty. The nature of such a process requires the intimacy and security of the family setting.

The results of the questionnaire indicate that the members possessed a generally good understanding of the problem of adolescence. They recognized the reasons for the adolescent's defiant attitude, and the way in which this can best be met by parents. The members revealed few misconceptions concerning adolescent masturbation and the relation of adolescent difficulties to economic status. While their knowledge of specialized facilities for adolescents in their own community was negligible, the members' answers do suggest an awareness of the normality of much adolescent behavior and of the emotional sources of that behavior.

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[1]Accountant, secretary. [2]Sales clerk.

[3]Stenographer.

A. The Members' Discussion of the Story

1. The Adolescent Seeks Security Among Others of His Kind

The members first gave considerable attention to Frank's relationship with his companions. The sales clerk noted Frank's reluctance to participate in the escapades of the other boys, and she raised a question as to why he would join them, when "he obviously didn't want to do what they were doing."

The stenographer suggessted that 'teen-agers are "generally agressive," and that Frank was "the shy type" who wanted to "be more like the others." The stenographer felt that Frank had joined the other boys rather than be conspicuous by remaining aloof. This view shows an awareness of the common overt behavior pattern of the adolescent, but it suggests that the stenographer did not recognize the over-compensation frequently operating in such cases. Her view here is in direct contrast to her answer to the third question of the questionnaire, where she indicated an understanding of the reason why an adolescent so often adopts a defiant, daring attitude. This oversight may be due to the fact that the story provided an intimate glimpse of Frank's feelings, but not of those of the other boys. This probably led the stenographer to feel that Frank was "shy" in contrast with the other boys. However, the stenographer did reveal an awareness of the adolescent's need to be with, and like, others of his kind.

Social worker B suggested that the strict attitude of Frank's parents had "pushed him into going the pace, drinking

and smoking." This view shows some understanding of the basic adolescent conflict around emancipation from the parents, and is in accordance with social worker B's answer to the fourth question of the questionnaire. Social worker B's view was briefly elaborated upon by the members of the group, who agreed that while Frank did not approve of the behavior of the other boys, he had joined them because he wanted to be accepted by them.

The sales clerk was unable to understand why this acceptance was so important to Frank. The sales clerk's question might be anticipated, in view of her failure to recognize, in the questionnaire, that an adolescent's major emotional problem is that of achieving emancipation from his parents.

In reply to the sales clerk's question, social worker B suggested that the adolescent "still depends on his parents, but partly wants to break away, and so joins a gang." This view reflects a better understanding of the adolescent's conflict, and of his need for the support of others who are also in transition from childhood to adulthood. Social worker B's explanation is also in accordance with her answer to the second question of the questionnaire.

The sales clerk was able to understand social worker B's explanation, but she pursued the question still further, as she asked why it was important for Frank to "get in with this particular gang." The student pointed out that these boys were members of the local baseball team (hockey team, actually), and that they would have considerable prestige in the community.

This comment is a valid one, and reflects the student's understanding of the insecurity of the adolescent.

Social worker C was inclined to look unfavorably on Frank's association with this particular gang, and expressed the belief that if he continued to seek their company, they "would lead him into trouble." To substantiate his opinion, social worker C cited the incident in the story where Frank, in the company of the other boys, had broken some street lamps while under the influence of liquor. Social worker C's opinion constituted a valid recognition of the possible harmful results of undirected adolescent activity, although his implication that the other boys were "bad" was unwarranted in this instance.

The other members, with the exception of the accountant, agreed with social worker C that the outlook for Frank was not favorable. The general feeling was that the behavior of Frank's companions was merely an expression of adolescent high spirits, and that these boys, as the stenographer remarked, "would turn out to be good citizens." However, they were agreed that Frank was less well adjusted than the other boys. This view, while it demonstrated the ability of the members to see Frank as an individual, suggests that they were tempted to discount the normality of his feelings and behavior.

The accountant dissented from the other members in that he could not accept it as inevitable that Frank would "get into trouble," although he agreed that the boy might be less well adjusted than his friends. The accountant felt that, while Frank needed to belong to a group, it did not follow, necessarily,

that this particular group was typical of all adolescent gangs. The accountant explained his view:

> Are all adolescents the same? I don't think so. I think his membership was merely circumstantial. Under the circumstances, he would not meet people like himself, and I think it is possible he might meet people more his type later on in high school. If that happened, he would adjust himself quicker than if he stayed with the gang and tried to get acceptance. . . . . at the moment, he wants to get prestige in the eyes of his girl and the gang. If he was with people more in sympathy with him, and more understanding, his desire for prestige would not be so acute, and he might automatically get more acceptance. . . . . I think Frank was unfortunate in his choice of friends. Perhaps there was no one in the neighborhood like himself, but this may not go on indefinitely.

The accountant's view thus took into account the fact that there is a range, rather than a stereotype, of adolescent behavior. His remarks showed some recognition that Frank's own behavior was within that range, and that the boy could not, therefore, be set completely apart from the others.

The members of the group did agree that, regardless of any trouble-making capacity of the gang, Frank's attachment to the other boys was an expression of a normal adolescent need. Social worker B summed up this feeling when she commented: "He needed the gang while fighting with his parents. I think he will grow out of it eventually." In the light of the answers to the second question of the questionnaire, this conclusion by the members suggests that they derived, during the discussion, a genuine understanding of the needs of the adolescent in his struggle for emancipation from his parents.

2. Parental Confidence and Respect Can Facilitate the Adolescent's Emotional Emancipation

In addition to their discussion of Frank's need for

adolescent companions, the members of the group also considered his relationship with his parents. The members here indulged in some speculation. The stenographer wondered how much affection existed in the family, and she gave her impression that there seemed to be little affection between Frank's parents. Actually, there was no evidence in the story to suggest the presence or absence of such affection.

The student raised a question as to the nature of the relationship between Frank and his mother, and wondered whether they could be aligned against the boy's father. The members agreed that such a situation would be hopeless, but they felt that there was no evidence of this in the story.

The stenographer, however, called attention to one detail in the story. She noted that Frank's mother had become ill (temporarily) when the boy had disobeyed his father by leaving the house at night. This was true, and the incident did serve to illustrate the intensity of the conflict in the household.

The student developed the stenographer's point, and, in doing so, followed the general tendency of the members to make Frank's problems unique. The student felt that such behavior by the boy's mother was neurotic. He pointed out further that Frank was an only child, and suggested that the situation of neurotic mother and only child was a particularly unhealthy one. While the evidence did not warrant such a conclusion in this case, the student's remarks do reveal an awareness of the complex factors in a mother-child relationship.

The student's suggestion that Frank's difficulties might be related to the fact that the boy was an only child was not acceptable to the stenographer. She believed that even if there had been siblings in the family, Frank "would probably have had a problem with more aggressive brothers or sisters." This comment reflects the feeling of the members that Frank lacked what they regarded as normal adolescent aggression. The accountant carried this idea still further when he related it to the fact that Frank was an only child. He remarked that:

> I don't know any only children that are aggressive. They usually come from larger families. I think you acquire too much dependence on parents when you are an only child. I think lack of rivalry has a tendency to cause you to relax.

The members of the group did show considerable understanding of the way in which the attitude of Frank's parents was alienating him from them. Social worker A pointed out that "they could never talk it over with him," because they disapproved so strongly of his behavior. This view is in agreement with social worker A's answer to the fourth question of the questionnaire, and comes close to the heart of the adolescent's problem. The accountant, too, recognized clearly that Frank's father had intensified the boy's conflict. The accountant felt that Frank could never tell his friends or Therese that his father had forbidden him to see them, since this would be "a blow to his pride." The accountant pointed out that Frank was, therefore, forced to claim it as his own decision, or to continue to disobey his father. These comments, which were supported by the other members, constitute a recognition

of the adolescent's need for self-assertion and independence.

Social worker A expressed the feeling of the members that Frank's problem arose in good measure from the attitude of his parents, when she concluded that "they treated him like a child."

3. The Adolescent Moves Only Slowly Into a Comfortable Relationship With the Opposite Sex

The members also devoted some discussion to Frank's relationship with Therese. Social worker A and the accountant believed that the boy's "starry-eyed" attitude was somewhat atypical of adolescents, and suggested that it was "likely to get him into trouble." The stenographer, the secretary and social worker A all expressed the opinion that it is more normal for boys of Frank's age to maintain the "hard-boiled" attitude adopted by Frank's companions. For this reason, these members concluded that Frank was less well adjusted than his friends.

Lab. technician B, however, recognized something of the adolescent's new awareness of sex, combined with his inability to handle his unfamiliar emotions on a mature level. She suggested that:

> Maybe the other boys have felt the same way, but wouldn't admit it. Their hard-boiled attitude is merely superficial. When they found out how he felt about the girl, they saw their chance, and pressed it, although they may have felt the same way. But as long as he didn't know, they could flaunt their superficial attitude.

This view is perhaps related to the fact that lab. technician B alone indicated in the questionnaire that sexual experimentation

is often carried out by adolescents because they are seeking assurance that they are loved. However, despite lab. technician B's suggestion, the other members did not modify their own beliefs around this point.

The members of the group were somewhat pessimistic about the course of Frank's development. Moreover, they showed a tendency to look for factors in his background in order to explain his present problems. However, they did attribute much of his difficulty to his adolescence, and expressed the belief that he could later make an adequate adjustment. As the stenographer somewhat cautiously expressed it:

> So many people going through adolescence and in high school seem fated to develop into nothing and yet they get ahead later.

B. The Members' Discussion of Questions Raised in the Study Bulletin

1. Parents Must Meet the Adolescent's Growing Need for Independence

The questions raised in the study bulletin stimulated almost as much discussion as was devoted directly to the content of the story. The first question asked, "In what ways could we help Frank grow up?" The accountant suggested that the key to the problem lay in securing a change of attitude on the part of the boy's parents. The accountant recognized that, in this case, it was rather late for Frank's father to take the boy into his confidence. However, the accountant felt that Frank's father could still rectify the situation, by trying "to treat the boy as a friend, and by encouraging him to share, and by letting the boy tell him things, and

by trying to understand." For a beginning, the accountant suggested that the father could encourage Frank to bring his friends to the house, "as a first gesture of friendship and understanding." The accountant saw this as being most important. He said:

> . . . . when that understanding is created, most things can be ironed out. What happens afterwards is not as important as his first attempt to establish friendly relations.

This view was accepted by the other members. It is perhaps a logical development of their unanimous recognition in the questionnaire that parents should show confidence in and respect for the adolescent in the face of his rebellion.

There was general agreement that Frank could best be helped if a change could be effected in the attitude of his parents. The stenographer posed the important question as to how to enable Frank's father to change his approach. The accountant replied that this was the aim of the broadcasts--". . . .to have parents understand and establish friendly relations with their children." The accountant felt that this particular broadcast emphasized the need for parents to change their attitude. His conclusion was: "I don't think there is any agency in the boy's life which can do anything, except the parents." While this conclusion may have been somewhat broad, it reveals an understanding of the basic importance of the adolescent's relationship with his parents.

The accountant's statements met with general agreement. The members recognized that adolescence is at best a difficult period and they expressed the belief that, in this instance, the

parents were making Frank's adjustment even more difficult for him. The consensus of opinion was that the boy's parents could best help matters by relaxing their rigid control over him. The accountant summed up the group's feeling thus:

> Boys smoking in secret, or doing some other forbidden thing, like drinking, is not particularly for pleasure, but merely an assertion of independence. If his father had given him permission, he probably wouldn't have touched it.

This conclusion is again reflected in the unanimity of the individual understanding expressed in the answers to the fourth question of the questionnaire.

However, despite this conclusion, the members were aware of the practical difficulties in achieving the desired change in Frank's parents. As an alternative, social worker B suggested that some interested person--"a teacher, an uncle or somebody"--not intimately involved in the family situation might be able to win Frank's confidence. The accountant objected to this, on the grounds that Frank's parents would resent any interference. The men present tended to support the accountant's view, and they agreed further that a boy such as Frank would not want to confide in anyone. The women, on the other hand, upheld social worker A's view that Frank would probably turn to someone who could convince him of their interest and understanding. Social worker C conceded that this might occur eventually, but not "until he gets into trouble sooner or later, and then he and his parents would go to some agency for help." The evidence in the story suggested the validity of the women's view in this instance. Surprisingly enough, none of the members recognized

that a group work agency might be able to offer help in a way acceptable to both Frank and his parents.

2. Individual Aggressiveness Is Not Necessarily an Obstacle to World Peace

The second question in the study bulletin was: "Is aggressive, tough behavior an asset in the world today? Can this be reconciled with our ideas on world peace?" The implication here was that the premium placed on aggressive individual behavior in our society might be in conflict with our efforts to promote international good-will. However, the members of the group interpreted the question rather differently, and the course of the discussion was somewhat at variance with that implied in the question.

The student felt that some degree of aggression in the individual was normal and desirable. The accountant could see no room for debate, and emphasized that there was no essential conflict between aggressive behavior and man's desire for peace. The accountant said:

> In order for a mature person to desire world peace, and work for it, I don't think you need to be a pacifist. There are too many people with no drive, and they let politicians push us around. I think it takes someone with drive to stand up for things.

It was at this point that social worker A, in response to the accountant's statement, raised the question as to whether a political leader's search for power was an expression of a neurotic trend. She suggested that "if you were not neurotic, you would not need power . . . ." This, of course, may be true in some cases, where such a need becomes an all-absorbing end,

but it is generally recognized that this need is normal, within certain limits.

The accountant took issue with social worker A's statement, and asked whether a leader might not seek power "because he wants to do something for people." When several members agreed that the desire for power was primary, the accountant cited Prime Minister Nehru of India, as an example of a man who wished "to accomplish something," and who did not "merely desire power for its own sake." The student, supported by the other members, suggested that "a man might be consciously altruistic, but still merely need power." The student's statement indicates some understanding of the mechanism of rationalization, but the validity of its application in this instance cannot be established. The question itself was not resolved by the members.

3. Parental Understanding Can Best Facilitate the Adolescent's Adjustment

The final question in the study bulletin asked: "Adolescents have many growing pains. How can parents help?" At the outset, the accountant expressed some understanding of the problem faced by the parents. He suggested that it was necessary for them to impose a somewhat rigid discipline while the children are growing up, in order "to avoid breaking up the house."

As the accountant saw it, when the children reach adolescence, the parents tend to impose an even more rigid discipline, because the dangers which they then recognize are greater. The accountant felt that this situation created a major problem for parents. In conflict with their natural

tendency to perpetuate a long-established pattern of obedience from their children is the new necessity to "change their attitude, and say 'look here, let's sit down and discuss your difficulties.'" The other members were in general agreement with this view.

While the accountant did succeed in clarifying for the other members a serious problem faced by parents, his remarks here illustrate a common tendency of adults to feel that all discipline in childhood is imposed primarily for the benefit of the parents rather than to meet the needs of the child. The members overlooked the erroneous nature of this assumption, which, in itself, contributes much to the later difficulties between the parents and their adolescent offspring. However, it is noteworthy that the members were able to recognize the implications of the changing demands made upon the parents.

Lab. technician B brought the discussion down to concrete terms, as she asked the other members: "If you had a boy that age, and knew that he was going out and getting into trouble, what would you do?" The members interpreted "trouble" as referring to misconduct such as that illustrated by the secret drinking carried on by Frank and his friends. The student suggested that he would take the boy to the basement and "get him soused," in the hope that the after-effects would discourage him permanently.

The secretary, however, recognized that a boy may not really want to drink, but that he may feel, as Frank did, that he must do so in order to be "one of the gang." This observation

takes proper cognizance of the different motives prompting certain adolescent misconduct.

The stenographer modified the student's proposal by suggesting that:

> . . . . a boy's father should establish some basis of understanding, and take him down to the basement, and have a few beers, and talk it all over with him--give him the facts of life.

The other members agreed with this suggestion. They were unanimous in their feeling that such an approach would best reduce an adolescent's tendency to conduct which he might otherwise regard as "wicked" and "adventurous." This conclusion is reflected in the unanimity of the individual members' answers to the eleventh question of the questionnaire.

Some further brief consideration was given by the members to the question of ways in which parents might help adolescents. Lab. technician B referred to recreational activities, and proposed that parents "direct group operations, so they won't move in the wrong direction." This met with a favorable response from the members. The sales clerk suggested the widespread adoption of 'teen canteens, one for each community in a city. The secretary made an important point when she suggested that:

> . . . . every mother should start with birthday parties at three or four. Parents gain friends for their children this way, and they can branch out from there. I think it is important to learn to play with groups when you are quite young.

In addition to these suggestions, the members agreed that supervised parties in the home were a desirable means of channeling adolescent energies.

C. Discussion of Related Questions Raised by the Members

1. The Gang is the Expression of a Normal Adolescent Need

In the course of this discussion, two related questions were raised by the members. The first concerned the nature of adolescent gangs in general. The secretary felt that the boys with whom Frank was associating were "tough," and she wondered whether all such gangs were like that. The members agreed that teen-age gangs of the organized type to be found in slum districts of the larger cities were definitely anti-social in their behavior. However, there was general recognition that a gang is usually a manifestation of the adolescent phase, when the members "try drinking, going out with girls, and telling jokes about sex." It was further agreed that this tendency to form gangs was not confined solely to adolescent boys. When the student raised this question, the women present indicated that they themselves had participated in similar female groups. Social worker A recalled: "We had one, and a clubhouse out in the back lot. We talked about everything."

2. Personality Is the Product of Interaction Between Heredity and Environment

At one point in the discussion, the accountant remarked that further data might reveal something in Frank's childhood to explain his present difficulties. This comment touched off a discussion of the relative importance of heredity and environment. The secretary believed that people are "born with certain tendencies," but she conceded that "circumstances might enhance

or blunt these tendencies." Social worker B suggested that the secretary was attaching too much importance to the role of heredity. She felt that "environment could be things that happen in your early years to develop your basic character or personality." The student pointed out that "you have families with the same treatment, but not the same tendencies." The secretary conceded that this was true.

The stenographer accepted the fact that heredity imposes certain limitations on the individual. She suggested, in this connection, that environment could affect one's development favorably, but that the maximum development possible for any individual would be pre-determined by heredity.

The accountant recognized somewhat more clearly the nature of the intimate interaction between heredity and environment as he concluded that "the difference is so subtle, you can't define it." This conclusion met with general acceptance by the members.

Discussion of heredity versus environment was concluded with specific reference to Frank. The student remarked that, in Frank's case, the difficulty was largely a matter of environment, rather than of heredity. The members agreed with this, and social worker B expressed their feeling in her statement that "adolescence is something he is stuck with for the present, but his environment can be changed."

D. Personal References by the Members

Throughout this discussion, there were only two noteworthy instances where a member made direct reference to an

experience in his own life. Both references were made by the accountant, and both suggested that he was able to identify with Frank.

In discussing Frank's behavior as a form of reaction against the overly-rigid control of his parents, the accountant recalled:

> I can remember when we were boys. As soon as we got a dime, we would go to the corner store and buy cigarette tobacco, and sit smoking behind the barn. If we could have smoked freely, we probably wouldn't have done it, but something forbidden was more fun.

Again, when several members suggested that Frank should refuse to associate with the other boys, and that he should simply seek other companions, the accountant showed evidence of his ability to appreciate Frank's feelings in the situation:

> I wonder. Did you ever go to camp, and get in with a tent full of people who made you miserable? You go about the camp, and find people more to your liking, and then you have to come back to your own tent to sleep. And, then, you might get in a tent full of people whose society you enjoy, but both are chance associations. Similarly, I have been in a group with people who made me uncomfortable, but later acquired friends more to my liking.

E. The Members' Criticisms of the Program

The criticisms of the program which emerged in the discussion concerned the lack of background material in the story. The members were not unanimous in this, and several disagreed with the criticism, indicating an understanding of the reason for the omissions.

The secretary commented that there was nothing in the broadcast to indicate that Frank had any one "special friend"

among the other boys. This remark led to some criticism of the program by the members, who felt that there was insufficient detailed information about Frank's history. The accountant expressed the general feeling of the group when he said, "I am sure anyone would want to dig back to find out what makes him different from the other members of the gang." This, in a sense, reflects the inability of the members to give full recognition to the fact that Frank's problem was essentially that of adolescence, rather than something peculiar to Frank which differentiated him from his companions.

During a brief discussion of the nature of adolescent gangs, social worker C pointed out that the organized "anti-social" gang is a product of "slummy neighborhoods." This raised the question as to the type of neighborhood in which Frank was living. The members agreed that the program had provided no information about this. The accountant and the student again referred to the lack of background material as being "a basic weakness of the broadcasts." The women present disagreed with this criticism. Social worker A suggested:

> That is the strength of it in one way--because families could say it could not possibly refer to them; while this way, it is loosely woven, and many similarities can be found.

Lab. technician B agreed with this view: "If you make it too exact, many parents listening in would say, 'This is not for us.' Generalities add more scope."

Summary

In their discussion of this program, the members devoted

attention to the content of the story. They singled out for consideration the three major areas of relationship wherein lay the problem of the principal character: his relationships with his companions, with his parents and with the opposite sex. In so doing, the members recognized his adolescence as being his basic problem, despite their tendency to seek causal factors in his background.

Much discussion was stimulated by the questions raised in the study bulletin. In attempting to find answers to these questions, the members revealed an understanding of the problems of adolescence, and clarified their ideas as to how these problems may be met.

Two related questions were raised by the members themselves. The first dealt with the general characteristics of the adolescent gang. In their discussion, the members were able to differentiate between the organized, destructive, urban gang and the more usual group which is an expression of a normal adolescent need. The second question raised by the members concerned the relative importance of heredity and environment, and the members were able to recognize the intimate interaction from which personality emerges.

Significant personal references were confined to two, both of which suggested that one member was able to identify with the central character.

One major criticism was made by the members, to the effect that the program offered insufficient background material concerning the central character. However, several members

recognized that this criticism was invalid, and they perceived the reason why the producers of the series purposely refrained from providing a detailed case history.

CHAPTER IV

THE GULLIBLE MECHANIC

The program of March 6th, entitled "The Gullible Mechanic," dramatized the case of Jimmy, whose problems arose from the handicap of inferior intelligence. His story was related by a boyhood friend, with the use of dramatizations of many of the episodes which the friend described. From a study of the program script, the writer has prepared a brief synopsis of Jimmy's story.

Jimmy and his younger brother were raised in near-poverty by a drunken father and a mother of dull intelligence, who supported her family by working as a laundress. As a child, Jimmy's life was unhappy. While his brother was of normal intelligence and was popular with his companions, Jimmy's mind was slow and simple, and he was merely tolerated by the other boys. He was the butt of many of their cruel jokes, and he was ridiculed because his lack of scholastic ability necessitated his attendance in special classes in school. Yet, his need for even a semblance of friendship led him to offer little resistance to the abuse of the other boys.

When Jimmy was twelve years old, his simplicity led him into difficulty with the law. He was prevailed upon by two older boys to rob a store. Later, in his excessive need for acceptance, he presented several acquaintances with gifts of

various articles included in his share of the loot. The police eventually located the culprits, and Jimmy was sent for four years to a school for backward boys.

Jimmy returned home occasionally during his stay at the school. However, with the waning of his friends' interest in his experiences, they paid him little attention, and his visits finally ceased.

Some years later, after graduating from college, the friend who narrated the story met Jimmy, by chance, in a city where the former was employed. Jimmy, who was then unemployed, explained that he had been taught the trade of carpentry during his stay at the school. However, he had been unable to hold a job in this field for any length of time. In the course of their discussion, his friend was conscious of the wide gulf between their interests, and recognized, with some satisfaction, the favorable contrast between the course of his own life and that which Jimmy's had followed.

In the following months, the friend was somewhat dismayed to find that Jimmy was bent upon renewing their old acquaintance. After several unsuccessful attempts to discourage Jimmy's overtures, the friend finally adopted the expedient of ignoring Jimmy when they met on the street. Jimmy took the hint, and no longer visited his friend.

Some time later, Jimmy's friend had occasion to bring his car to a garage for repairs. To his surprise, he found that Jimmy was employed there, as a mechanic. Jimmy greeted his friend and introduced him to his employer. Before returning

to his work, Jimmy extended to his friend an invitation to meet his wife that evening. In a brief conversation with Jimmy's employer, the friend revealed his surprise at Jimmy's marriage, and at his employment as a mechanic. The employer explained that Jimmy had begun by washing and polishing cars, and that he was now able to carry out simple repairs, provided that his work was always checked. The employer was well aware of Jimmy's limitations, but he regarded him as a conscientious worker, for whom some work was always available.

The friend later met Jimmy's wife and was surprised to discover that she was an intelligent, capable woman. She, too, was aware of Jimmy's limitations, but she revealed much understanding of his needs, and she recognized him as a good husband. The friend displayed further surprise at Jimmy's adjustment, and, at the conclusion of the story, he expressed his regret at the treatment which he had long accorded to Jimmy.

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Eleven members, three men and eight women, were present for the discussion following the program. Identified by occupation and sex, they were:

Men	Women
chemist	lab. technician A
investigator	lab. technician B
social worker C	research assistant
	sales clerk
	secretary
	social worker B
	stenographer
	teacher

The results of the questionnaire[1] administered to the members of the group immediately before the program are given below. As was indicated in the preceding chapter, each member was given a copy of the questionnaire as soon as he or she arrived for the evening's program. Each member at once completed his or her copy, independently of the other members, and the individual copies were collected as quickly as they were completed.

In their answers to the first question,

8 members[2] thought that the level of a person's formal education is not an indication of the level of his intelligence.

3 members[3] thought that the level of a person's formal education is an indication of the level of his intelligence.

The answers here suggest that the majority of the members understood that, while some individuals may lack a formal education, they may still possess a high degree of intelligence.

The answers to the second question revealed that:

8 members[4] thought that the members of the upper income group do not possess a higher degree of intelligence than do members of the other income groups.

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[1]See Appendix C2, p. 181.

[2]Chemist, stenographer, teacher, research assistant, secretary, social worker C, lab. technicians A and B.

[3]Investigator, sales clerk, social worker B.

[4]Chemist, stenographer, teacher, research assistant, secretary, social worker C, investigator, sales clerk.

2 members[1] thought that the members of the upper income group do possess a higher degree of intelligence than do members of the other income groups.

1 member[2] did not answer the question.

The answers here suggest a general understanding by the members that intelligence is not always related to financial status.

In answer to the third question,

10 members[3] believed that our educational system does not take adequate account of differences in the intelligence of students.

1 member[4] believed that our educational system does take adequate account of differences in the intelligence of students.

These answers suggest almost unanimous agreement that, while the present educational system meets the needs of the majority of pupils, it tends to overlook the needs of a significant minority.

In answer to the fourth question,

all 11 members indicated their belief that vocational guidance in the schools is desirable.

This response suggests that the members were aware of the need to consider the assets and liabilities of the individual student, in preparing him for his life work.

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[1]Social worker B, lab. technician B.

[2]Lab. technician A.

[3]Chemist, stenographer, teacher, research assistant, secretary, social workers B and C, sales clerk, lab. technicians A and B.

[4]Investigator.

The fifth question asked for the members' opinions as to why our society tends to promote education for a profession:

7 members[1] thought that it was because professional people can contribute more to society.

4 members[2] thought that it was because professional people have more money.

none of the members thought that it was because professional people have more prestige.

none thought that it was because professional people get more satisfaction from their work.

In the writer's opinion, the choice of the majority of the members suggests a common rationalization of the current emphasis on professional education. This emphasis, and the accepted reason for it, impute an undeserved inferiority to non-professional vocations. The writer believes that such an attitude gives rise to much occupational dissatisfaction and to unrealistic aspirations within our society. The answer selected by the remaining four members may suggest a somewhat more realistic appreciation of the motives behind the trend to professional education.

However, it is necessary to qualify the foregoing remarks. In phrasing the question, the writer mistakenly used the word, "society," rather than the phrase, "many people in our society." The writer intended that the question should be

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[1]Chemist, stenographer, investigator, research assistant, social workers B and C, lab. technician B.

[2]Lab. technician A, sales clerk, secretary, teacher.

interpreted in the latter sense. Without such an interpretation, the answers of the majority of the members may be valid, since society, in itself, promotes professional education for the benefit of its members. This motive is distinct from the motives of many people within that society.

The sixth, and final, question asked for the members' opinions concerning the level of the intelligence and of the formal education of people who are frequently attracted to communism:

8 members[1] believed that there was no relation to intelligence or to education.

1 member[2] believed that such people are below average in intelligence and in education.

2 members[3] did not answer the question.

In preparing the question, the writer's implication was that the individual's ability to make critical judgments depends directly upon both the degree of his intelligence and the extent of his knowledge. The fact that eight members believed that the individual's attraction to communism is not related to his intelligence or to his education suggests that the writer erred in selecting adherence to communism as an example of gullible behavior.

The results of the questionnaire indicate the members'

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[1]Chemist, investigator, research assistant, social workers B and C, secretary, stenographer, teacher.

[2]Sales clerk.

[3]Lab. technicians A and B.

understanding that intelligence is an independent quality not to be related to the individual's education or income. The fact that the members did not indicate their recognition of the relationship of education and intelligence to the ability to make critical judgments may be due to defective wording of the question. The members did recognize the need to provide for children of all degrees of intelligence within the educational system, and they were aware of the value of vocational guidance. The writer has expressed his personal doubt as to the validity of the majority's belief that the emphasis upon professional education arises from the greater contribution which professional persons can make to society.

A. The Members' Discussion of the Story

1. The Need to Provide a Place in Society For People of Inferior Intelligence

The members devoted relatively little time to a discussion of the story itself. There was some initial confusion as to how the title of the program applied to Jimmy and his problem. The secretary raised the question, as she asked in what way Jimmy was gullible. She wondered if this referred to his relationships with his friends. The sales clerk felt that it did. She suggested that gullibility could be the product of Jimmy's impaired critical faculty, combined with his great need for acceptance.

The stenographer, however, expressed her opinion that the program offered little evidence to show that Jimmy was a gullible person. She did agree that his companions took

advantage of him during his childhood, and she recalled an incident in the story where the other boys had prevailed upon him to carry water for them after a game of ball together. The stenographer conceded further that "he didn't last long on jobs, and he wasn't very bright, and he leaned on his former friends too much." However, the stenographer did not interpret this as evidence of gullibility, and reiterated her belief that "nobody sold him down the river after he grew up." The stenographer then indicated that the comments in the study bulletin[1] concerning this program had led her to expect ". . . . that he was going to be taken advantage of in some way--like a communist. He was the sort of material the communists use."

The stenographer's view may suggest a discrepancy between the material in the study bulletin and the actual content of the program. However, a number of points should be noted in connection with the stenographer's remarks. She overlooked certain evidence which directly suggested that Jimmy was gullible. At one point in the story, he seriously proposed to his friend that they form a partnership to breed chinchilla rabbits as a sure scheme to make their fortune. He also professed a wise understanding of the ways of the world, and alluded to certain magazines devoted to the expose, as the source of much of his information. Again, he displayed considerable optimism about his chances of winning the Irish Sweepstakes. Finally, he wasted much of his money on second-hand cars. Thus, in a number of ways, Jimmy was represented as a gullible person. The

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[1]See Appendix A2, p.173.

stenographer's impression that "he was the sort of material the communists use," was probably justified, and a similar observation was made in the commentary which followed the presentation of the story. Presumably because Jimmy was not actually made a dupe of communism, the stenographer was not wholly aware of the implications of her own statement. However, in view of her answer to the sixth question of the questionnaire, the stenographer's very awareness that Jimmy was a potential dupe of communism suggests that the program gave her a somewhat clearer understanding of the social danger which Jimmy represents. This conclusion is, perhaps, borne out by her later comment, when she said:

> . . . . so much depended on the type of people he met. He could be so easily influenced. He was such a puppy, wasn't he? He liked people, and he wanted so terribly to be liked himself, and he didn't seem to have much to offer a person. And so he just happened to be very lucky. He could have been just as easily influenced by the wrong company.

In the face of the confusion expressed by the members as to Jimmy's gullibility, the chemist attempted to clarify the real problem illustrated in the story. He suggested that Jimmy was:

> . . . . just an example of people who somehow lack the intelligence or the ability to absorb knowledge. They just can't absorb formal knowledge . . . . as well as most people can. What can we do to place them in society, and have them contribute something worthwhile to society, instead of ignoring him, and making fun of people that are like him?

The chemist's remarks constitute a genuine recognition of Jimmy's basic problem. His definition was accepted by the other members of the group, who then entered into a discussion of the general

question of education for people such as Jimmy. This discussion has been considered elsewhere in the chapter (pp. 77-83).

2. Vocational Guidance Can Aid the Adjustment of Persons of Inferior Intelligence

The members gave further attention to Jimmy as a result of their later discussion as to whether an individual would be sensitive about such a handicap as inferior intelligence. The teacher pointed out that Jimmy had feelings of inferiority because of his handicap. The story contained ample evidence to support this view, which met with general agreement by the members.

Social worker C, however, expressed his belief that Jimmy's feelings of inferiority could have been avoided. Social worker C suggested that, had Jimmy been given adequate guidance by counsellors, he could have been directed into a job in which he could have functioned happily and efficiently. As social worker C saw it, counsellors could enable Jimmy to understand that the job suited his particular abilities, and that no suggestion of inferiority need be inferred: "They would tell him that he could become a far greater mechanic, perhaps, than somebody with twenty points higher I.Q."

This view is in accordance with that expressed in social worker C's answer to the fourth question of the questionnaire. While it overlooks the feelings of inferiority arising in Jimmy's social relationships, it does reveal an understanding of the primary need of people such as Jimmy for skilled vocational guidance. The problem was brought into

sharp focus in the story, as Jimmy drifted from one job to another. Social worker C's comments indicate an awareness of the way in which Jimmy's ego might be strengthened through the satisfactions of a favorable occupational environment.

The stenographer, however, was somewhat skeptical of the value of counsellors. She pointed out that Jimmy had been taught the trade of carpentry, "and he was not a very good carpenter . . . ." This was true, but there was no evidence in the story to suggest that Jimmy's training as a carpenter was based on the recommendation of a counsellor. The stenographer's remarks here really support social worker C's emphasis on the need for vocational guidance service in such cases.

3. The Influence of Environment upon the Level of Intellectual Functioning

Further discussion of Jimmy arose from a question posed by the sales clerk concerning the extent to which Jimmy's environment might have contributed to his problem. The sales clerk recalled that Jimmy's father drank heavily, and that his mother was ill much of the time (the mother's illness actually occurred some time after Jimmy reached adulthood). The question reveals the sales clerk's awareness of environmental factors, although she overlooked the fact that Jimmy's mother was herself of below average intelligence.

However, the significance of the sales clerk's question was not recognized by the other members of the group, and the question was not resolved. The stenographer felt that Jimmy's home environment was an unimportant factor. She believed that,

if it had affected him adversely, "he would have been neurotic." However, she saw no evidence of neurotic symptoms: "He was a nice guy. He had a nice disposition, didn't he? It had no effect on his personality . . . ." This view suggests a misconception of the nature of neuroses. It also discounts the possible influences of environment upon the level of mental functioning, as distinct from the individual's "disposition."

Social worker C tended to agree with the stenographer, and indicated his belief that Jimmy's intelligence was naturally inferior. It is noteworthy here that the sales clerk, in raising her question, did not dispute such a contention, but merely suggested that "Jimmy's environment was in part responsible for this." However, social worker C expressed his opinion that Jimmy was naturally dull. He cited Jimmy's acceptance of abuse from others, and suggested that "bright people kick when they get kicked around. Dumb people accept it--they acquiesce."

The investigator questioned the validity of relating the degree of intelligence to the ability to "kick back," and he suggested that "the most intelligent people are the most tolerant." Social worker C conceded this, and he amplified his previous statement that people of lower intelligence accept abuse from others. He explained:

> . . . . I guess the reason a lot of dull people don't kick too much is that . . . . they would naturally rebel inside, but outside, they find themselves beaten down so often that they can't argue. They can't hold their own with someone else. So, what happens over a period of time? They just kind of acquiesce, and go along.

These remarks do have considerable validity. However, while

they developed from social worker C's opinion that Jimmy's intelligence was naturally inferior, they do, in fact, reveal the importance of the environmental factors, which social worker C denied.

The chemist displayed a somewhat greater awareness of the possible influence of environment, when he suggested that Jimmy would have fared better in school, if his parents had possessed the ability and the education with which to help him.

The foregoing comments suggest that, with the exception of the sales clerk and the chemist, the members tended to regard the level of intellectual functioning as being determined exclusively by either environment or by nature. They overlooked the interplay between these two forces.

B. The Members' Discussion of Questions Raised in the Study Bulletin

1. Education Alone Does Not Prevent Suggestibility

The questions which the study bulletin raised in connection with this program stimulated relatively little discussion. The first question asked: "Are uneducated people the only ones who are easily led? Under what conditions are we likely to be influenced by the suggestions of others?" The members agreed unanimously that educated people are apt to be led no less easily than the uneducated. However, it is interesting to note that, throughout their discussion of this question, the members regularly equated "intelligence" with "education."

The chemist attempted to demonstrate that educated and

uneducated people may be equally gullible. He pointed out:

> You get an awful lot of intellectuals in every country, who are attracted to communism. And then, at the bottom, you get the uneducated people--the have-nots--who don't have much of anything, really. And they reach to communism like the last straw. But, at the top, you get a lot of bright people who feel, perhaps, like social saviors.

The chemist's view contains much truth, in that he recognized that superior intelligence alone does not necessarily preclude gullibility. Moreover, his remarks here constitute, perhaps, an application of the understanding which he expressed in his answer to the sixth question of the questionnaire. However, the question raised in the study bulletin implies that education, by itself, is not a guarantee against gullibility. It is to be noted that the chemist differentiated between "uneducated people" and "bright people." This is in direct contrast to his answer to the first question of the questionnaire, wherein he indicated his belief that the level of a person's formal education is not an indication of the level of that person's intelligence. The chemist thus reflected, in the discussion, the common misconception that a lack of formal education implies a lack of intelligence.

Social worker C also failed to distinguish between intelligence and education, but he made a valuable contribution to the members' understanding of the dynamics of behavior. In answer to the latter half of the first question in the study bulletin, social worker C suggested that, because of their emotions, people of even superior intelligence could be easily led. To illustrate the possible influence of emotional factors,

social worker C cited the example of Sir Stafford Cripps, whom he credited with a high degree of intelligence. Social worker C believed that if Cripps had pursued a political career solely on the basis of his intelligence, he would have sought advancement through adherence to the Conservative Party in England. However, he had not followed this course, and social worker C suggested that Cripps had become a member of the Labour Party "perhaps because of poverty around him when he was a kid, or something, which developed in him a horror of this sort of thing--which is emotional."

The validity of social worker C's particular example may be open to question. However, his recognition of the role played by the emotions, regardless of the degree of the individual's intelligence, represented a most important insight. The members' general acceptance of his point suggests that they derived some understanding of a fundamental fact about human behavior.

The sales clerk recognized another important element in the conditions of suggestibility, as she asked, "Don't you think that we are inclined to be suggestible in those fields in which we know very little?" This comment is in accordance with the sales clerk's answer to the sixth question of the questionnaire, where she indicated her belief that people who are attracted to communism are frequently below average in formal education.

The secretary objected to a general application of the sales clerk's suggestion. Referring to the members of the group,

she stated her belief that "we are all above that." This reflects a somewhat common belief in the power of intelligence alone to reach rational conclusions. The sales clerk refuted the secretary's statement, as she pointed out that she, for one, could easily be misled on matters relating to Canada's foreign policy, about which she knew little.

Social worker C failed to recognize this as evidence of suggestibility. He felt that it was a matter of individual passivity. He believed that people frequently accept the views of others, "because you don't want to put forth the energy to get somebody else's point of view." Social worker C recognized this process as being a harmful one, in that it was the source of many unreasonable prejudices. There was general agreement with social worker C's view. This view, while it contains a valid recognition of the voluntary nature of much passive behavior, does not discriminate between conscious volition and the unconscious operation of suggestibility.

2. Suggestibility Is Not Related to Sex

The second question in the study bulletin asked: "Are women more suggestible than men? What is your evidence?" This question stimulated considerable discussion, but the members were unable to resolve it to their satisfaction. The stenographer, supported by the other women present, referred to Germany and Italy as two nations which had "exhibited mass gullibility," and suggested that the male population in both countries had been led to accept dictatorship. The men countered

that the women of these countries had consistently accepted the beliefs of the men. The chemist also pointed to the way in which Canadian women are led to "take their husbands' and boy friends' opinions on politica, instead of thinking out their own." The women were obliged to concede this point. Social worker B, however, recognized the influence exercised by women over men, as she remarked, "Look behind great men in history. Women put them where they were."

Since the members were divided in their opinions, according to their sex, the sales clerk formulated the only conclusion which the group could reach. She summed up thus:

> . . . . the women are agreed that the men are more suggestible than the women, and the men are agreed that the women are more suggestible than the men.

3. Adaptability, in Contrast to Suggestibility, Implies Adjustment to Reality

The third question in the study bulletin asked the difference between adaptability and suggestibility. This question aroused no discussion, although there was some attempt to define the meaning of the two words. The secretary suggested that, "in adaptability, there is a reason for conforming--you know what you are doing. In suggestibility, emotions seem to play the greater part. . . . ." The other members generally agreed with this distinction. The chemist believed that "there is more reasoning--more thought goes into . . . . adapting oneself to a situation . . . ." The stenographer added that, in adaptability, "you command the situation, so to speak." The members devoted no further discussion to the question, but their remarks

do indicate some understanding of the difference between meeting the demands of reality alone, and being influenced by factors other than reality.

C. Discussion of Related Questions Raised by the Members

The major portion of this discussion was devoted to a consideration of related questions raised by the members themselves. These questions indicated a real awareness by the members of the many implications arising from the problem presented in the program.

1. Society Has a Responsibility to Facilitate the Adjustment of Persons of Inferior Intelligence

The secretary focused the attention of the members upon the responsibility of society for the plight of many people such as Jimmy. She deplored the lack of human understanding, and the failure of the schools to fulfill their obligation to such persons. She pointed out that "they call them backward, even though they can be helped. . . . ." In the secretary's opinion, the net result was that these "people who don't find a niche for themselves rather early in life have a difficult time later on, and perhaps that is why there are so many criminals and men available for the army as cannon-fodder."

The general agreement with the secretary's indictment of society led the members to consider how society could best meet its responsibility. The chemist posed a basic question as he asked:

> How do you go about educating a person like that? Obviously, just sending a boy like that to a class where

> you have people of average intelligence, and giving him the type of education everybody else has is not the answer, because he is 'way behind the others in absorbing all the new things the teacher presents to the pupils. . . . . Should you just keep on shocking the boy, having the classes over and over again, until he knows what the other people know in his particular class? Or should you make a special class for him? Or should you send him to a special class?

The sales clerk conceded that the question of education was "pretty important." However, she suggested that, before considering this question,

> we would have to get at the attitude of society in general toward people like that . . . . There are so many teachers who don't accept their own students with lower than average intelligence.

In the writer's opinion, the sales clerk's suggestion touches upon a fundamental problem arising from the premium which society tends to place upon scholastic and financial success. Since success, measured in these terms, can be attained by only a limited percentage of the population, the writer believes that the general acceptance of such values is responsible for much social and occupational maladjustment. The sales clerk's understanding of this problem is, perhaps, reflected in her answer to the fifth question of the questionnaire. She indicated that our society tends to promote education for a profession because professional people have more money.

The chemist did not recognize these implications of the sales clerk's suggestion. He conceded the validity of her point. However, he felt that the problem of such attitudes held by the teachers was directly related to the matter of education, because:

> a teacher goes through a formal training in education. . . . . If the college for teachers is any good . . . .

> it will include . . . . a course dealing with backward children.

The stenographer interpreted the chemist's remarks as implying that children of all levels of intelligence should be dealt with in the same class by one teacher. The stenographer disagreed with such a view. She gave her opinion that special teachers were necessary, and that backward children should be taught in classes separate from those which include average and bright children. The stenographer felt that such an arrangement was necessary, because:

> if they are in a class with a lot of brighter kids, they are always going to feel inferior. If they are in a group where everyone has the same intelligence, they will feel much better.

The stenographer's remarks here are significant in that they show an awareness of the feelings of backward children, rather than a mere concern for the most efficient method of providing for their education.

Similar recognition was indicated by the other members, as they considered the validity of the stenographer's proposal. The chemist and the teacher both took issue with it. The teacher pointed out that if children were separated into classes according to their levels of intelligence, "they certainly would know whether they were in A group or B group, and the poor ones might feel that they are below average in intelligence." The chemist suggested the use of special schools for children of lower intelligence. However, social worker B pointed out that such a plan had a disadvantage similar to that attached to separate classes. She said:

> . . . . if you have them in a different school, you will have someone meet them on the street, and say, "Oh, you are going to a different school."

The stenographer agreed with social worker B, and expressed her belief that special classes would be preferable to separate schools since, in the latter case, the distinction would be more obvious.

The chemist then suggested a different approach, through the adoption of a different type of examination system. He saw an advantage in oral examinations "like in Europe." He explained that, under such a system, the individual student would be examined orally by his instructor, who would thus estimate his ability, without reference to the relative ability of the other pupils.

The teacher expressed her opinion that, if such a suggestion were adopted, there would be no objective basis upon which the student could be assigned a grade. She indicated, moreover, that, under the present system, factors other than the student's written examination are taken into account: ". . . . his attitude in class, his participation in discussions, his sociability, and everything else."

The stenographer agreed with the teacher. She believed that the chemist's suggestion, if adopted, would defeat the purpose of established standards by which a student's progress might be measured. She pointed out:

> We say, "People who know this much about a thing are going to pass." Now, what you suggest is that we make allowances for people who can't acquire that knowledge. And you say, "Well, they've done the best they can, and therefore we are going to let them pass."

The chemist conceded that objective methods of evaluation might be necessary. However, in support of his previous suggestion, he expressed his belief that the present system of education was seriously at fault, in that it overemphasized competition among the students.

The teacher did not agree that this criticism was justified. Referring to her own experience, she explained:

> . . . . I know, in our school, we never give any youngsters any idea of who is coming first. They know, to a certain extent, who the bright ones are, and who the dumb ones are, but we don't try to put that across. In fact, I think if there were more competition, there would be more incentive. I am trying to bring more competition into the classroom. I don't think we have enough.

The chemist modified his criticism, and the members agreed that a limited amount of competition should be encouraged in the schools.

The members then returned specifically to the question of the best method of educating backward children as a group. The teacher indicated that the use of special remedial classes was at present the accepted method of dealing with such children. When the sales clerk inquired as to the nature of the curriculum, the teacher explained that the special classes were:

> . . . . where any youngster who is behind in anything from any other class can be sent to the special class to get remedial work. And then he is sent back to his own class when he is caught up.

As an alternative to the previous suggestions which implied an identical curriculum for children of all degrees of intelligence, lab. technician B proposed that a different program of studies might be provided for the less intelligent

children. She wondered if it would be possible "to distract their attention into more manual training, and things like that, and make it interesting in the same school for them."

This suggestion reflects lab. technician B's recognition, in the third question of the questionnaire, that our present educational system does not take adequate account of the differences in intelligence of the students. The standard curriculum was developed to meet the needs of those of average intelligence. Lab. technician B's suggestion brought home to the members of the group an awareness of the need for a broadened conception of education, rather than for a more effective means of applying the standard curriculum to all children alike.

The other members were inclined to accept lab. technician B's view. However, the teacher pointed to the very real problem of a lack of funds with which to provide the facilities needed to implement such a plan. The teacher also emphasized the dearth of remedial classes in Montreal.

The practical limitations surrounding the provision of a special program for children of inferior intelligence led the secretary to give her opinion that only a small percentage of people are "very dumb." She expressed the belief that all teachers, through the exercise of much human understanding, could help many children who are now neglected because of the teachers' desire for "streamlined classes." Some of the other members were somewhat skeptical. They felt that the widespread adoption of special classes for backward children was the only possible effective means of meeting the problem. When the

teacher, supported by the investigator, again pointed to the lack of qualified teachers, which they attributed to low salary standards, the secretary returned to her point. She suggested that, from her own experience, much could be done by teachers in the regular grades:

> . . . . I taught school for nine years, in different schools, and had a great variety of pupils. And it is amazing how many improved with just a little bit of coaching--special coaching.

The secretary's view may not solve the problem of meeting the educational needs of backward children. Nevertheless, it indicates an awareness of a child's need for individual attention, and of the possibility that scholastic performance may not be an index of intelligence. The members recognized this, as they concluded that "there are very many youngsters in school who appear to be very stupid, who are that way only because of environment."

2. "Common Sense" Implies the Use of Intelligence

The members' recognition of environmental influences led social worker B to raise the question as to whether persons such as Jimmy might fare better in a rural society. The stenographer thought that many people of inferior intelligence "do things very well with their hands," and that, consequently, they would be likely to find a more satisfactory role in a rural environment. Social worker B sought to clarify her own suggestion, as she explained her belief that the less critical attitude of rural people might facilitate the adjustment of a somewhat backward individual. The stenographer interpreted

social worker B's remarks to mean that rural people, as a group, are less intelligent than urban people, and that a person such as Jimmy might, therefore, be less conspicuous in their society. The stenographer said:

> You find your bright, sophisticated, brittle people in the cities, don't you? I mean, even the people who are reasonably intelligent in rural areas don't make a fetish of it. . . . . They are not stimulated to the same extent people in the city are. Therefore, they don't sound as bright, and someone like Jimmy, who isn't very bright, would fit in better than he would in the city.

The other members took issue with the stenographer's statement concerning the intelligence of rural people. Social worker B expressed the consensus of opinion that "a progressive farmer is brainy, and uses it." Social worker C, however, qualified this conclusion, as he added that successful farming involved common sense in addition to intelligence. When social worker B equated common sense with intelligence, the stenographer disagreed: "A lot of intelligent people have no common sense whatever."

The stenographer then attempted to distinguish between common sense and intelligence:

> . . . . common sense is being able to see things uncolored. You see them as they really are. Whereas, you can get an intelligent person with a lot of imagination--somebody who is highly emotional--and they will never see a situation as it really is. And that is where common sense fails them.

Social worker C then suggested that common sense was the ability "to cope with a simple situation." The other members generally accepted this definition.

The distinction which the members sought to draw between common sense and intelligence was largely a question of semantics.

Despite the difference in words, the members' remarks do suggest an understanding that "common sense" involves the exercise of intelligent behavior, which does not necessarily follow from the possession of intelligence.

3. The Adjustment of Persons of Inferior Intelligence Depends Largely upon a Satisfactory Occupational Setting

One further question raised by the members themselves concerned the adjustment in society of people of inferior intelligence. Social worker C wondered whether such people would be aware of their handicap. He suggested that:

> . . . . people with a low I.Q. must be very nicely and carefully led to recognize that fact. . . . . Sooner or later, they will be forced to recognize it, and, if it can be done patiently and gracefully, that is so much the better for them.

Social worker C's suggestion constitutes a somewhat negative approach, in that it overlooks the value of emphasizing the individual's particular assets. However, it does reveal an awareness of the supreme importance of recognizing the individual's limitations, and of keeping his goals within them. The failure to do so is, perhaps, reflected in much of the maladjustment within our social structure.

Social worker C's suggestion led the sales clerk to ask how people such as Jimmy might feel about their handicap. Social worker B suggested that they would accept it: "It is like everything else. Not everyone can be beautiful." This comment suggests a failure to recognize the great value which society attaches to superior intelligence, and the scorn and condescension with which it often regards persons of less than average

intellectual powers. Such an attitude in itself must foster feelings of inferiority and bitterness in those toward whom it is directed.

Social worker C agreed with social worker B, and added: "And, of course, some of these people haven't the capacity to be upset." This remark is significant in view of the fact that the program emphasized Jimmy's desperate attempts to win the acceptance of his companions, and his strong feelings of rejection in the face of their behavior towards him.

The chemist recognized the premium placed on intellect, as he suggested that most people are sensitive to any implication that they are not highly intelligent. He cited the example of many persons who take pains to offer valid reasons for their lack of a college education. There was general agreement with the chemist's view, and the members concluded that a person of below average intelligence would be most "sensitive" about his deficiency.

The chemist questioned social worker C's suggestion that it was necessary to impress deliberately upon such people an awareness of their handicap. In the chemist's opinion:

> . . . . the thing to do is to try to direct their attentions to certain occupations where a high I.Q. is not really necessary. Without telling them that they have a low I.Q., try and get them interested in mechanics . . .

This view reflects the common tendency to classify the members of mechanical trades as intellectually inferior. This tendency arises, perhaps, from the current emphasis which, as the writer has already suggested, society tends to place upon "success." The chemist's acceptance of this emphasis may also be indicated

in his answer to the fifth question of the questionnaire. Here he expressed the belief that society tends to promote education for a profession because professional people can contribute more to society. The chemist's suggestion, "try and get them interested in mechanics," also reveals the common tendency to disregard the individual abilities of the person with inferior intelligence.

Lab. technician B recognized the fallacy in assuming that such a person was qualified to be a mechanic. In reply to the chemist's suggestion, she asked:

> Aren't there people who are quite intelligent, whose interests run along those lines? And they try to get into those. Well, in a class of that sort, you would have some very clever people--and some dumb ones.

The stenographer agreed with this view, and, as an example, pointed out that Jimmy was neither "very bright" nor "a good mechanic."

The chemist conceded that "every time you meet a person with a low I.Q., you want to shove him into a mechanical class." However, the chemist's next remark suggests that he did not perceive the error in assigning the individual to a particular occupation on the basis of his level of intelligence. The chemist went on to suggest:

> Why not put him into music, or art, or something like that? . . . . After all, you don't have to have a very high I.Q. for that sort of thing.

The other members disagreed strongly with this suggestion, and it was generally recognized that an individual cannot be directed into such a field, particularly on the basis of his intelligence. The sales clerk clarified the members' thinking

around this question, as she pointed out that they were confusing specific talent with general intelligence. The members then agreed that it was the responsibility of the schools to discover and develop "any hidden talent." From this agreement, the members arrived at the conclusion, voiced by the sales clerk, that "people like Jimmy should be given a chance to receive some vocational training for which they are best suited."

D. Personal References by the Members

Throughout this discussion, the members made no personal references which might suggest that they were able to identify with any of the characters in the story. It is possible that this absence of personal references arose from the very nature of Jimmy's handicap. However, there was some evidence that his problem was not entirely remote from the members' own experience. We have already noted the remarks made by the teacher and the secretary with reference to their professional experience. In addition, during the discussion of the problems involved in Jimmy's adjustment, the sales clerk recalled an acquaintance who was below average in intelligence:

> . . . . and he was having a very difficult time, like Jimmy. This one boy, he was nineteen, and he left school after Grade 7, and he didn't get any sort of technical training, educational guidance, or anything. But, since the time he left school, he has been working at about thirty-odd different places; and he just works for a few weeks, and they let him go. He starts working on a job, and the employer doesn't know him very well, and then the employer finds out that, no matter how often he shows him how to do a certain thing, occasionally he will just lapse and forget about it. And he is laid off.

The sales clerk's reference here suggests that Jimmy's situation

was personally meaningful to her, and that she understood the reality of the problem which his story presents.

E. The Members' Criticisms of the Program

The only criticism in this discussion was voiced by the stenographer. Referring to Jimmy's final job adjustment and to his successful marriage, she said:

> I don't think they presented the problem too well, because I don't think most people in that category are as lucky as he was. And look at the girl he married. She was very understanding, and much brighter than he was. I doubt very much if people with that type of I.Q. generally would end up with such a wife.

This comment is interesting, in that it contrasts sharply with the common criticism of the series, to the effect that the programs have been "depressing" because they usually lack a "happy ending." This policy of the producers has been discussed in Chapter II. However, this particular program was designed to illustrate the fact that people of somewhat less than average intelligence can lead happy, useful lives, if they receive sufficient understanding, and if allowances are made for their limitations. While the stenographer's comments were justified, to the extent that Jimmy was "unusually lucky," she overlooked the producer's need, in this instance, to demonstrate the possibility of adequate adjustment despite a natural handicap.

Summary

In this discussion, the members paid relatively little attention to the details of the story. They displayed some confusion as to the relevancy of the title, but they did succeed in recognizing the problem which Jimmy's inferior

intelligence created for himself and for society. They also recognized the effect of his handicap in terms of his feelings, and they considered possible ways in which his adjustment might have been facilitated.

While the questions raised in the study bulletin stimulated only a limited amount of discussion, one important conclusion emerged from that discussion. Despite their tendency to use "intelligence" and "education" interchangeably, the members did recognize the basic role played by the emotions in influencing behavior.

The major focus of the discussion following this program was upon related questions raised by the members themselves. They recoghized the responsibility of society to people of inferior intelligence, and they discussed methods of meeting that responsibility through education, guidance, and adequate occupational training.

There were significant personal references by three of the members. These references suggest that the story presented in the program had real meaning for at least some of the members.

Criticism of the program was raised by one member, who felt that the story of the central character was not representative of the group whose problem was illustrated.

CHAPTER V

THE DRINKER

The program of March 13th, entitled "The Drinker," presented the case of Bentley, who was unable to face life without the support of alcohol. The story was told by Bentley himself, and, as in the previous programs, significant episodes in the principal character's life were presented in dramatized form. For the reader's convenience, the writer has prepared the following brief synopsis of the story, based on the script for the program itself.

As a youth in high school, Bentley was shy and unsure of himself. Uneasy in his relations with girls and suffering acutely from feelings of inadequacy on every social occasion, he discovered that alcohol served to reduce these feelings temporarily. After a drink or two, he found that he could relax and that he could frequently be the center of attraction at the various student gatherings. At the same time, he was aware that his conviviality in such circumstances was unpleasantly exaggerated, and that it always lacked natural spontaneity. This awareness increased his sense of inadequacy, but he continued to rely upon alcohol in many social situations.

After leaving high school, Bentley became a commercial traveller. His life was a rather lonely one, with much of his time spent on trains and in hotels in strange cities. His

acquaintances were casual and fleeting, as he met other salesmen briefly on his travels. In his need for companionship, he found that a bottle of liquor often helped to provide him with a friend for an evening as they drank together in a hotel room. He never drank alone, nor did he particularly like alcohol, but it served to meet a need, and he became increasingly dependent upon it.

In time, Bentley married a girl of good family, and, through the influence of her father, he secured an excellent managerial position. He resolved to curtail his drinking, but he found himself consistently ill at ease among the new friends to whom his wife introduced him. Despite her protests, and his own resolutions, he found that he was unable to meet people unless he was fortified beforehand with whiskey. Gradually, he acquired a reputation as a tippler, and his wife ceased to invite her friends to their home.

Eventually, Bentley realized that his drinking was seriously affecting his work, and he made a successful effort to restrict his use of alcohol. Shortly thereafter, however, he was obliged to visit another city to contact a buyer, who was considering placing a large and important order with Bentley's firm. The order was almost assured, but, as Bentley waited in his hotel room, he was assailed by doubts of its certainty, and by fears of the consequences to himself if he should fail in his assignment. To bolster his confidence, he poured himself a drink.

When the buyer arrived, Bentley had not yet regained

his assurance, and he convinced himself that the buyer would be a difficult prospect. Rationalizing his own need, he sought to mellow the buyer by offering him a drink. As Bentley drank, his confidence returned. However, he was unable to check himself, and he was soon aware that he was talking and drinking excessively. The buyer was not impressed, and Bentley lost the order.

At the conclusion of the story, Bentley was again vowing that he would leave alcohol alone, after he could find another job.

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Twelve members, five men and seven women, were present for the discussion following the program. Identified by occupation and sex, they may be listed as follows:

Men	Women
accountant	lab. technician A
chemist	lab. technician B
industrial worker	research assistant
student	sales clerk
investigator	secretary
	social worker B
	teacher

The results of the questionnaire,[1] prepared by the writer and administered to the members of the group immediately before the program, are given below. The questionnaire was administered in the manner indicated in the preceding chapters.

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[1]See Appendix C3, p. 183.

In their answers to the first question,

3 members[1] believed that alcohol acts as a stimulant.

3 members[2] believed that alcohol acts as an anaesthetic.

3 members[3] believed that alcohol acts as neither a stimulant nor an anaesthetic.

3 members[4] believed that alcohol acts as both a stimulant and an anaesthetic.

The opinions here show a wide divergence. Only three members of the twelve who were present recognized that alcohol is a depressant. It is significant that one half the number present hesitated to classify alcohol as either a stimulant or an anaesthetic. It is possible that the apparently paradoxical action of alcohol led three members to regard it as "neither," and three other members to regard it as "both."

The answers to the second question revealed that:

5 members[5] believed that alcohol increases physical fatigue.

4 members[6] believed that alcohol overcomes physical fatigue.

2 members[7] believed that alcohol has no effect upon physical fatigue.

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[1]Secretary, sales clerk, teacher.

[2]Lab. technician A, accountant, lab. technician B.

[3]Industrial worker, research assistant, chemist.

[4]Student, social worker B, investigator.

[5]Lab. technician A, accountant, industrial worker, teacher, chemist.

[6]Secretary, student, sales clerk, lab. technician B.

[7]Investigator, research assistant.

1 member[1] believed that alcohol overcomes and increases physical fatigue.

The answers here reveal that only two members were aware that alcohol has no effect upon physical fatigue. The answers of most of the members appear to be the logical outcome of their opinions as to whether alcohol is a stimulant or an anaesthetic.

In answer to the third question,

6 members[2] believed that alcohol does not stimulate sexual desire.

5 members[3] believed that alcohol does stimulate sexual desire.

1 member[4] did not answer.

The members were here almost equally divided in their opinions. The greater number were aware that alcohol does not stimulate sexual desire. However, almost half of the group failed to recognize that alcohol merely releases inhibitions.

In answer to the fourth question,

7 members[5] believed that alcohol produces or contributes to kidney disease.

4 members[6] believed that alcohol does not produce or contribute

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[1]Social worker B.

[2]Accountant, secretary, student, research assistant, chemist, investigator.

[3]Lab. technician A, social worker B, sales clerk, industrial worker, lab. technician B.

[4]Teacher.

[5]Lab. technician A, accountant, social worker B, industrial worker, teacher, chemist, investigator.

[6]Secretary, sales clerk, lab. technician B, research assistant.

to kidney disease.

1 member[1] did not answer.

The majority of those present thus revealed their acceptance of the common belief that alcohol may cause or contribute to kidney disease. To the writer's knowledge, there is no medical evidence to support such a view.

In answer to the fifth question,

3 members[2] thought that alcohol is in some way a cause of high blood pressure.

3 members[3] thought that alcohol is in some way a cause of hardening of the arteries.

3 members[4] thought that alcohol is in some way a cause of blindness.

2 members[5] thought that alcohol is in some way a cause of heart disease.

2 members[6] thought that alcohol is in some way a cause of stomach ulcers.

2 members[7] thought that alcohol is in no way a cause of any of these disabilities.

1 member[8] did not answer.

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[1]Student.

[2]Sales clerk, social worker B, industrial worker.

[3]Secretary, social worker B, teacher.

[4]Sales clerk, lab. technician A, investigator.

[5]Accountant, sales clerk.

[6]Teacher, chemist.

[7]Research assistant, lab. technician B.

[8]Student.

It is possible for alcohol to cause blindness, but the writer believes it has been ruled out as a cause of the other disabilities listed in the question. While only two members dismissed alcohol as a cause of any of these problems, it is, perhaps, encouraging to note that only one member attributed more than two of them to alcohol.

In answer to the sixth question,

5 members[1] believed that alcohol has no effect upon a person's resistance to infection.

4 members[2] believed that alcohol raises a person's resistance to infection.

3 members[3] believed that alcohol reduces a person's resistance to infection.

The writer believes that the incidence of pneumonia, and, perhaps, of tuberculosis, is higher among heavy drinkers. However, such evidence of weakened resistance is commonly attributed to inadequate diet, and poor habits of rest and sleep, resulting from prolonged drinking. Consequently, it is doubtful whether alcohol, in itself, can be said to lower one's resistance to infection. While there was considerable divergence of opinion among the members, nearly one half their number evidently recognized this fact.

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[1]Secretary, student, research assistant, lab. technician B, investigator.

[2]Lab. technician A, sales clerk, industrial worker, chemist.

[3]Accountant, social worker B, teacher.

In answer to the seventh question,

9 members[1] believed that many doctors attribute the "D.T.'s" to the toxic effect of alcohol on the brain.

2 members[2] believed that many doctors attribute the "D.T.'s" to exhaustion and undernourishment.

1 member[3] did not answer.

The answers to this question suggest that most of the members were unaware that delerium tremens is often attributed to shock, exhaustion and undernourishment, rather than to the direct action of the alcohol itself.

In answer to the eighth question,

8 members[4] believed that, as a group, heavy drinkers do not live as long as moderate drinkers and abstainers.

4 members[5] believed that, as a group, heavy drinkers live just as long as moderate drinkers and abstainers.

It has been established that heavy drinkers have higher death rates and that they die younger than moderate drinkers and abstainers. This fact was recognized by the majority of the members.

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[1]Lab. technician A, accountant, secretary, social worker B, sales clerk, industrial worker, research assistant, chemist, investigator.

[2]Student, lab. technician B.

[3]Teacher.

[4]Lab. technician A, secretary, social worker B, sales clerk, industrial worker, research assistant, investigator, teacher.

[5]Accountant, student, lab. technician B, chemist.

In answer to the ninth question,

10 members[1] believed that alcoholism cannot be inherited.

2 members[2] believed that alcoholism can be inherited.

The results here indicate that, as a group, the members were aware that alcoholism is not inheritable.

In answer to the tenth question,

9 members[3] believed that alcoholism is not primarily a moral problem.

3 members[4] believed that alcoholism is primarily a moral problem.

The majority of the members here recognized that alcoholism does not constitute a moral problem. The writer believes that this evidence is encouraging, in that a constructive approach to the problem depends largely upon a recognition by society that alcoholism is a sickness.

In answer to the eleventh question,

10 members[5] believed that alcohol is responsible for a high percentage of traffic accidents.

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[1]Accountant, secretary, student, social worker B, industrial worker, teacher, research assistant, lab. technician B, chemist, investigator.

[2]Lab. technician A, sales clerk.

[3]Lab. technicians A and B, secretary, student, social worker B, research assistant, teacher, chemist.

[4]Accountant, industrial worker, investigator.

[5]Lab. technicians A and B, secretary, social worker B, accountant, sales clerk, industrial worker, research assistant, chemist, investigator.

6 members[1] believed that alcohol is responsible for a high percentage of divorce.

5 members[2] believed that alcohol is responsible for a high percentage of crime.

4 members[3] believed that alcohol is responsible for a high percentage of promiscuity.

1 member[4] believed that alcohol is not responsible for a high percentage of any of these problems.

The members were almost unanimous in their agreement that alcohol is accountable for a high percentage of traffic accidents. However, there was considerably less agreement as to its primary importance as a cause of the other social problems suggested. The writer believes that statistics would demonstrate its existence as a factor in most of these problems. However, to attribute a high percentage of any of them specifically to alcohol is to ignore the many other factors involved. The proper weight attached to each has never been accurately determined. The writer doubts whether the absence of alcohol would decrease significantly the incidence of any of the problems considered in the question.

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[1]Lab. technicians A and B, sales clerk, research assistant, chemist, investigator.

[2]Lab. technicians A and B, sales clerk, research assistant, industrial worker.

[3]Lab. technicians A and B, teacher, research assistant.

[4]Student.

In answer to the twelfth question,

7 members[1] believed that the painful reality from which the alcoholic is often said to be trying to escape refers primarily to hidden personal realities within himself.

4 members[2] believed that this reality refers primarily to the insecurity of modern urban life.

1 member[3] believed that this reality refers primarily to difficulties of family or occupational life.

The answers here suggest an understanding by the majority of the members that the alcoholic's problem lies largely within his own personality, rather than in external factors.

In answer to the thirteenth question, which asked what the members would do if an alcoholic friend came to them with his problem:

6 members[4] indicated that they would send him to a psychiatrist.

4 members[5] indicated that they would refer him to Alcoholics Anonymous.

1 member[6] indicated that she would persuade him to "take the pledge."

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[1]Lab. technicians A and B, accountant, student, social worker B, research assistant, teacher.

[2]Secretary, sales clerk, industrial worker, chemist.

[3]Investigator.

[4]Lab. technicians A and B, accountant, student, social worker B, research assistant.

[5]Sales clerk, industrial worker, chemist, investigator.

[6]Teacher.

1 member[1] suggested, "Try to see if the cause can be solved." The members' understanding that the alcoholic's problem resides largely in his personality is reflected in their almost unanimous selection of sources of psychiatric help. It is noteworthy that only one member held the common belief that the alcoholic may benefit from methods of persuasion.

The results of the questionnaire suggest that the members held a number of common misconceptions about alcohol and its effects. However, they removed the problem of alcoholism from the realm of morals to that of personality, and they recognized that it requires specialized psychiatric treatment. Thus, the answers to the questionnaire indicate that the members did possess a general understanding of the problem of alcoholism itself.

A. The Members' Discussion of Questions Raised in the Study Bulletin

1. Widespread Drinking Is a Possible Reaction Against Religious Proscriptions

A considerable portion of the members' discussion following this program was stimulated by the questions raised in the study bulletin. The first question asked: "Why do people drink, and when does it become a problem?" The student suggested that much drinking stemmed from the existence of a conflict in our culture. He contrasted the general social acceptance of moderate drinking with what he considered to be the strong disapproval, expressed by "organized religion," of "almost any

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[1]Secretary.

kind of drinking." In the student's opinion, this attitude on the part of religion "has given drink a sort of forbidden fruit . . . . flavor."

The chemist agreed with this view. He supported it with the statement that there was no decline in the incidence of alcoholism during the American prohibition era, and he suggested that the incidence did decrease when the prohibition laws were repealed. The writer has been unable to verify or disprove the chemist's contention. It is possible that the chemist was confusing "alcoholism" with "drinking." It has been established that the consumption of legalized beverages during the years following repeal has been less than that of 1915[1], although the number of users of such beverages has increased.[2] However, the extent of illegal drinking during the years of prohibition cannot be estimated.

The sales clerk also agreed with the student. She recalled that, in the western province where she was raised, the liquor laws were much more restrictive than those of Quebec. The sales clerk was convinced that this led to greater intemperance and to an attraction to alcohol. The student commented that such a law as described by the sales clerk "merely focuses the importance on alcohol itself."

At this point, the investigator questioned whether drinking was really in any conflict with the tenets of Christianity.

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[1]H. W. Haggard and E. M. Jellineck, Alcohol Explored (Garden City, N.Y., 1942), p. 69.

[2]Ibid., p. 75.

He pointed out that:

> Anybody who says it is against religious practices has, first of all, not the right knowledge of their religion. It is really a neurotic thing behind it . . . .

The accountant then referred to one established church in Canada, and remarked that several of its leaders "want to have it established so no one can join . . . . unless they first sign the pledge."

Several members questioned whether this represented an official view of the church. The chemist suggested that:

> there are always individuals in an organized group, who have some strange ideas, and they will talk; but the church as a whole, I am sure, will not condone such a movement.

The student conceded this, but he felt that clergymen, as a group, were opposed to drinking:

> It is not the official attitude of the church, but it has crept in, and every attempt for prohibition and forcible prevention of drinking always seems to have the support of all kinds of clergymen. That has an effect on the public mind.

When the investigator suggested that the clergy advocated temperance, rather than abstinence, the student disagreed, and reiterated his belief that people drink as a rebellion against the clergy's advocacy of abstinence. The other members concluded that religious disapproval might be a contributing factor to widespread drinking, but that it did not constitute a really important explanation of why people drink.

2. People May Use Alcohol Because of Social Pressure

The sales clerk wondered if one reason why people drink might be that:

> young people . . . . so often think that it is quite the thing to do . . . . because the adults approve of it, and they like to try to prove they are adults.

This view has considerable validity, in that it probably explains the way in which many people are introduced to the use of alcohol. A good example was given in the program of February 6th, which was considered in Chapter III. The sales clerk's comment suggests that she was able to relate her earlier understanding of adolescent behavior to the problem here under consideration.

The industrial worker carried the sales clerk's remarks somewhat further, as he suggested that people often drink because of the pressure of urban social custom. He explained:

> In a small village or town, people spend more time in their homes. In a city, they go out, and either go to drink coffee or to drink liquor. And if the gang is doing it . . . . it is not very easy for you to say, "I won't take any." You just have to fit in.

The chemist suggested that the industrial worker's explanation accounted for the way in which many people begin to drink. The chemist thought that it was also true that people often acquired thereafter a taste for alcohol, and that the pleasure derived from it accounted for their continued drinking. The other members generally agreed that the industrial worker and the chemist had distinguished a primary reason why people drink. The writer believes that these views have much validity. Social pressure alone may account for an individual's use of alcohol, or its use, arising from the original social pressure, may lead to the acquisition of a fondness for alcohol itself.

3. The Use of Alcohol Becomes a Problem When the Individual Cannot Control His Drinking

The discussion then turned to the question of when

drinking becomes a problem. The accountant asked whether the kind of drinking which the chemist had described "is the first step toward alcoholism?" Social worker B suggested that "it could be, if you were emotionally built that way." The chemist agreed that this might be true. However, in answer to the accountant's question, the chemist doubted whether "the fact that you are already drinking is a step forward to alcoholism."

The accountant then sought to distinguish the true alcoholic from the heavy drinker. He recalled that he had met many heavy drinkers, of whom some were alcoholics, and he noted that the heaviest drinkers were usually not alcoholics. The accountant thus eliminated heavy drinking as certain evidence of alcoholism. He went on to suggest that the difference lay in the individual's ability to stop drinking, as he said:

> . . . . I have known many people who were very heavy drinkers, who were able to stop at any time. . . . . The alcoholic, on the other hand, is a man who will go without drinking for quite a sustained period, and, all of a sudden, the urge comes over him, and he plunges into it for a matter of a week or ten days, and then he is sober again for a period.

The accountant thus recognized that the alcoholic is commonly identified by his inability to control his drinking. However, the accountant went on to express his further belief that the alcoholic is a "specific type," and that his alcoholism is an expression of that personality type. To the writer's knowledge, no alcoholic "type" has ever been distinguished. While various investigations have suggested the presence of common factors in the personalities of all alcoholics, these factors are also to be found in the personalities of non-alcoholics.

The accountant then commented that the latter half of the first question in the study bulletin really resolved itself into, "When does a person become an alcoholic--or, why do they become alcoholics?" Referring to the story presented in the program, the accountant questioned whether it had represented a valid illustration of the problem. He said:

> I understand from listening to the broadcast tonight, that this man began drinking because he was . . . . a travelling salesman, and because he found himself very lonely in certain situations. And other people encouraged him to drink, and, eventually, he became an alcoholic. Well, I have never known an alcoholic who drank for such reasons.

The writer believes that a situation such as the accountant described can eventually lead to alcoholism. However, in this particular case, the accountant overlooked certain underlying factors which contributed to Bentley's addiction to alcohol. The sales clerk recognized some of these factors, as she recalled that Bentley's drinking:

> . . . . actually started when he was in high school, and he felt very shy and retiring. It seemed to me that, to gain recognition from his friends at school, and to feel that he was a big shot, he started drinking to overcome his shyness.

The accountant conceded this, and added his supposition that, "the alcoholic is a person who is drinking to escape a problem within himself." This is in accordance with the accountant's answer to the twelfth question of the questionnaire. Here, he expressed his belief that the alcoholic is seeking to escape from "hidden personal realities within himself."

4. The Use of Alcohol As a Means of Escape May Lead Eventually to Alcoholic Addiction

Lab. technician B agreed with the accountant's view,

but she suggested that alcoholism is a disease, both emotional and physical. The accountant doubted whether it was always physical, and reiterated his belief that, "in the majority of cases, it is an emotional conflict." This view does not, of course, eliminate the possibility that alcoholic addiction has a physiological, as well as an emotional, basis.

The sales clerk wondered if all alcoholics used alcohol solely because they wished to escape. The chemist thought that there would necessarily be pleasure in drinking, but that the basic motive of the alcoholic would be his desire to escape reality. The student, however, did not agree that alcohol is necessarily a pleasurable form of escape. He commented:

> The alcoholics I know, they have come to the point where they hate drink. They hate to drink, and they hate themselves for drinking. And it causes them physical and mental stress for days, when they do drink, but they still drink to escape--just to get away.

This recognition that alcohol need not always give pleasure to the alcoholic led the investigator to suggest that, in addition to a possible wish to escape, the alcoholic is also overcome by:

> . . . . the uncontrollable urge to drink . . . . like wanting to eat olives all the time, but to a greater extent, where nothing else can satisfy you except the taste of liquor.

The other members agreed with this view. The general conclusion was summed up by the accountant, as he remarked:

> . . . . initially, they become alcoholics because they had a problem. That was what drove them to it in the first place. And then, after a while, liquor became necessary for their very existence.

5. The Effectiveness of Psychiatric Treatment is Limited by the Complicated Nature of the Alcoholic's Problem

The members did not attempt to discuss separately the

second and third questions in the study bulletin. Referring to them both, the sales clerk wondered whether a person would remain an alcoholic if he were able to resolve his conflicts. The accountant suggested that it would also be necessary to overcome the craving for alcohol itself, and he gave his opinion that an alcoholic is "a case for the psychiatrist." This recognition of the psychiatric nature of the alcoholic's problem is reflected in the accountant's answer to the thirteenth question of the questionnaire.

The student was somewhat doubtful as to the effectiveness of the methods used by psychiatrists in treating alcoholism. The chemist agreed, and he suggested that the source of the difficulty lay in the psychiatrist's inability to effect a complete resolution of the alcoholic's conflict. The chemist believed that the psychiatrist:

> . . . . will erase the greater part of your conflict, but there is still a residue there, a spark left, you see; and as soon as you have the opportunity to take any alcohol, if you like alcohol well enough to go back to it, probably a year or so after your so-called cure, when you reach a drunken state, this conflict, which has been there all the time . . . . it tends to all of a sudden flare up again, and it goes back, probably, to its former proportions. And you are back in the same state again.

This view places upon the psychiatrist the onus of effecting a "cure," and it tends to overlook the responsibility borne by the patient himself. The chemist was also evidently unaware that an alcoholic is not "cured," in the sense that he can ever again use liquor.

The accountant suggested that, in a case such as the chemist had described, the difficulty would be due to faulty

treatment by the individual psychiatrist. The accountant doubted whether such a situation was common. The chemist felt that it was, and gave his opinion that a psychiatrist, alone, cannot provide successful treatment. As the chemist saw it,

> . . . . what you want is a sort of two-pronged drive . . . . one [of which is] directed by the psychiatrist. He is going to attack the psychological problem--the conflict, and try and remove it as well as he can. And then, there should be another approach from the medical man, who will, somehow, try to create some sort of dislike for alcohol.

This view reflects the common misconception that a psychiatrist is not a qualified medical doctor, and that he is concerned solely with problems of the mind. The accountant clarified the chemist's understanding, as he pointed out that "the psychiatrist is always a medical man, and he should be able to do both jobs."

Social worker B then remarked that there was no wholly successful psychological treatment. She pointed to one major problem, in that:

> . . . . even if a person does go to a psychiatrist, most of them will only get a short-term treatment, and you can't resolve any basic conflicts in just--well, six months. It's not long enough.

6. Alcoholics Anonymous Is Recognized As a Source of Help for Many Alcoholics

Social worker B then suggested that psychiatrists generally admit that Alcoholics Anonymous is frequently more effective than their own methods. She referred to the present common practice of referrals to Alcoholics Anonymous by the psychiatrist, in conjunction with the latter's use of Antabus[1].

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[1]Antabus is a comparatively new drug used in the conditioned reflex treatment, whereby the alcoholic is conditioned to become violently ill immediately upon contact with alcohol.

The other members were familiar with this combined treatment, but they were somewhat skeptical of its efficacy. They agreed that, while Antabus might eliminate the desire for alcohol, neither it, nor Alcoholics Anonymous, could eliminate the alcoholic's original problem. The student summed up the general view that Alcoholics Anonymous "just helps the person to get the strength to hold their own." The writer believes that the members' conclusion may be valid. However, it is doubtful whether any known therapy can furnish alcoholics with more than "the strength to hold their own."

7. The Alcoholic May Find Recovery Through the Experience of Religious Conversion

One further means of helping the alcoholic was suggested by the investigator, who pointed to the possible therapeutic effect of a religious conversion experience. Quoting from his own knowledge, he recalled:

> . . . . I know one instance of my grandfather. He was once quite an alcoholic himself, and he became converted. And he came home to his blacksmith shop, and he had his kegs of whiskey there, and he just bust them up with an axe, and that was that. He never touched a drop again.

The investigator added that he was convinced that such an experience was most effective in overcoming alcoholism. However, he felt that it is one which "we seem to have lost in modern times."

The sales clerk then expressed her belief that Alcoholics Anonymous utilized such an experience in their program. The investigator conceded that they employed similar principles, but that "the religious idea" was used "in the very broadest sense." The other members agreed with the investigator's conclusion

that a most effective form of therapy lay in:

> . . . . the idea of giving a person something to live for, and a contact with God. They get that sort of personal relationship like that. It gives you a kind of purpose in life, strong enough to conquer alcoholism.

The members here recognized what is frequently regarded as the basis for the success of the Alcoholics Anonymous program. The initial admission by the members of Alcoholics Anonymous, that they are alone unable to help themselves, and that help must be sought from a power greater than their own, is one of the essential principles of that program.

B. Discussion of Related Questions Raised by the Members

1. Alcohol Is a Depressant Rather Than a Stimulant

The first major question raised by the members concerned the nature and effects of alcohol. The chemist asked whether the other members felt that drinking, in itself, was "good" or "bad." There was unanimous agreement that "drinking alcohol is perfectly alright, if taken in moderation."

This conclusion, which was voiced by the sales clerk, led to some question as to how much alcohol constituted "moderation." The investigator suggested that "some doctors define an alcoholic as one trying to take two glasses of whiskey . . . . every day, and doesn't get drunk." The chemist then cited a personal experience to demonstrate the meaning and acceptability of "moderation." He recalled:

> I had the 'flu about two weeks ago, and went to see a doctor friend of mine and he recommended . . . . a shot of liquor each day, as a stimulant. . . . . In the form of brandy, or something like that, he says a small glassful

> each day is a very good idea. . . . . In fact, it keeps one going. First of all, a small amount of alcohol in your system isn't a poison. It's a food.

In spite of her answer to the first question of the questionnaire, the sales clerk questioned the chemist's statement that alcohol is a stimulant. Referring specifically to the questionnaire, the chemist explained that:

> When I answered that questionnaire . . . . the answer I put down was that it wasn't a stimulant nor an anaesthetic. The reason why I did was that it didn't say whether the alcohol that you drink would be in excessive amounts, or in small amounts . . . .

This belief in the stimulating effect of small quantities of alcohol appears to be a common one. It is due, perhaps, to the feeling of stimulation which one experiences initially, and which belies the true anaesthetizing action of the alcohol. The latter action is apparent to all, when the consumption of alcohol is excessive. The apparently contradictory effects, depending upon the quantity consumed, seem to have led the chemist to hesitate to classify alcohol as either a stimulant or an anaesthetic.

In reply to the chemist's comment, the student expressed his belief that "physiologists type it definitely as an anaesthetic . . . ." The accountant agreed, and he pointed out that, "being an anaesthetic, it would be quite the opposite of a stimulant." Social worker B voiced her own doubt about this classification, as she asked, "Doesn't it have a stimulating effect at first, or in small amounts?" The accountant sought to clarify social worker B's doubts, as he pointed out: "That is just because your inhibitions are removed." This comment suggests some understanding of the narcotizing effect of alcohol upon the

higher centers of the brain, and of the feeling of well-being which thereby ensues.

The chemist, however, remained unconvinced. He reiterated his own belief that:

> . . . . it is a stimulant in small amounts, but, once you have gone over the threshold, then it becomes, more or less, a form of anaesthesia. But, definitely, somehow, I think it is a stimulant, in small amounts.

The sales clerk then asked the chemist in what way he felt that alcohol was a stimulant. The chemist replied that alcohol is a high-energy food. The sales clerk conceded that alcohol is a source of carbohydrates, but she disagreed that it could be regarded as a food. The writer believes that the sales clerk's view was in accordance with scientific knowledge of the action of alcohol. It is generally recognized that alcohol is absorbed almost immediately into the blood stream, and that it thus readily furnishes energy, even as it anaesthetizes the brain. At the same time, it provides no nourishment for the body, as does food.

The chemist, however, asserted his belief that alcohol provides both physical and mental stimulation. The student disagreed with this statement, and expressed his own conviction that "alcohol dulls the mind . . . ." The accountant supported the student's belief. Referring to his own experience, the accountant remarked:

> . . . . very often, I have thought that alcohol has not affected me in the least way, but I can tell later, from something I do, that it has affected me.

The accountant then went on to refute the chemist's statement to

the effect that alcohol is a mental stimulant. He pointed out that:

> . . . . one characteristic of a person who is drinking is that they always think their efficiency is improved, but actual tests have shown time and again that their efficiency goes down, beginning with the first drink. But, with it goes the impression that your efficiency is improved. People sometimes think that their conversational ability improves. Actually, what happens is, their inhibitions are removed. They had the desire to talk before, but shyness overcomes them, and they don't say what they have in mind. But, after taking a couple of drinks, those inhibitions are gone, and they speak freely.

Social worker B concluded from the accountant's remarks that, in effect, alcohol would "increase your ability to converse." Both lab. technician B and the accountant disagreed. Lab. technician B suggested that "it is just you will say things you wouldn't ordinarily." The accountant recognized social worker B's misinterpretation, and he sought to explain that inhibitions could be removed by means other than the use of alcohol, which decreased one's conversational ability even as it released one's inhibitions.

Social worker B was still unable to accept the accountant's view, and she expressed her belief that, "for the average person," alcohol would be a simple and effective means of improving one's ability to converse. Regardless of the fallacy in social worker B's contention, it is important to note that social worker B here overlooked the serious danger involved in becoming dependent upon alcohol. This danger was clearly illustrated in the program, as Bentley came to rely upon the support of alcohol to overcome his feelings of inadequacy.

The accountant then attempted to illustrate for social worker B the difference between increased ability, and the alcoholically induced removal of inhibitions. He suggested:

> Supposing you were a musician--a concert pianist, for example. But you had feelings of stage fright and panic when you got up on the platform. But those feelings could be diminished by drinking. Do you think your performance is going to be better, as a result?

Social worker B then conceded the accountant's point, which clarified a commonly held, and potentially dangerous, misconception about the use of alcohol.

2. The Effect of a Given Quantity of Alcohol Varies with the Individual

The accountant's comments concerning the effect of alcohol upon the level of the individual's performance led the chemist to suggest that "alcohol will not affect all people alike." This remark gave rise to some discussion of the various ways in which different people react to a similar quantity of alcohol. The chemist pointed out that "your eyesight may go blurry . . . . while another person, his eyesight may not be affected as much . . . ." The sales clerk wondered whether each person's vision would not be affected"in the same manner, and at the same rate." The other members recognized that the nature of the effect would be identical, but that the rate would vary with the individual.

The members concluded finally that alcohol provides a source of quick energy, and a feeling of physical stimulation. Their agreement here suggests a general understanding that alcohol does not overcome physical fatigue, but that it merely

overcomes, temporarily, the feeling of fatigue. In view of the answers to the second question of the questionnaire, where only two members recognized that alcohol has no effect upon physical fatigue, the conclusion reached by the members suggests an increased understanding of a most important fact about alcohol.

With the exception of the chemist, the members also concluded that alcohol, in any quantity, impairs the individual's mental faculties. There was further unanimous agreement that the effect of a given quantity of alcohol varies with the individual.

3. The Incidence of Alcoholism May Be Rising Because It is the Most Readily Available and the Most Effective Means of Escape for the Individual

A second question raised by the members concerned possible reasons for the increasing incidence of alcoholism in North America. The accountant recalled an earlier statement by the chemist to the effect that the incidence of alcoholism in the United States increased during the Prohibition Era. The accountant believed that the incidence had been rising steadily since that time, and he suggested that it was, therefore, impossible to attribute the increase to prohibition. Consequently, the accountant wondered what factors might account for it.

The investigator suggested that "alcoholism is probably increasing here because of the fact that it is a well-advertised field of entertainment. . . . ." He believed that, "if somebody brought some other product of escape here, and advertised it well, it would . . . . supersede alcohol . . . ." The chemist

agreed that "alcoholism . . . . is a big problem, because it has no really good competitors . . . ."

The chemist went on to suggest that there must be a satisfactory, but harmless, alternative to alcohol, as a means of escape. When pressed by the accountant for an example, the chemist suggested "working overtime" or "having a mistress." He added that "some people, for instance, go to the movies every single night, just to escape thinking about their problems." The accountant agreed, but he suggested that these forms of escape would not suffice when the individual's problem became really acute. The accountant pointed out that:

> alcohol is the most direct form of escape, available to most people. It is an effective form, and it is a quick form. You get quick anaesthesia. When the pain of the problem that is confronting the person becomes too acute, he seeks refuge in alcohol.

The other members agreed with the accountant's view. It does suggest some understanding of the fact that the alcoholic may turn to alcohol not only to escape from reality but also to enable him to meet reality. The latter purpose cannot be achieved by resorting to any of the methods suggested as alternatives by the chemist.

4. Alcoholism May Be Attributed in Part to Constitutional Factors

A final question raised by the members concerned possible causes of alcoholism. In an attempt to discover why some people become alcoholics, the sales clerk suggested that there might be something inherent in the individual which made him susceptible to alcoholism. The accountant agreed that a

predisposition to alcoholism was quite possible. He recalled:

> . . . . I got on that topic one time with a fellow that knows quite a number of alcoholics, and . . . . it was his opinion that the chemistry of certain people's bodies gave them a predisposition to alcoholism--that, starting with very moderate drinking, they could easily become alcoholics . . . . whereas other people could take it in large quantities, and . . . . acquire no addiction.

This theory cannot be disregarded. The writer believes that it has been the subject of some research, although no definite conclusions have yet been established. However, it is noteworthy that the members were aware of the possible existence of constitutional factors to explain alcoholic addiction.

Social worker B agreed with the accountant's remarks, but she expressed her own belief that "there is a lot in personality type." The student supported this view, and he added:

> I think a lot has to do with whether you are a basically weak or strong personality. Once you get started drinking, if you are a strong personality type, you can stop, but if you are weak, you can't.

This view reflects the somewhat common tendency to regard alcoholism as an expression of weak volition, rather than as an illness. It is the writer's belief that such a view impedes the most effective treatment of the problem of alcoholism, since it places the alcoholic in a reprehensible light.

The chemist tended to agree with the student. He felt that alcoholism

> . . . . is entirely due to the personality of the person. . . . . It is up to the person's mental attitude--whether he is psychologically strong or weak. . . . .

The sales clerk, social worker B and the accountant all disagreed with this view. The sales clerk saw the craving for alcohol as a need. The accountant suggested that it was a

compulsion. The student replied: "And, of course, a weak personality will give in to that every time; a strong one will resist it." Social worker B pointed out to the student that, "when you talk about weak or strong, maybe it is just the compulsion is weaker or stronger to some people."

The sales clerk then referred to the members of Alcoholics Anonymous, and she suggested that such people, who succeeded in overcoming alcoholism, would not be weak. She asked, "Doesn't it take an awful lot of strength to go back, to build yourself up, so you are no longer an alcoholic?" The student replied that "Alcoholics Anonymous is a way to give strength to weak individuals." The sales clerk reiterated her belief that Alcoholics Anonymous merely enabled the alcoholic to use what strength he possessed. The student could not accept the sales clerk's view, and he insisted that:

> . . . . you are weak to begin with. . . . . the whole thing is to build up weak personality types, to give them strength to fight. . . . .

The sales clerk's recognition that the alcoholic's recovery is basically a function of his own ego strengths constitutes a genuine understanding that alcoholism cannot be attributed to a "weak" personality. The student's view, on the other hand, suggests an inability to recognize that the program of Alcoholics Anonymous enables the alcoholic to utilize his own inner resources. However, the members of Alcoholics Anonymous do derive much support from their association together. To this extent, perhaps, the student's remarks have some validity.

In answer to the student's contention, lab. technician B

suggested that a weakness for alcohol did not necessarily imply a general weakness of the individual's personality. She pointed out that, in contrast to the alcoholic, "another person may be strong as far as alcohol goes, but have another weak tendency." Social worker B agreed with lab. technician B, and she expressed her opinion that:

> some of the people who drink with disastrous results are not passive people. They are dynamic and strong people.

The accountant also supported lab. technician B's suggestion, and he gave, from his own experience, an instance of a brilliant man who was also an alcoholic. While it may not be true that all alcoholics are brilliant, the accountant succeeded in making his point. The members generally concluded that alcoholism is not invariably associated with a "weak" personality.

5. Alcoholism May Be Due, in Part, to External Environmental Factors

The members considered another possible cause of alcoholism, when the sales clerk suggested that "part of the reason people . . . . turned to alcoholism . . . . was because of the pressure that was put on them in their lives." When the student queried this suggestion, the sales clerk explained, ". . . . things like their job not going so well."

The accountant felt that such a view placed too great an emphasis on environmental factors. He pointed out that individuals react differently to a similar environment. He thought that it was, therefore, impossible to attribute all cases of alcoholism to environmental pressures. He concluded that:

> . . . . it is the pressure of society on that person, the effect of his job, or his home or family life. It is true that those are the factors that may be counted in that particular person, but they wouldn't count in any other person, necessarily.

The accountant thus recognized that, in seeking the causes of alcoholism, it is necessary to consider the particular constellation of factors in the life of any given alcoholic, rather than to accept certain factors as being common to the lives of all alcoholics. The accountant's view was accepted by the other members, and the general conclusion was voiced by the sales clerk, who remarked that environmental pressures, "just work on whatever is in the individual which leads him to alcohol."

6. Alcoholism May Result From the Existence of Conflicts Within the Individual's Personality

A final possible cause of alcoholism was suggested by the investigator, who expressed his opinion that the alcoholic was one who lacked a purpose in life. The accountant agreed with this view, and pointed out that:

> . . . . if you have something to live for, then all your desires are centered on that. But, if you become disillusioned and have nothing to live for, well . . . . you might take a way out which leads to satisfaction.

When social worker B objected that "some alcoholics have everything, to the outward eye, which would give purpose to life," the investigator pointed out that "you can't count the outward eye; it is in the individual himself." Social worker B conceded this, and she concluded that the alcoholic's problem lay in an inner conflict. The other members generally agreed with this conclusion.

There may be some question as to whether the majority of cases of alcoholism can be attributed to the existence of an inner conflict. However, the psychological causes of alcoholic addiction are commonly expressed in such terms as inadequacy, insecurity, escape, and emotional conflict. Thus, the members did recognize one important personality difficulty which can give rise to alcoholism.

Summary

The discussion following this program involved no consideration of the story itself. Personal references by the members did not suggest any identification with the characters in the story; and they have, therefore, not been considered separately in this chapter. It should also be noted that the members offered no criticisms of the program, unless we construe as criticism the accountant's comment that he had never met anyone who became an alcoholic for the reasons which he discerned in the story.

The members did devote almost one half of their discussion to the questions raised in the study bulletin. Here, they recognized the role of social custom in contributing to the widespread use of alcohol. They also revealed their understanding that the problem drinker is one who cannot control his drinking, and that his continued use of alcohol as a means of escape may lead to genuine addiction.

The members also recognized the difficulties in successful psychiatric treatment of the alcoholic's problem, and they

expressed some understanding of the principles of the program of Alcoholics Anonymous.

Much of the discussion was devoted to related questions raised by the members themselves. They clarified much of their understanding of the action of alcohol upon the individual, and they recognized the role of constitutional and environmental factors in contributing to alcoholism. What is perhaps more important, the members reached an understanding of the fact that alcoholism is an expression of a personality maladjustment, rather than of a weak or sinful character.

CHAPTER VI

THE PERSECUTED HOUSEKEEPER

The program of March 20th, entitled "The Persecuted Housekeeper," presented the story of Mrs. Jarvis, who was preoccupied with the idea that her sacrifices in life were not appreciated, and that other people were making her lot a difficult one. As in the previous chapters, the writer has prepared a brief synopsis of the story, which was presented in dramatized form.

Mrs. Jarvis was a widow of late middle age, who was employed as a housekeeper. Her son, Bob, was married with two children of his own, and her daughter, Lena, in her late 'teens, was living in Bob's home.

Mrs. Jarvis was unhappy in her work as a housekeeper, and she complained bitterly about what she felt to be the thankless task of ministering to the needs of others. Following an unpleasant scene in which Mrs. Jarvis revealed her inability to deal with her employer's small daughter in a mature and understanding way, she arranged to spend an evening with her son, Bob. Bob was somewhat apprehensive about his mother's request, as he wondered to himself what her latest trouble might be. However, he was resolved to make their evening together a pleasant one, and he joined her for dinner at a restaurant.

Mrs. Jarvis began at once to recite her list of grievances

against her employer and his family. When Bob urged her not to take everything so seriously, she complained at his lack of solicitude. When she talked of giving up her job for a well-earned rest, Bob recalled that she had been unhappy when she had done so previously. Mrs. Jarvis replied that she had then been living with Lena, whose conduct had distressed her.

Mrs. Jarvis then expressed concern over Bob's ability to exercise adequate control over Lena's present activities. Bob pointed out that Lena was supporting herself, and that he could not interfere in her life. Mrs. Jarvis, however, was sure that her daughter was irresponsible. She suggested that she herself move into Bob's home, where she could supervise Lena's behavior, and where she could also help Bob's wife with the children. Bob pointed out that his house was overcrowded under the present arrangements.

A bitter scene followed, in which Mrs. Jarvis bemoaned her children's lack of consideration for her, despite her years of devotion to them. When, in exasperation, Bob finally yielded to her suggestion, she refused to consider it further, saying that she knew that her children did not want her. At the end of the scene, Mrs. Jarvis tearfully left the restaurant, refusing to remain for the dinner and the show which Bob had planned.

Following the episode with Bob, Mrs. Jarvis visited the home of a friend. After listening at some length to Mrs. Jarvis' many complaints her friend became bored with her company. The friend recalled, to herself, that Mrs. Jarvis had formerly been an interesting visitor, but that everything now seemed to be

a disappointment to Mrs. Jarvis.

In an effort to change the subject, the friend inquired about a Mr. Hastings, who, for some years, had shown a romantic interest in Mrs. Jarvis. Mrs. Jarvis conceded that she could have married Mr. Hastings, but she confessed that she kept thinking of her children. When her friend pointed out that Bob and Lena were now leading their own lives, Mrs. Jarvis avowed that she had considered their interests for so many years that she was unable to think of her own happiness. She repeated her belief that no one was concerned for her welfare, and she recalled her long years of duty, for which she had not yet found the compensation which she had expected.

On another occasion, Lena visited her mother at the home of Mrs. Jarvis' employer. During a discussion of the quarrel with Bob, Mrs. Jarvis again became bitter over what she felt was her children's lack of gratitude. Lena denied any justification for this attitude, and she offered to leave Bob's home, in order to make room for her mother. However, Mrs. Jarvis insisted that she was not wanted.

In the course of Lena's visit, Mrs. Jarvis learned that her daughter was planning to attend a dance with the son of Mrs. Jarvis' employer. For no valid reason, Mrs. Jarvis disapproved of this boy, and she forbade Lena to see him. When Lena indicated her intention to do so, in spite of her mother's objections, Mrs. Jarvis again bemoaned the treatment accorded her by her children, and she suggested that they were undoing all her efforts to raise them respectably.

The final scene of the story took place between Mrs. Jarvis and Mr. Hastings. Mr. Hastings, a rather ebullient salesman, was in high spirits, but Mrs. Jarvis was unable to share his mood. The theme of her thoughts remained fixed. In several speeches tinged with paranoia, she expressed her great unhappiness, and her inability to understand why she was persecuted and mistreated by everyone. The story ended abruptly on this note.

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Eleven members, three men and eight women, were present for the discussion following the program. Identified by occupation and sex, they may be listed as follows:

Men	Women
chemist	lab. technician A
industrial worker	lab. technician B
investigator	research assistant
	sales clerk
	secretary
	social worker A
	social worker B
	stenographer

The questionnaire[1] for this program was administered to the members in the manner indicated in the previous chapters. The results of the questionnaire are described below.

In answer to the first question,

7 members[2] indicated their belief that normal people commonly

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[1]See Appendix C4, p. 184.

[2]Industrial worker, lab. technicians A and B, research assistant, secretary, social workers A and B.

have delusions.

4 members[1] indicated their belief that normal people commonly do not have delusions.

The answers here revealed that the majority of the members present were aware that delusions are, in themselves, no indication of insanity. As Landis and Bolles point out, "in normal persons, delusions may occur at any time due to imperfect observation, misinformation, or faulty reasoning."[2]

The second question offered the members a choice of two answers to explain why A is most likely to complain that he is being persecuted by B.

8 members[3] believed that it was primarily to have B punished.

3 members[4] believed that it was primarily to convince people that A is important enough to merit persecution.

This question was designed to determine the members' understanding of the basis of delusions of persecution. The writer was referring to the fact that persecution implies an admission of fear of the persecuted individual, and hence an admission of his superiority. Consequently, when the individual complains of persecution, he is seeking primarily to present to his listeners definite proof of his superiority. The operation of this "reasoning" is seen clearly in cases of paranoia. However, the answers

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[1]Chemist, investigator, sales clerk, stenographer.

[2]Carney Landis and M. Marjorie Bolles, Textbook of Abnormal Psychology (New York, 1947), p. 172.

[3]Sales clerk, chemist, industrial worker, secretary, research assistant, lab. techniciahs A and B, social worker B.

[4]Stenographer, investigator, social worker A.

of the majority of the members suggest that its application to the behavior of the normal person required a greater psychological understanding than they possessed.

The third question asked the members if membership in certain specified organizations constituted evidence of unhealthy attitudes.

4 members[1] believed this to be true of anti-vivisection groups.

4 members[2] believed this to be true of the Communist Party.

3 members[3] believed this to be true of temperance societies.

none of the members believed this to be true of the Canadian Legion.

4 members[4] did not answer.

This question was designed to determine the extent of the members' understanding of what is often regarded as evidence of paranoid behavior. Brickner has pointed out that almost any activity within society invariably arouses a paranoid anti-body. He characterizes such an anti-group as being:

> . . . . marked by obvious self-righteousness and sense of superiority, intolerant of criticism and opposition, carrying rationalized justification of purpose far beyond the needs and merits of the situation.[5]

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[1]Social worker A, secretary, research assistant, stenographer.

[2]Social worker A, sales clerk, lab. technicians A and B.

[3]Social worker A, research assistant, stenographer.

[4]Chemist, industrial worker, social worker B, investigator.

[5]Richard M. Brickner, "The Paranoid," American Journal of Orthopsychiatry, Vol. XIII (July, 1943), p. 404.

Brickner therefore classes as paranoid behavior the fervent opposition of some groups to certain activities, such as drinking and vivisection.[1] The writer believes that some political parties could be included in Brickner's classification. However, the answers to the question suggest that the members did not generally recognize the paranoid trend underlying membership in such groups.

In answer to the fourth question,

9 members[2] believed that our present attitude of suspicion and mistrust toward Russia is partly justified.

2 members[3] believed that this attitude is wholly justified.

In answer to the fifth question,

all 11 members believed that Russia's attitude of suspicion and mistrust toward us is partly justified.

The answers to these questions reveal that the members possessed considerable awareness of reality, in an area in which we might expect to find the existence of strong prejudices.

The sixth question asked the members to list any "pet peeves," about which they felt rather strongly. The members were also asked to indicate to what extent they felt that they themselves possessed the disliked characteristics. The members' answers are tabulated as follows:

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[1] Ibid., p. 402.

[2] Chemist, social workers A and B, research assistant, lab. technicians A and B, secretary, investigator, stenographer.

[3] Sales clerk, industrial worker.

"PET PEEVES" LISTED BY MEMBERS AND EXTENT TO WHICH THEY ADMITTED THEIR OWN POSSESSION OF THEM

Member	"Pet Peeves"	Extent Admitted
Chemist	People who-- do not see the strikingly obvious do not respect the properties of others are selfish	To some extent
Social worker A	People who-- are too "nicey-nicey" have an exterior of superiority and condescension	To some extent
Stenographer	People who-- are malicious imply women are inferior	To some extent
Lab. technician A	People who-- are strongly class-conscious	Not at all
Sales clerk	People who-- are snobs are deliberately rude attempt to dominate others	Not at all
Social worker B	People who-- are inconsistent wake up feeling vivacious	Not at all
Secretary	People who-- are petty and small are prejudiced	Don't know
Industrial worker Investigator Lab. technician A Research assistant	No answer	No answer

This question was based upon the operation of the mechanism of projection. It represented an attempt to apply the fact that extreme intolerances of others are frequently based upon those traits which the individual most dislikes in himself. Of the seven members who answered the question, only three indicated some awareness that they might possess the disliked traits. The answers of the remaining four members suggest little awareness of the possibility that their prejudices may represent a projection of their own attitudes and impulses.

The results of the questionnaire for this program suggest that the members possessed only a limited understanding of the nature of paranoid behavior, and of the psychological basis of delusions. Their answers also reveal little evidence of their ability to recognize the operation of projection, when applied to their own behavior.

A. The Members' Discussion of the Story

1. In Determining the Sources of Emotional Maladjustment, It Is Necessary to Distinguish Between Predisposing Factors and Precipitating Incidents

The story itself received considerable attention from the members. The sales clerk asked for the other members' views as to what had accounted for Mrs. Jarvis' behavior. The chemist expressed his opinion that she lacked an understanding of the "trials and tribulations of life, and everything that goes with it." The stenographer suggested that Mrs. Jarvis failed to recognize the fact that "life is never perfect, and people are never perfect." The chemist agreed with the stenographer, and

he went on to suggest that Mrs. Jarvis had allowed her view of life to become distorted. As the chemist understood it:

> . . . . the good, when it does happen . . . . is in such a small extent, as far as she is concerned, that it really doesn't amount to anything, and life is generally bad for her.

Social worker A then commented that Mrs. Jarvis only felt that her life was bad. Social worker A pointed out that this feeling had little foundation in fact. Referring to Mrs. Jarvis' children, social worker A expressed her opinion that they were exceptionally considerate, and kind, to their mother. The chemist agreed with social worker A, and he added his own comment that the children were surprisingly well adjusted, in comparison to Mrs. Jarvis herself. He thought that they "were able to see more--they had a broader picture of life and other people." Social worker A agreed that the children's adjustment was better at the present time. However, social worker A pointed to the possibility that their later behavior could be similar to that of Mrs. Jarvis, "when they got to be her age." This statement has some validity, to the extent that intense strain may produce psychopathology in the well adjusted individual. However, the writer questions whether Mrs. Jarvis' condition provided any basis for a prediction as to her children's later adjustment or maladjustment.

Social worker A's comment led the members to consider at some length the question of how and when Mrs. Jarvis' difficulties began. The sales clerk wondered whether these difficulties indicated a basic maladjustment, extending back to Mrs. Jarvis' early years. Lab. technician A suggested that the

situation following the death of Mrs. Jarvis' husband might have been responsible for her present attitude. Lab. technician A recalled that Mr. Jarvis had died when the children were twelve and four years of age, and lab. technician A expressed her belief that the task of rearing the children had tended to isolate Mrs. Jarvis from many normal contacts outside the home. Lab. technician A concluded that:

> . . . . it might be from this point that Mrs. Jarvis started getting away from people. Then, when they grew up, it might have been too late to start. . . . .

The chemist was inclined to agree that Mrs. Jarvis' trouble could have started "in the early days of her widowhood." The stenographer also agreed, and she expressed her opinion that Mrs. Jarvis' life was empty as a result of her husband's death. The stenographer concluded that Mrs. Jarvis "tried to make the children fill it, which is a natural fault with a great many women who have lost their husbands."

The sales clerk was not convinced that the source of Mrs. Jarvis' trouble lay in the difficulties which she had encountered in raising her children alone. The sales clerk commented that:

> . . . . it wasn't the children that were getting her down. It was this idea that she built up that everybody was against her.

The sales clerk's comment suggests some understanding that Mrs. Jarvis' behavior was not entirely a response to reality, and that her basic difficulty consisted of an emerging paranoid trend.

Lab. technician B was inclined to agree with the sales clerk's view, as she pointed out that, if Mrs. Jarvis' life was empty, it was "only because she let it be empty." Lab. techni-

cian B was convinced that "any healthy woman would go out and acquire interests to take the place of a husband."

The chemist then suggested that the story gave no indication as to Mrs. Jarvis' adjustment prior to the death of her husband. The chemist thought that it would be most important to have such information, in order to determine with more certainty the origins of Mrs. Jarvis' problem. Social worker B, however, was convinced that, if Mrs. Jarvis had been reasonably well adjusted during her marriage, she would have married again after her husband's death.

The stenographer wondered if social worker B was referring to the fact that Mrs. Jarvis had not married Mr. Hastings. The stenographer expressed her dislike for Mr. Hastings, and she commented that no well adjusted woman would have married him in any case. Social worker A agreed that Mr. Hastings was not a suitable husband for any woman. She remarked that, "you know he obviously wasn't the marrying kind." However, social worker A noted that Mrs. Jarvis had evidently been a widow for a long time, since she had constantly referred to "the years of hardship she had, bringing up the children." Social worker A, therefore, agreed with social worker B that, if Mrs. Jarvis had originally been reasonably well adjusted, she would have remarried sometime, "in all those years."

It is interesting to note that these members selected remarriage as a criterion of normal adjustment. The choice of such a criterion suggests that the members were responding in terms of their own emotions, rather than upon the basis of an

objective evaluation of Mrs. Jarvis' behavior.

Lab. technician B also agreed with the view of social worker B, and she suggested further that, if Mrs. Jarvis had been well adjusted in the first place, she would not have considered her years of rearing the children as too great a hardship. This comment indicates some understanding that dissatisfaction with the parental role is a frequent expression of emotional immaturity.

Lab. technician B went on to state her belief that, "you have to accept your problems in life, without thinking they are too overwhelming, and the whole world's against you because you have problems." The other members agreed with this view. The writer believes that it is probably true. However, it also implies a judgmental attitude toward those people who are unable to maintain the outlook advocated by lab. technician B.

Social worker A then suggested that the death of Mr. Jarvis might have been the event which precipitated Mrs. Jarvis' present difficulties. The stenographer hesitated to agree with this suggestion, as she commented that "it is very difficult for a woman alone to raise two children." The stenographer wondered, therefore, if the task itself had been too much for Mrs. Jarvis.

Social worker A doubted whether the situation, in itself, could be held responsible. She recalled that:

> . . . . my grandmother was left with five children, and her husband died when the oldest one was seven. And she worked on a farm, and she didn't know where the next cent was coming from. And she never mentioned the hardships she had. . . . . She is the most well adjusted woman I have ever known in my life. She has a marvellous

> time. She travels all over the country. She is so busy having a good time now to make up for what she missed.

Social worker A's remarks disproved the likelihood that Mrs. Jarvis' circumstances alone could have accounted for her personality difficulties. Lab. technician B agreed with social worker A, and she expressed her conviction that Mrs. Jarvis' "trouble dated back to childhood, and it really only became intensified when her husband passed on."

There was general agreement with this view. The chemist recalled that the commentator had pointed out that it was "due to her upbringing and background." The stenographer expressed her belief that all people are faced with certain crises, to which they react "either negatively or positively, depending upon their background." Social worker B added her opinion that Mrs. Jarvis' difficulties might have been avoided, to some extent, "if she had lived a quiet, well-ordered, sheltered life, where her people gave her quite a lot of attention. . . . ." The members thus concluded that the death of her husband had merely precipitated the onset of Mrs. Jarvis' symptoms.

The writer believes that the members' conclusion, that Mrs. Jarvis' problem was not caused by her later situation, indicates a significant understanding of the dynamics of behavior. Mrs. Jarvis had a number of difficult adjustments to make in her life. Her inability to adjust on a reality basis was reflected in the behavior which she did adopt. This behavior was an expression of her basic emotional immaturity. As the commentator pointed out, and as the chemist recognized, such immaturity is

the product of Mrs. Jarvis' own early experiences.

2. Even Irrational Behavior Is Purposive in Nature

From their conclusion, the members went on to try to clarify their understanding of Mrs. Jarvis' behavior. Social worker B suggested that she failed to derive sufficient satisfaction from her activities. The chemist thought that Mrs. Jarvis' complaints indicated that "she wants some sort of recognition, which she didn't get . . . ." Social worker A suggested that it was less a lack of recognition than a feeling that it was lacking. Social worker A agreed with social worker B that a "normal" individual would have found satisfaction in the life which Mrs. Jarvis had led. Social worker A felt, therefore, that, if Mrs. Jarvis felt a need for recognition, this was an expression of her basic maladjustment, rather than an indication of a genuine absence of recognition. Social worker A then pointed out that:

> With the average person, if they have had a happy marriage, even if it has been a short one, they don't expect to get a reward, you know, just because they suffer the death of their husband. And the same with bringing up children . . . . well, if they had a birthday party or something, and they baked a cake, and all the rest of it, well, they take satisfaction out of the children's enjoyment. They wouldn't expect to get big rewards at the end of it.

Lab. technician B then wondered just why it was that Mrs. Jarvis did constantly bemoan what she considered to be a lack of appreciation and recognition for her years of sacrifice. Social worker A expressed her belief that Mrs. Jarvis had an unconscious need to be rejected. The sales clerk was somewhat incredulous, as she asked:

> You mean, she wants to be rejected? She actually wants them to have the attitude towards her that she thinks they have?

Social worker B agreed with social worker A, and she explained to the sales clerk that, by such behavior, Mrs. Jarvis could "feel sorry for herself."

3. The Individual's Mode of Adjustment Is Frequently Determined by His Early Experiences

When the sales clerk expressed her confusion as to the origins of such behavior, social worker B indulged in some speculation, in order to clarify the sales clerk's understanding. Social worker B suggested that:

> . . . . as a child, probably her parents didn't want her quite enough, and she goes around feeling sorry for herself, just a little bit. And then, she thinks, "Well, nobody will like me, anyway." And then, as she gets older, the pattern reinforced itself, until it was so well established that it became very obvious. . . . . And so, unconsciously, she creates situations in which people will dislike her.

In support of this interpretation, the stenographer referred to a number of incidents in the story itself. She recalled that Mrs. Jarvis:

> . . . . actually has to put herself in situations where she has to be rejected. I mean, like when she tries to force herself on her son--sleep on the porch, the only place where the little boy has to play--that sort of thing. I mean, it actually is rejection, alright. She places things so neatly that she is bound to be rejected. And like when she insists that her daughter doesn't go out with certain people. I mean, her daughter defies her--she is rejected again. She isn't actually imagining it, but she is setting the scene, so that it is inevitable.

The sales clerk then concluded that Mrs. Jarvis "has the idea they are rejecting her, and, although they actually don't, she is projecting that attitude into them, so that she actually

believes they are rejecting her." There was general agreement with this conclusion.

While social worker B's interpretation was purely speculative, without a basis upon evidence given in the story, it did provide the members with some insight into possible origins and motives underlying behavior. The writer believes that such understanding helps to overcome the common tendency to pass judgment upon such people as Mrs. Jarvis, and to categorize them, as the chemist did at one point, as "the nagging, complaining type."

B. The Members' Discussion of Questions Raised in the Study Bulletin

1. The Security of Genuine Friendships May Help the Individual to Maintain a Healthy Emotional Balance

The members devoted the remainder of their discussion to the questions raised in the study bulletin. The first question asked: "There are times when we all feel that the world is against us. What can we do to maintain a balance at these times?" Social worker B suggested that everyone should "just realize we will feel better in a week or so." The stenographer was doubtful, as she asked, "Suppose you feel worse?" Social worker B expressed her own conviction that "you'll swing out of it."

Social worker B's belief suggests an understanding that normal people are subject to moderate oscillations of mood, and that these should not be taken too seriously. However, it is doubtful whether the advice to recognize and to accept the existence of this pattern represents a constructive answer to the question itself.

Social worker A then suggested that sympathetic, understanding friends could be a great source of help in enabling the individual to retain a healthy perspective. The chemist, however, questioned the permanent value of such friendships. He suggested that,

> . . . . if you have several friends, a few individuals who understand you . . . . you will feel quite relaxed with these people. But, I am sure, you will start to complain after you leave them, because . . . . that kind of situation is quite abnormal . . . .

The chemist concluded that, by relying on friends, the individual would be living in two different worlds, one of which would be unsympathetic, and for which the other would be no preparation.

The stenographer disagreed with this view, as she pointed out:

> Look at children. They are supposed to grow up to face the world because they have a happy childhood . . . . a good life at home. Well, when they go out into the world, it doesn't mean that they are living in two worlds.

The stenographer's comments suggest an understanding of the way in which feelings of security engendered in childhood later enable the individual to adjust adequately to reality. A similar understanding is implied in social worker A's suggestion as to the value of friendship to even the mature person.

However, the chemist expressed his belief that something more than friendship was necessary. He suggested that it was necessary for the individual to recognize and to accept the fact that some situations and some people will invariably be opposed to one's own wishes. The chemist believed that, if such an understanding could be consciously acquired, the individual could

anticipate conflicts with his own desires, and that he could adapt his own behavior accordingly.

The stenographer conceded that it was necessary to contend somehow with the foibles of human nature. Referring to Mrs. Jarvis, the stenographer remarked that one of her difficulties was that:

> . . . . she didn't move in a world of well adjusted people. . . . . That makes it just that much harder. It means that you must be not a well adjusted human, but a super-well adjusted human, at times.

The writer will not dispute the validity of this remark. However, the writer believes that the chemist's suggestion represents an ideal which fails to take into consideration the inevitable influence of emotions upon conduct. To the writer, it seems unlikely that the calculated approach advocated by the chemist could be generally applied in interpersonal relationships. The members themselves were unable to resolve the question. However, they tended to accept social worker A's suggestion as the most satisfactory means of maintaining a balance at times when we "feel that the world is against us."

2. Parents Who Are Secure in the Love of Their Children Will Not Expect Demonstrations of Gratitude From Them

The second question in the study bulletin asked: "Should parents expect gratitude from their children? Why?" The chemist suggested that parents might be justified in expecting their children to be thankful. The stenographer and lab. technician A tended to disagree with this view. Lab. technician A pointed out that the chemist's statement was too broad, since "some

parents feel their children should be thankful for just being born." The chemist then sought to qualify his remark, as he explained his belief that children should be thankful, in the sense that they owed loyalty to "good parents."

The chemist then asked lab. technician A why she felt that children should not be grateful to their parents. Lab. technician A denied such a belief. She explained that she did not believe that parents should do things for their children in the expectation of receiving gratitude in return. The chemist then conceded the distinction which lab. technician A had drawn, and he expressed his agreement with her view.

The sales clerk then suggested that a difference existed between gratitude and appreciation. She pointed out that ". . . . when you do something for somebody, you like to feel that is is appreciated, but you don't expect gratitude." The other members agreed with the sales clerk. The stenographer commented that "gratitude is the sort of thing people expect you to feel if they give you an old coat, or something."

The secretary pointed out that the feeling between children and their parents should be one of mutual appreciation, since "children give as much to their parents as parents give to children." There was general agreement with the secretary's statement. Social worker A went on to suggest that the expectation of gratitude was not a mature attitude. Social worker A believed that,

> . . . . when you do something good for somebody, well,-- it is a satisfaction to feel that you have done something good. You shouldn't need any more reward.

When social worker A added that it was natural to derive satisfaction from acts of "sacrifice," the other members questioned the normality of such behavior. The stenographer thought that it implied a feeling of self-righteousness: "I mean, you are just burnishing your halo. . . . ." Lab. technician A agreed, and she expressed her belief that, "if you feel it is a sacrifice, you shouldn't have done it in the first place."

Social worker A, however, was sure that most people, "if they do good things for people . . . . feel a little better for it." The stenographer agreed that this was true, but she did not believe that such an act was a sacrifice, "because what you are doing is paying a momentary inconvenience for a feeling of satisfaction." The other members agreed with this view. It does not, however, discount the truth of social worker A's statement. While altruism, in its purest form, may be a rare virtue, the individual who is not wholly egocentric frequently makes temporary sacrifices without the expectation of any immediate return. The members' comments suggest that they were aware of this fact, and that the difference of opinion really arose from a confusion of terms.

When the sales clerk voiced the conclusion that parents should not expect gratitude from their children, the other members agreed unanimously. However, the stenographer felt that, if children were "properly raised," they should be "reasonably appreciative." In the stenographer's opinion, "if they are completely selfish and unappreciative, then there is something wrong with your upbringing. . . . ." Lab. technician B suggested

that parents should not expect demonstrations of gratitude from their children. She thought that, "with a good, healthy upbringing . . . . it will be there, without being expressed verbally."

Social worker B then expressed her opinion that:

> . . . . gratitude is the wrong word. I think it is love. I would much rather my children loved me than be grateful for what I did.

Social worker A agreed with social worker B, and she pointed out that, if parents were secure in the love of their children, they would have no need for overt demonstrations of gratitude. The other members expressed general agreement with this view.

3. The Deliberate Cultivation of Broad Social Interests May Reduce the Individual's Absorption in Self

The third question raised by the study bulletin asked: "Can people like Mrs. Jarvis be helped? How?" The industrial worker suggested that such people needed first an opportunity to confide their problems to some understanding person. He felt that "many people are lonely, especially in big cities, and, if she just stays by herself, she is going to get worse and worse, as she gets older." The industrial worker believed that, if Mrs. Jarvis had an opportunity to talk "to somebody in the church," such a person might be able to "direct her into some activity . . . . a women's group, which would help her forget her troubles."

This view tends, perhaps, to oversimplify the nature of Mrs. Jarvis' problem. However, it does suggest some understanding that the problem grew, in part, from her egocentricity, and that

such people cannot effect an adequate adjustment by themselves.

There was general agreement by the members that people in Mrs. Jarvis' situation have a genuine need of outside interests. The secretary expressed her feeling that Mrs. Jarvis:

> . . . . . has no friends, no loyal friends she can enjoy. I think people should start thinking about that when they are young. When you get old, I think it is a very difficult problem to solve.

The writer believes that there is much truth in this view. However, it constitutes a prescription for the prevention, rather than the alleviation, of such conditions as that of Mrs. Jarvis.

Social worker A suggested that people like Mrs. Jarvis might profit from a hobby. The industrial worker questioned the value of this suggestion, and he expressed his belief that these people would be too old to pursue a hobby. Social worker A disagreed. She recalled that, "I have an aunt who took up plane piloting when she was nearly sixty." Lab. technician A agreed with social worker A, and she pointed out that "most people don't have time for hobbies until their children are grown up." The stenographer also believed that a hobby constituted a valuable interest. Referring to the industrial worker's comment, she suggested that:

> . . . . it is just accepted that they are too old--that they should be settled--that they shouldn't do anything new and different.

Lab. technician B then illustrated the possible benefit to be derived from a hobby, as she told the other members that her mother "took up painting after she was sixty, and made all kinds of friends with her painting."

When social worker B expressed the general conclusion that "the whole thing is to learn to occupy yourself with other people and other things," only the investigator dissented. He suggested that it was first necessary "to learn some basic principles." Referring to the conclusion voiced by social worker B, he expressed his belief that people such as Mrs. Jarvis must first understand that:

> . . . . somehow, all life is tied together, you see. No one person can live unto himself, which is a perversion of life, unnatural. . . . . Then, they can find means and ways of putting that into practice, through art or something else, or being just nice to people. I think, if you understand that basic thing . . . . then you will try to do something about it.

The writer believes that the investigator's view has considerable validity. However, it does not, necessarily, invalidate the general conclusion reached by the members. It is possible that an application of their suggestion could eventually bring about an adequate, albeit unconscious, adjustment. The investigator's suggestion, on the other hand, involves a conscious recognition by the individual that his present adjustment is faulty, and a conscious effort to effect a more adequate adjustment.

4. Fundamental Personality Readjustment Depends, in Part, Upon the Individual's Awareness of the Need for Change

Social worker A recognized the more fundamental personality change implied in the investigator's suggestion, as she pointed out that the individual would first have to be aware of the need for change. The sales clerk wondered if Mrs. Jarvis was ready to seek professional help with her problems. The

secretary questioned whether Mrs. Jarvis, or anyone in her situation, would possess enough insight to seek such help. Social worker A agreed that people such as Mrs. Jarvis must recognize that the source of their trouble lies within themselves, before they can turn for professional help. The other members expressed their agreement with this view.

5. The Success of Psychiatric Treatment Depends Upon the Mutual Efforts of the Psychiatrist and the Patient

Referring specifically to the bulletin question itself, social worker B then suggested that Mrs. Jarvis, and others like her, could probably benefit from "psychotherapy and psychoanalysis." The stenographer was somewhat doubtful about the effectiveness of these methods. She expressed her belief that:

> All they can do is to diagnose it. Well, okay, you understand yourself. There you are, staring your spite in the face, so to speak. What do you do then?

Social worker A replied that:

> You stop growling, and people will start to like you; and, when you feel unhappy, just figure it out . . . . it is really not them. It is you, because of something that happened away back there. And then, having understood that, maybe it will help. . . . .

The secretary thought that something more was involved. She suggested that a person like Mrs. Jarvis would have to seek and want the help of the psychiatrist, and that such a person would also have to be prepared to help herself. The stenographer replied that, even if Mrs. Jarvis sought such help, she would probably feel that the psychiatrist "was against her, too." The stenographer here recognized one of the major difficulties

encountered in the psychiatric treatment of the paranoid trend, since the psychiatrist is usually incorporated into that trend.

The chemist agreed with the stenographer, but he expressed his belief that:

> . . . . a good psychiatrist, probably, if he is persistent enough, could change her. I don't think that just an interview or two would help much, but . . . .

The chemist's belief reflects what is, perhaps, a common tendency of the public to place the entire burden of treatment upon the psychiatrist. His comment also suggests some misconception as to the length of time necessary for effective treatment. However, the chemist's view does suggest some awareness that the patient's relationship with the psychiatrist is an emotional one, and that the psychiatrist is qualified to deal with negative, as well as positive, elements in that relationship.

However, the stenographer felt that the other members' faith in psychiatric help was not wholly justified. She stated her belief that psychiatry had been greatly oversold, and that the chances that a poorly adjusted person could be "cured" by psychiatry were only "fifty-fifty." Social worker A did not dispute this statement. Referring to the secretary's previous comment, she pointed out that much depends upon the patient's own motivation, and upon:

> . . . . just how much they want to change, because they can want to change at first, and then they get . . . . up against . . . . some emotional block, and then they don't want to bother coming back.

The stenographer then expressed her opinion that a good psychiatrist should "be able to get at that first of all." The

chemist recognized something of the psychiatrist's role, as he compared the task of the psychiatrist to that of a detective. The chemist suggested that "he finds the clues, and then it is up to you . . . . to do something about it." This view, of course, overlooks the fact that the psychiatrist helps the patient to "find the clues" and that he also helps the patient "to do something about it."

Social worker A agreed with the chemist, and she suggested that, "it is about eighty per cent the patient and twenty per cent the psychiatrist." The stenographer was unable to accept the idea of imposing so much responsibility upon the patient. She asked, "if you are operating on someone, you don't ask him to hand you the scalpel, do you?" Social worker A then pointed out that a doctor cannot actually heal a wound, and she suggested that, "it is the same way, working with the emotions."

The chemist agreed with social worker A, although he revealed some further confusion as to the function of the psychiatrist. Referring to the limitations upon the psychiatrist, he said:

> It has something to do with the dynamics of the mind, and the doctor can't go fooling around with that. All he can do is just tell you what thoughts you had in mind, and how wrong they were, and that's that. From there on, you have to realize it yourself.

Social worker A then sought to clarify the other members' understanding, as she pointed out that the psychiatrist "stirs up anxieties, so that the patient wants to do something about it . . . ." The stenographer questioned the value of such a procedure, and she asked, "Well, isn't he trading one set of

anxieties for another?" Social worker A explained that "he knocks down your defences, and then you have to go building up new ones, and maybe they are more healthy defences." When the stenographer wondered what assurance there was that these would be healthier defences, social worker A replied that the psychiatrist "can pretty well tell . . . . from the dynamics of the case . . . . if it is safe to tear down these particular defences or not."

Despite social worker A's efforts to explain something of the psychiatrist's role in the treatment situation, the stenographer remained somewhat skeptical concerning the effectiveness of such methods. However, the writer believes that social worker A's remarks did provide some of the other members with a clearer understanding of psychiatry than that indicated by their earlier comments.

Summary

The discussion following this program was focused upon the story and upon the questions raised in the study bulletin. No personal references were verbalized by the members to suggest identification with the characters in the story. However, the general tenor of the discussion suggests that the members were broadly identified with Mrs. Jarvis' children. It should also be noted that the members themselves raised no related questions, and that they offered no criticisms of the program.

In their discussion of the story of Mrs. Jarvis, the members were mainly concerned to discover the causes of her

behavior. They revealed some awareness that her complaints were not a normal response to reality, but that these were symptoms of a deeper emotional maladjustment. It is significant that, in the light of this understanding, they were able to recognize that her behavior, while irrational, was, nevertheless, meaningful. This recognition led the members to consider the importance of possible influences in Mrs. Jarvis' early life, in order to understand the meaning of her symptoms. The discussion of the story thus revealed some understanding of the dynamics of behavior, and relatively little evidence that the members attached blame to Mrs. Jarvis for her actions.

The questions raised in the study bulletin stimulated a lengthy and valuable discussion. In their suggestion that friends may enable the individual to retain a healthy, emotional balance, the members recognized that man's adjustment is dependent largely upon the nature of his interpersonal relationships. The members also showed an awareness that emotional security is derived from the existence of mutual love, and that the importance of such love is most clearly demonstrated in the parent-child relationship.

The discussion revealed a number of misconceptions concerning the nature of psychiatric treatment, and the respective responsibilities of the psychiatrist and the patient in the treatment situation. However, the interpretation offered by one member suggests that the group's understanding within this important area was clarified to some extent.

CHAPTER VII

CONCLUSIONS

In the four preceding chapters, the writer sought to analyze the content of four discussions conducted by one group which listened to the programs in the radio series, "In Search of Ourselves." It is now possible to attempt a synthesis of the findings derived from the study.

In the introductory chapter, the writer posed a number of questions, for which it was hoped that this investigation might provide answers. In the present chapter, the writer has endeavored to indicate the degree to which this purpose has been realized. The questions have been dealt with in the order in which they were raised in Chapter I.

Question One

This concerned the nature of the attitudes and beliefs which the members of the group brought to the programs. The answers to this question were sought through the use of a questionnaire administered to the members prior to each program. It should be pointed out that the value of the questionnaires depended, in a large measure, upon the suitability of the questions asked. The writer was not always able to devise questions which covered adequately the areas dealt with in the programs.

Within this limitation, we find that the members approached

the programs with a generally sound understanding of human behavior. However, the extent of this understanding appeared to depend, in part, upon the degree to which the problems touched upon the members' own conscious experiences. This tentative conclusion is borne out by the fact that the members brought to the program "Young Love" attitudes and beliefs which were generally valid within all the areas covered in the questionnaire. Having experienced adolescence themselves, they demonstrated their understanding of the problem, of some of the reasons for its accentuation and of ways of helping the adolescent.

Similarly, in the questionnaire which preceded "The Gullible Mechanic," the members revealed considerable understanding in their answers. The questions here touched less upon defective intelligence than upon the relationships between intelligence and various factors such as financial status, education, and occupations. The members were themselves all products of our western educational system and almost all were employed. Consequently, the members were personally familiar with all the areas included in the questionnaire.

On the other hand, the members displayed somewhat less understanding in their answers to the questionnaires administered prior to the programs "The Drinker" and "The Persecuted Housekeeper." Presumably, neither alcohol nor delusions of persecution had ever consciously constituted problems for the members themselves. Hence, the questions dealt with matters of less personal interest to them, and we find considerable confusion

concerning the nature and effects of alcohol, and the broader indications of paranoid behavior.

However, the evidence from the questionnaires suggests that the members were remarkably well oriented with respect to the problems presented in the series. The members revealed few of the more common misconceptions and prejudices, and their attitudes generally reflected their ability to approach the problems in the light of psychological understanding. We might infer that this group would possess a relatively high degree of psychological understanding, since seventy-three per cent of the members were university graduates.[1] Consequently, it is essential to interpret this study in relation to what is, perhaps, an exceptional group.

Question Two

In this question raised in Chapter I, the writer was concerned to discover whether the views expressed in the questionnaires were apparent during the discussions and whether the members interpreted the program material in such a way as to modify or reinforce those views. Throughout the analyses of the discussions, the writer noted instances where the members' views coincided with those revealed in the answers to the questionnaires.

The frequency with which these views occurred depended primarily upon the writer's skill in devising questions directly related to the program material. Views coinciding with those

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[1]See Appendix B, p. 176.

expressed in the questionnaire were mentioned most frequently in the discussion of "Young Love." In this instance, it was possible to relate the majority of the questions in the questionnaire to the story of Frank. To a lesser degree, the writer's questions concerning "The Gullible Mechanic" and "The Drinker" were relevant to the program material. However, in the questionnaire relating to the fourth story, "The Persecuted Housekeeper," the questions had little relation to the program material. The lack of such a relationship was reflected in the absence of any coincidence between the views expressed in the questionnaire and those revealed in the discussion.

Despite the defects in the questionnaires, many of the views which were elicited prior to the broadcasts did emerge during the discussions. This made it possible to observe how these views were affected by the members' interpretation of the material in the programs.

In many instances, it was found that the program material was interpreted so as to reinforce valid opinions originally held by the members. It will be recalled that, in the questionnaire relating to the program "Young Love," the members recognized that parents should meet revolt of the adolescent by displaying their confidence in, and respect for, him. In their discussion of Frank's story, the members perceived that much of the boy's difficulties arose from his parents' failure to relax their rigid control and to establish an understanding relationship with him. Similarly, in the questionnaire concerning "The Gullible Mechanic," the members advocated vocational guidance in the schools. During

their discussion of the program, the members perceived how adequate vocational guidance might have alleviated Jimmy's problem.

Only two examples have been cited to illustrate how the program material provided concrete evidence to confirm the members' originally valid beliefs. In addition, much of the content of the programs was interpreted so as to modify a number of invalid opinions expressed in the answers to the questionnaires. In the questionnaire relating to "Young Love," some of the members did not recognize the primary importance of the adolescent's struggle for emancipation. The nature of this struggle was clearly demonstrated in the story of Frank. The content of the discussion revealed the members' recognition of the great significance of Frank's relationship with his parents. Again, in the questionnaire relating to "The Drinker," the members revealed considerable confusion concerning the anaesthetizing qualities of alcohol and its effects upon fatigue. Much of this confusion was resolved in the course of the discussion following the program.

Thus, the evidence from the discussions suggests that the program material served to demonstrate the validity of many of the members' beliefs and that it provided the basis for a learning experience in areas where the members' understanding was less certain.

Question Three

This question, raised in Chapter I, concerned the attention paid by the members to the problems of the central characters in the stories in the series. In the analyses of the discussions,

it was noted that the members recognized the basic problem of the central character in each story. However, the amount of discussion which was actually devoted to the problem in relation to the central character appeared to vary considerably. The analyses revealed that the members devoted much discussion to Frank in "Young Love," and to Mrs. Jarvis in "The Persecuted Housekeeper." Yet, they were much less concerned with Jimmy in "The Gullible Mechanic," and they ignored Bentley almost entirely during their discussion of "The Drinker."

The writer has sought an explanation for this variation. It would appear that, in the programs "Young Love" and "The Persecuted Housekeeper," the feelings of the characters portrayed were emotionally more meaningful to the members. As the writer has previously remarked, the members themselves had experienced adolescence. Moreover, the feelings expressed by Mrs. Jarvis were, to a lesser degree, within the members' own experience. In addition to this, her children were represented as well adjusted people, and it was possible for the members to experience the children's feelings in the situation portrayed in the story.

However, in the programs "The Gullible Mechanic" and "The Drinker," the problems and the feelings of Jimmy and Bentley represented something rather foreign to the personal experience of the members. In these two programs, the interest was primarily in intellectual, rather than emotional, terms. For the members, Jimmy and Bentley were something less than real people, and the members' concern for these characters was correspondingly limited.

The producers of "In Search of Ourselves" have sought to

select relatively common incidents and stories, and to dramatize them in such a way that the listener will project himself into the situations. The evidence from this study suggests that, as far as this particular group is concerned, the producers' efforts were largely successful in the programs "Young Love" and "The Persecuted Housekeeper." They would appear to be less successful in relation to "The Gullible Mechanic" and "The Drinker." These observations point to a major problem for the producers in that the emotional interest of any one program will vary with the personal experiences of the listeners. It seems likely that programs concerned with specific types of emotional maladjustment will arouse the emotional interest of only a limited number of listeners.

Several observations may be made in connection with the actual discussions of the central characters and their problems. We find that the members discussed these characters in terms of their interpersonal relationships. They were concerned primarily with the feelings of these people. In their discussion of "Young Love," the members devoted much of their attention to Frank's relationships with his parents, his companions, and his girl. In the case of "The Gullible Mechanic," the members were interested in Jimmy's relationships with his friends and with his parents. They discussed Mrs. Jarvis' problem in the light of her relationships with her children, Mr. Hastings, and with other people generally.

Moreover, the members sought causes to explain behavior in terms of feelings. They recognized Frank's emotional need for

acceptance by his companions. They were aware of his parents' feelings, and of the way in which these feelings affected Frank's own behavior. Similarly, the members perceived that much of Jimmy's behavior grew from his own emotional need for acceptance. Again, the members speculated as to the source of Mrs. Jarvis' feelings of rejection, in order to understand her behavior. Even in the case of "The Drinker," they perceived the basis of Bentley's alcoholism in his shyness and underlying feelings of insecurity.

The foregoing observations suggest that the members used the stories to apply and to clarify their understanding of human behavior, rather than to pass judgment upon the characters portrayed. Consequently, as far as this particular group is concerned, the stories appeared to stimulate the members' awareness of the emotional basis of behavior. It may be noted here that, in their answers to the questionnaire concerning their opinions of the entire series[1], the members agreed that the programs stimulated discussion leading to increased understanding of their own behavior, as well as that of other people.

Question Four

In this question raised in Chapter I, the writer was concerned to discover the extent to which the members discussed the questions raised in the study bulletin, and how the members dealt with them. The writer believed that such information would be of value, since the questions in the bulletin were designed to

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[1]See Appendix E, p.190.

stimulate thoughtful discussion.

The writer's analysis revealed that there was extensive discussion of the bulletin questions concerning three of the programs: "Young Love," "The Drinker," and "The Persecuted Housekeeper." Considerably less discussion was devoted to the bulletin questions in connection with "The Gullible Mechanic."

An examination of the questions themselves indicates that, in the three programs mentioned above, the questions were concerned primarily with the problem of the central character. For example, in the case of "Young Love," we find such questions as: "In what ways could we help Frank grow up?" and "Adolescents have many growing pains. How can parents help?" Among the questions relating to "The Persecuted Housekeeper," we find: "Should parents expect gratitude from their children? Why?" Again, in the questions concerning "The Drinker," we find: "How should we go about helping a person like Bentley?" In addition to the relation of such questions to the problem of the central character, it will be noted that the questions arose largely as a result of the unresolved endings in the stories.

On the other hand, in the case of "The Gullible Mechanic," we find that none of the questions was directly related to Jimmy or his problem. The program told the story of Jimmy, and of the difficulties created by his inferior intelligence. Yet, the bulletin questions were concerned with such matters as the relative suggestibility of men and women, the difference between adaptability and suggestibility, and the psychological conditions of suggestibility. It is possible that the nature of these

these questions grew, at least in part, from the fact that this was the only story with a "happy ending."

It should be noted, too, that the questions which were least well discussed in the other programs similarly lacked a direct relation to the main problems presented. For example, the second question concerning "Young Love" asked: "Is aggressive, tough behavior an asset in the world today? Can this be reconciled with our ideas on world peace?" In the case of "The Persecuted Housekeeper," the first question asked: "There are times when we all feel that the world is against us. What can we do to maintain a balance at these times?"

In addition to the fact that the questions which stimulated the least discussion were not directly related to the problem, we find another factor common to them all. It would appear that they all hint at broad and vital implications arising indirectly from the problems presented in the programs. The producers were themselves evidently aware of these implications, which, presumably, they felt would be perceived by the listeners.

The fact that these implications were not generally recognized by the members of the group under study suggests that the producers of the series cannot successfully impose their interpretations upon the listeners. If the listeners are to recognize the general significance of the problems in terms of human relationships and all that this implies concerning international, as well as interpersonal, harmony, it would seem that the producers must allow the listeners to make their own generalizations.

The latter process will, of course, be much more effective.

However, it would appear that such perceptions cannot be hastened. The discussions which have been analyzed in this study suggest that the members of this group were unable to use those bulletin questions based upon implications which they did not perceive directly for themselves.

Despite these observations, many of the bulletin questions which bore directly upon the problems in the programs did stimulate much thought among the members. The analysis revealed a general sharing of ideas leading to considerable enlightenment, and, in many cases, to the formulation of valid, constructive conclusions.

This process was particularly evident in the discussion of those questions concerning ways of alleviating the problems raised in the stories. A few examples here will illustrate the enlightenment referred to in the preceding paragraph. In the discussion of "The Drinker," it will be recalled that the chemist revealed his confusion concerning the professional qualifications of psychiatrists. The accountant pointed out at the time that a psychiatrist is also a medical doctor. Again, in the discussion of the bulletin questions relating to "The Persecuted Housekeeper," the majority of the members derived considerable understanding of the role of the psychiatrist and of the nature of psychiatric treatment.

Further examples will illustrate the statement that the members' discussion of the questions raised in the study bulletin led to the formulation of constructive conclusions. In their discussion of "Young Love," the members concluded that much of

the adolescent's problem grows from the attitude of his parents. Similarly, they concluded that alcoholism must be viewed primarily as a personality problem requiring psychiatric treatment. Finally, in their discussion of the questions dealing with "The Persecuted Housekeeper," the members reached the conclusion that behavior is purposive and that much irrational behavior is amenable to psychiatric treatment.

In the light of these observations, we may conclude that the questions raised in the study bulletin did stimulate the members to thoughtful discussion leading to suggestions for constructive action. Moreover, since many of the questions in the study bulletin derived their effectiveness from the unresolved endings of the stories, it would appear that, as far as this particular group is concerned, this technique is justified.

Question Five

The fifth question, which the writer raised in Chapter I, sought to determine what other related aspects of the general problems were recognized by the members and how they dealt with them.

It will be recalled that the writer's analysis of the attention devoted by the members to the problem of the central character revealed that the greatest attention was evident in the discussions of "Young Love" and of "The Persecuted Housekeeper." The writer concluded that the members were able to project themselves into the situations portrayed therein, because the problems were emotionally more meaningful to them. In the programs, "The Gullible Mechanic" and "The Drinker,"

where the appeal was intellectual, rather than emotional, there was little attention given to the central character.

Further examination reveals a significant relationship between the foregoing observation and the extent to which related aspects of the general problems in a given program were recognized by the members. It will be noted that the members perceived a greater number of significant related aspects in the programs "The Gullible Mechanic" and "The Drinker." In these programs, the appeal was primarily intellectual, as the lack of attention to the central character suggested. Conversely, few related aspects were recognized in the programs "Young Love" and "The Persecuted Housekeeper." Here, we concluded that the appeal was primarily emotional, as the members' careful attention to the central character suggested.

Thus, it appears that, in those programs where the members became absorbed in the central character and his problem, the members were limited in their ability to recognize related aspects of the general problem. On the other hand, where the problem was more intellectual, as in "The Drinker" and "The Gullible Mechanic," the members' perception of related aspects of the problem was considerably heightened.

These observations indicate a need for the producers of the series to strive for a delicate balance between projection and objectivity on the part of the listeners. Without this balance, the evidence of this study, applying, of course, only to the writer's sample group, suggests that what is gained through projection is counterbalanced by a loss in the listener's objectivity.

In the two programs where the problems were mainly intellectual, the members did recognize certain related aspects of those problems. It is noteworthy that here the members were able to move beyond the individual character to consider the problems in terms of their more general social significance. Thus, in their discussion of "The Gullible Mechanic," the members recognized the part played by the educational system in contributing to maladjustments due to intellectual differences. The members also recognized the responsibility of society to handicapped groups in the population. Similarly, in their discussion of "The Drinker," the members moved beyond the problem of the individual alcoholic to consider the social and psychological factors in alcoholism itself.

Question Six

The sixth, and final, major question which the writer raised in Chapter I concerned the members' ability to relate to their own lives and to those of other real persons the problems raised in the series. The writer felt that any answers to this question might provide some further evidence as to the effectiveness of the series, in relation to the one listener group under consideration. The producers of the series were aware that:

> One of the difficulties in designing such a program was the natural tendency of people everywhere to regard the problems and issues brought to life in the dramatization as something remote and strange . . . .[1]

Consequently, the writer sought to discover any personal references throughout the discussions.

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[1]Study bulletin prepared for the 1950 series, p. 3.

Such references as did occur were of two types. The first type consisted of those verbalizations which suggested definite identification or projection by the members in relation to the characters in the broadcasts. Such verbalizations were relatively rare in the four discussions considered in this study. Two instances occurred during the discussion of "Young Love," when the accountant revealed his identification with Frank. Again, in the discussion of "The Persecuted Housekeeper," the tendency of some female members to accept at face value Mrs. Jarvis' own interpretation of her difficulties suggests that these members were projecting much of their own feelings. The writer has previously indicated that these two programs appeared to be of greater emotional significance to the members. Consequently, greater evidence of their projection and identification might be anticipated.

In the second type of personal reference, the verbalized emotional component was not apparent. Numerous instances were noted throughout all four discussions. It will be recalled that, in the discussion of "The Gullible Mechanic," the sales clerk described for the other members the case of a personal acquaintance whose situation paralleled that of Jimmy. In the same discussion, both the teacher and the secretary drew upon their own teaching experience in their efforts to understand the problem. In their discussion of "The Drinker," several members referred to their own experiences to illustrate the effects of alcohol. More important, they cited cases of alcoholics known personally to them in order to gain some understanding of the

dynamics of alcoholism. Similarly, the analysis of the discussion of "The Persecuted Housekeeper" revealed references by two members to relatives in circumstances similar to those of Mrs. Jarvis.

All such references of this second type were used to illustrate certain aspects of the problems in the programs or to clarify the members' understanding of questions related to the problems. Thus, it would seem that the program material was generally meaningful to the members. We may conclude, therefore, that the problems presented were not entirely remote and abstract, even in those cases where they were considered primarily in intellectual terms.

To sum up briefly, we may say that the results of this investigation suggest that the radio series, "In Search of Ourselves," was generally effective in stimulating discussion and in promoting an understanding of emotional problems among the members of the listener group under consideration. The members themselves reached a similar conclusion.[1]

One major limitation was noted. This lay in the producers' inability to present problems with a consistent balance between emotional and intellectual interest for the members of the group. This limitation is reflected in the members' preference for longer programs, containing fuller information about the characters in the dramas.[2] This preference indicates the greater force of emotional interest, but the study has shown

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[1]See Appendix E, p.

[2]Ibid.

that an appeal primarily on this level results in attention to the central character in the story at the expense of less awareness of the implications of the problem itself.

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In the study bulletin for the 1951 series, the producers quoted from the Charter of UNESCO: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." The producers have assumed that this end can be achieved through a universal understanding of men and their behavior. If we accept this assumption, the generally fruitful discussion of the programs, as far as one listener group was concerned, suggests that "In Search of Ourselves" may be instrumental in helping to construct the defences of peace.

APPENDIX A

QUESTIONS RAISED FOR DISCUSSION IN THE STUDY BULLETIN

APPENDIX A1

BULLETIN QUESTIONS CONCERNING "YOUNG LOVE"

February 6, 1951

YOUNG LOVE -- Frank Thompson was the antithesis of Harold White in our broadcast entitled "The Model Student". Frank's conflicts were out in the open, for all the world to see. He wanted to show how independent he was of his parents. He wanted to "be a man" so he smoked, got drunk and acted tough. This behaviour revealed how much he still needed help and guidance.

1. In what ways could we help Frank to grow up?
2. Is aggressive, tough behaviour an asset in the world today? Can this be reconciled with our ideas on world peace?
3. Adolescents have many growing pains. How can parents help?

APPENDIX A2

BULLETIN QUESTIONS CONCERNING "THE GULLIBLE MECHANIC"

March 6, 1951

THE GULLIBLE MECHANIC -- You couldn't call Jimmy McIntyre stupid. He only passed grade six in school, but he was a good mechanic and that takes brains. The thing Jimmy couldn't cope with were people who deliberately tried to fool him, and there were plenty of them.

1. Are uneducated people the only ones who are easily led? Under what conditions are we likely to be influenced by the suggestions of others?
2. Are women more suggestible than men? What is your evidence?
3. "Adaptability is a sign of emotional maturity". What's the difference between adaptability and suggestibility?

APPENDIX A3

BULLETIN QUESTIONS CONCERNING "THE DRINKER"

March 13, 1951

THE DRINKER -- This travelling salesman appeared to be friendly and at his ease with people. But he was really very lonely. Why did he feel that way?

1. Why do people drink, and when does it become a problem?
2. How should we go about helping a person like Bentley?
3. What are some of the new ways of helping people who drink too much? What facilities has your community for work of this kind?

APPENDIX A4

BULLETIN QUESTIONS CONCERNING "THE PERSECUTED HOUSEKEEPER"

March 20, 1951

THE PERSECUTED HOUSEKEEPER -- Mrs. Jarvis would be a source of amusement if she weren't such a tragic figure. According to her, everyone goes out of their way to make life difficult for her. And her children never give her any credit or any thanks. Is she being persecuted or does she really have a few delusions? Sometimes it's hard to tell.

1. There are times when we all feel that the world is against us. What can we do to maintain a balance at these times?
2. Should parents expect gratitude from their children? Why?
3. Can people like Mrs. Jarvis be helped? How?

APPENDIX B

COMPOSITION OF THE LISTENER GROUP STUDIED

Occupation	Sex		Age Group		Marital Status			Education	
	M	F	20-30	30-40	M	S	W	High School	University
Total	6	9	8	7	1	13	1	4	11
Accountant	1			1		1			1
Chemist	1		1			1			1
Industrial Worker	1			1		1		1	
Investigator	1			1		1		1	
Social Worker C	1			1		1			1
Student	1		1			1			1
Lab. Technician A		1	1			1		1	
Lab. Technician B		1		1		1			1
Research Assistant		1	1			1			1
Sales Clerk		1	1		1				1
Secretary		1		1		1			1
Social Worker A		1		1			1		1
Social Worker B		1	1			1			1
Stenographer		1	1			1		1	
Teacher		1	1			1			1

APPENDIX C

QUESTIONNAIRES ADMINISTERED TO THE MEMBERS PRIOR TO THE BROADCASTS

APPENDIX C1

QUESTIONNAIRE DEALING WITH THE PROBLEM PRESENTED IN "YOUNG LOVE"

Your Occupation_____

1. The age span of adolescence extends roughly from_____years to_____years.
2. The chief emotional problem of the normal adolescent is:
   (a) to select a career_____
   (b) to learn to establish a healthy relationship with the opposite sex_____
   (c) to achieve emancipation from the parents_____
   (d) to learn to accept the responsibilities of adulthood_____
3. The adolescent often adopts a defiant, daring attitude because:
   (a) his parents fail to understand that he is growing up_____
   (b) he feels insecure, and seeks to deny this feeling_____
   (c) today's parents have failed to teach their children proper respect_____
4. In the face of revolt by the adolescent, parents should:
   (a) show their confidence in, and respect for, him_____
   (b) use discipline to suppress the rebellion_____
   (c) accept it, without interfering in a normal phase

of development_____

5. The "hero worship" common in adolescence should be:

(a) used by the adult to inspire the adolescent to achievement_____

(b) ignored as normal and harmless_____

(c) discouraged as soon as possible_____

6. Adjustment to the problems of adolescence is easier for:

(a) boys_____

(b) girls_____

7. Adolescence is a time of "storm and stress":

(a) mainly among members of the upper income group_____

(b) mainly among members of the middle income group_____

(c) mainly among members of the lower income group_____

(d) equally among all income groups_____

8. As far as you know, what organized recreational facilities are available to adolescents in Montreal?

9. What other facilities do you think should be provided?

10. As far as you know, what facilities for counselling and vocational guidance for adolescents exist in Montreal?

11. Persons under twenty-one years of age should:

(a) never be allowed to drink alcoholic beverages_____

(b) be left free to decide whether they will drink alcoholic beverages_____

(c) be taught to drink alcoholic beverages in moderation_____

12. Masturbation among adolescents is (a) usual_____

(b) frequent_____

(c) rare_____

13. Sexual experimentation is often carried out by adolescents because:

    (a) they want to prove that they are adults_____

    (b) they are seeking assurance that they are loved_____

    (c) it is the easiest means of discharging sexual tension_____

14. Complete sex instruction should be given by the age of

    (a) 12 years_____

    (b) 16 years_____

15. Sex instruction should be given primarily by:

    (a) parents_____

    (b) schools_____

    (c) doctors_____

    (d) suitable books_____

APPENDIX C2

QUESTIONNAIRE DEALING WITH THE PROBLEM PRESENTED IN "THE GULLIBLE MECHANIC"

Your Occupation_____

1. Generally speaking, do you believe that the level of a person's formal education is an indication of the level of his intelligence? Yes_____

   No_____

2. Generally speaking, do you believe that the members of the upper income group possess a higher degree of intelligence than do members of the other income groups? Yes_____

   No_____

3. Do you believe that our educational system takes adequate account of differences in intelligence of students?

   Yes_____

   No_____

4. Do you believe that vocational guidance in the schools is desirable? Yes_____

   No_____

5. Generally speaking, our society tends to promote education for a profession primarily because:

   (a) professional people can contribute more to society_____

   (b) professional people have more money_____

   (c) professional people have more prestige_____

(d) professional people get more satisfaction from their work_____

6. Generally speaking, people who are attracted to Communism are frequently:

(a) above average in intelligence_____

(b) below average in intelligence_____

(c) no relation to intelligence_____

(d) above average in formal education_____

(e) below average in formal education_____

(f) no relation to formal education_____

APPENDIX C3

QUESTIONNAIRE DEALING WITH THE PROBLEM

PRESENTED IN "THE DRINKER"

Your Occupation_____

1. Alcohol acts as: (a) a stimulant_____
   (b) an anaesthetic_____
   (c) neither a stimulant nor an anaesthetic_____
   (d) both a stimulant and an anaesthetic_____

2. Alcohol: (a) overcomes physical fatigue_____
   (b) increases physical fatigue_____
   (c) has no effect on physical fatigue_____

3. Alcohol (a) does_____ / (b) does not_____ stimulate sexual desire.

4. Do you believe that alcohol produces or contributes to kidney disease? Yes_____
   No_____

5. Is alcohol in any way a cause of:
   (a) heart disease?_____
   (b) high blood pressure?_____
   (c) hardening of the arteries?_____
   (d) "stomach" ulcers?_____
   (e) blindness?_____

6. Alcohol: (a) raises a person's resistance to infection_____
(b) reduces a person's resistance to infection_____
(c) has no effect on a person's resistence to infection_____

7. Many doctors attribute the "D.T.'s" (delerium tremens) to: (a) exhaustion and undernourishment_____
(b) the toxic effect of alcohol on the brain_____

8. As a group, heavy drinkers live:
(a) longer than_____
(b) just as long as_____ moderate drinkers and abstainers.
(c) not as long as_____

9. Alcoholism: (a) can be inherited_____
(b) cannot be inherited_____

10. Do you believe that alcoholism is primarily a moral problem--evidence of man's sinful nature? Yes_____
No_____

11. Do you believe that alcohol is responsible for a high percentage of any of the following problems of society?
(a) traffic accidents? Yes_____ No_____
(b) crime? Yes_____ No_____
(c) promiscuity? Yes_____ No_____
(d) divorce? Yes_____ No_____

12. It is often said that the alcoholic is trying to escape from painful reality. This refers primarily to:
(a) the insecurity of modern urban life_____
(b) difficulties of family or occupational life_____
(c) hidden personal realities within himself_____

(d) the uncertainties of the international situation_____

13. If an alcoholic friend came to you with his problem, would you:

refer him to the minister of his church?_____

refer him to a physician?_____

refer him to a psychiatrist?_____

persuade him to "take the pledge"?_____

refer him to Alcoholics Anonymous?_____

other?_____

APPENDIX C4

QUESTIONNAIRE DEALING WITH THE PROBLEM PRESENTED IN "THE PERSECUTED HOUSEKEEPER"

Your Occupation_____

1. A "delusion" has been defined as an erroneous belief which cannot be corrected by experience or by evidence to the contrary. Do you believe that "normal" people commonly have delusions? Yes_____

   No_____

2. If A complains that B is persecuting him, even though there is some truth in the story, the reason for the complaint is primarily:

   (a) to have B punished_____

   (b) to convince people that A is important enough to merit such persecution_____

3. From the broad standpoint of mental health, would you consider that active membership in any of the following organizations was evidence of unhealthy attitudes?

   (a) temperance societies_____

   (b) Canadian Legion_____

   (c) anti-vivisection societies_____

   (d) Communist Party_____

4. Our present attitude of suspicion and mistrust toward Russia is:

wholly justified_____

partly justified_____

not justified_____

5. Russia's attitude of suspicion and mistrust toward us is:

wholly justified_____

partly justified_____

not justified_____

6. Can you think of any "pet peeves" about which you feel rather strongly?

People who_____

_____

_____

7. Do you feel that you yourself possess these traits?

to a large degree_____

to some extent_____

not at all_____

APPENDIX D

QUESTIONNAIRE INVITING THE MEMBERS' COMMENTS ON THE SERIES

Your Occupation_____

1. How would you rate "In Search of Ourselves"?
   (a) Excellent_____
   (b) Good_____
   (c) Fair_____
   (d) Poor_____
2. What did you like about the series?
3. What criticisms of the series would you make?
4. Can you suggest any ways in which the series could be improved?
5. Do you feel that the series has, in any way, given you a better understanding of yourself?
6. Have you followed the programs in other years?
   (a) Regularly_____
   (b) Occasionally_____
   (c) Never_____
7. Would you consider following the series again next year?
   Yes_____
   No_____

8. Which of the following would interest you most?

(a) Radio dramatizations dealing with psychiatry,

followed by discussion_____

not followed by discussion_____

(b) Educational films dealing with psychiatry,

followed by discussion_____

not followed by discussion_____

(c) Lectures dealing with psychiatry,

followed by discussion_____

not followed by discussion_____

(d) Books and articles dealing with psychiatry_____

APPENDIX E

THE MEMBERS' COMMENTS ON THE SERIES

OCCUPATION	RATING OF SERIES				LIKED ABOUT SERIES	CRITICISM	SUGGESTIONS	BETTER UNDERSTANDING OF SELF		HEARD SERIES PREVIOUSLY			WOULD FOLLOW SERIES AGAIN	
	E	G	F	P				YES	NO	REGULARLY	OCCASIONALLY	NEVER	YES	NO
TOTAL	1	11	3					13	2		1	14	15	
ACCOUNTANT		1			PARENTS GAIN UNDERSTANDING OF CHILDREN'S PROBLEMS	LACKED DETAIL	LENGTHEN PROGRAM MORE DETAIL	1				1	1	
CHEMIST		1			DISCUSSION OF PROBLEMS	STORY TOO CONDENSED	LENGTHEN PROGRAM		1			1	1	
INDUSTRIAL WORKER	1				DISCUSSION AND REALISTIC STORIES	NONE	GROUPS POOL DISCUSSION FINDINGS	1				1	1	
INVESTIGATOR		1			DISCUSSION OF PROBLEMS	LACKED DETAIL	LENGTHEN PROGRAM	1				1	1	
SOCIAL WORKER C		1			PROBLEM WELL PRESENTED, LIKED DISCUSSION	NO SOLUTIONS TO PROBLEMS	PROVIDE SOLUTIONS FOLLOWING WEEK	1				1	1	
STUDENT		1			DISCUSSION OF PROBLEMS	LACKED DETAIL	MORE DETAIL	1				1	1	
LAB TECHNICIAN A			1		DISCUSSION OF PROBLEMS	INSUFFICIENT FACTS	LENGTHEN PROGRAM	1				1	1	
LAB TECHNICIAN B		1			MUCH PERSONAL HELP	LACKED DETAIL	GROUPS POOL DISCUSSION FINDINGS	1				1	1	
RESEARCH ASSISTANT		1			STIMULATED GOOD DISCUSSION	INSUFFICIENT DETAIL	LENGTHEN PROGRAM	1			1		1	
SALES CLERK		1			DISCUSSION OF PROBLEMS	INSUFFICIENT DETAIL	MORE DETAIL	1				1	1	
SECRETARY			1		VARIETY AND REALITY OF SITUATIONS	INSUFFICIENT DETAIL	SUGGESTIONS TO IMPROVE PROBLEMS	1				1	1	
SOCIAL WORKER A		1			DISCUSSION OF PROBLEMS	NONE	NONE	1				1	1	
SOCIAL WORKER B		1			PROVIDES UNDERSTANDING OF EMOTIONAL PROBLEMS	MAY AROUSE ANXIETY WITHOUT ALLAYING IT	SUGGEST SOURCES OF HELP FOR LISTENERS	1				1	1	
STENOGRAPHER			1		STIMULATED DISCUSSION	LACKED DETAIL	LENGTHEN PROGRAM		1			1	1	
TEACHER		1			DISCUSSION OF PROBLEMS	LACKED DETAIL	MORE DETAIL	1				1	1	

APPENDIX E (CONT'D)

OCCUPATION	TYPE OF PROGRAM PREFERRED						
	RADIO DRAMAS		FILMS		LECTURES		BOOKS AND ARTICLES
	WITH DISCUSSION	WITHOUT DISCUSSION	WITH DISCUSSION	WITHOUT DISCUSSION	WITH DISCUSSION	WITHOUT DISCUSSION	
TOTAL	5		4		5		
ACCOUNTANT					1		
CHEMIST			1				
INDUSTRIAL WORKER	1						
INVESTIGATOR					1		
SOCIAL WORKER C			1				
STUDENT	1						
LAB TECHNICIAN A	—	—	—	—	—	—	—
LAB TECHNICIAN B	1						
RESEARCH ASSISTANT			1				
SALES CLERK	1						
SECRETARY	1						
SOCIAL WORKER A			1				
SOCIAL WORKER B					1		
STENOGRAPHER					1		
TEACHER					1		

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