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A safety film, "A Good Deed for the Day"

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Master's Project

A SAFETY FILM, "A GOOD DEED FOR THE DAY"

Submitted by

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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND METHODS USED TO SOLVE IT</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Methods Used to Solve the Problem</td>
<td>2</td>
</tr>
<tr>
<td>II. A GOOD DEED FOR THE DAY</td>
<td>7</td>
</tr>
<tr>
<td>Plot for Scenario</td>
<td>7</td>
</tr>
<tr>
<td>Scenario</td>
<td>9</td>
</tr>
<tr>
<td>Camera Directions</td>
<td>28</td>
</tr>
<tr>
<td>III. A GOOD DEED ACCOMPLISHED</td>
<td>47</td>
</tr>
<tr>
<td>Objective Results</td>
<td>47</td>
</tr>
<tr>
<td>Availability of Film and Tape Recording</td>
<td>48</td>
</tr>
<tr>
<td>Recommendations for Use of the Film and for Similar Projects</td>
<td>49</td>
</tr>
<tr>
<td>Tentative Conclusions</td>
<td>50</td>
</tr>
<tr>
<td>THE APPENDIX</td>
<td>51</td>
</tr>
<tr>
<td>THE BIBLIOGRAPHY</td>
<td>54</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND METHODS USED TO SOLVE IT

1. The Problem

The problem that the writer attempted was to make a colored, 16 mm. motion picture film and a synchronized tape recording that would contribute to and increase the safety consciousness of the pupils in the Weymouth, Massachusetts, school system. The problem of educating the children to practice proper safety habits is one that will always be with us as long as there are (1) children going to school on foot and on bicycle, (2) streets to be crossed by those children, and (3) automobiles that travel on these streets.

It is almost impossible to visualize a set-up that would completely eliminate the possibility of an accident to a child on the way to or from a school. The best we can do is to develop their safety habits to the best of our ability and then pray that they will be adequate to carry them through life safely.

However, pessimistic the statements above may sound, there are, on the other hand, many ways by which we can try to develop these safety habits. Perhaps the most effective method to convey these ideas to a large group is to point
out by a motion picture the "danger spots" in their immediate vicinity and how to cope with them there. Then trust that there will be enough carry-over to enable them to master a similar situation in another locality. In other words, try to localize the common safety rules by using familiar faces and scenes. This the writer has attempted to do by means of a motion picture and a tape recording synchronized to tell the story as the picture unfolds.

2. Methods Used to Solve the Problem

In order to fully appreciate why the writer chose this type of problem and its solution, one should be familiar with the present school set-up.

The Abigail Adams School sets back fifty yards from Church Street in East Weymouth. Across the street from it is the John Adams School, an ancient, two-room, wooden structure. Church Street is quite heavily traveled because it is the connecting link between North and Commercial Streets, two of the town's main arteries of traffic. Most of the danger spots found in this district are on or near one of these two streets. During all the day commuter, commercial and passenger traffic flows along North and Commercial Streets as well as over Church Street. The writer felt that by establishing patrol posts and acquainting the children with the hazards at these spots, he would
be contributing greatly to the safety of the children in his district.

The first step in the solution of the problem was to organize and establish an orderly plan of dismissal. Under this plan, two bell signals were used, the "get-ready" bell being rung five minutes before the general dismissal bell.

The members of the Safety Patrol and all bicycle riders were dismissed on the first bell. This was done to allow the Safety Patrol ample time to get to their posts before the children arrived there. The bicycle riders were dismissed early in order that they could be out of the schoolyard and on their way before the pedestrians came along.

The general dismissal bell brought the classes from the school escorted by their teachers to the sidewalk where they quickly dispersed in easterly and westerly directions. The older grades came down the walk first, followed by the primary children. This procedure was followed so that the younger children would not delay the faster moving older ones.

The second major step was to establish and train the Safety Patrol to work at the more dangerous spots throughout the school district. Two members of the Safety Patrol were assigned to the following locations: on Commercial Street at the top of King Oak Hill, at Jaffrey, Church and Commercial Streets intersection, on Church Street in front of the John Adams School, at the railroad crossing on Green Street, at
the Green and East Street intersection, and at the Commercial Street and Wilson Avenue intersection. Safety Patrol members were also assigned to the bus stop in front of the school to assist the youngsters when boarding the bus.

The members of the Safety Patrol worked without the assistance of any policeman. Their post was on the curb. Their job was to help the children to cross the street safely between gaps in traffic. Under no conditions were they to try to direct vehicular traffic! That was understood clearly from the beginning.

The third important step in the solution of the problem was to plan, direct, and have photographed a motion picture showing the correct ways to observe the safety rules at these several danger spots. This involved much discussion with those persons recognized in the film as technical assistants, as well as many rehearsals with the children, with and without the photographers present. The photographers, also, gave much thought and time to their problems before undertaking the important responsibility that was theirs. At a final meeting of the writer, photographer and technical assistants, it was decided to make a 16 mm. colored film of between six and seven hundred feet in length.

A tape recording was made of a story written to go with the picture to further emphasize the important points by using the auditory learning processes as well as the visual
learning processes. Familiar scenes, faces and voices in the film and recording were used to give the illustrated safety rules greater meaning.

The children were rehearsed carefully in their parts to ensure a perfect performance. This in itself was educational to a large number because as many children as possible were used in the making of the picture. A carefully selected crew of camera-men from the Camera Club at the Weymouth High School were trained by their instructor in the art of making a motion picture. Others from the Projectionist Club helped in making the recording.

Preparations for the making of the tape recording involved careful planning and considerable attention to detail.

After the scenario was written, the three children who were taking the parts of Richard, Bob and Janice were asked to read their parts aloud and to suggest changes in the dialogue which they thought would make the wording more nearly like what they themselves would say. In other words, it was an attempt to use the children's own words in an effort to make the story more meaningful to them and to the listening audience which, for the most part, would be made up of children.

The list of changes suggested by these children may be found in the Appendix, beginning on page 51.
The scenario was then duplicated with the suggested changes made. Tests and try-outs of voices for volume, clarity, diction, etc. were made. In some cases the voices of the principal characters were used, while in other cases, substitute voices had to be used because of a lack of clarity, volume, etc. Copies of the scenario were then given to those selected to make the tape recording. After many rehearsals with the children watching the completed film and coming in with their parts at the appropriate time, the recording was made to synchronize with the film.
CHAPTER II
A GOOD DEED FOR THE DAY

1. Plot for Scenario

A young boy and his sister, new residents in the district, rush dangerously across Commercial Street at the top of King Oak Hill, without looking for approaching automobiles. The Safety Patrol boy sees them and beckons for them to come over to him. He, realizing that they have just moved into the section, tells them what a dangerous thing they have done. He asks them to wait and watch how they should have crossed.

The Safety Patrol boy then walks to school with them. On the way he shows them how to cross the intersection at North and Commercial Streets, and where the policeman is at North and Church Streets, by having them watch others cross safely.

As they approach the school driveway, they see some bicycle riders approaching from the opposite direction on Church Street. The Safety Patrol boy explains the bicycle safety rules which are illustrated by these riders.

They wait together in the schoolyard until the bell rings. They arrange to meet at noon so the Safety Patrol
boy can show them how to obey the safety rules in other
dangerous places in the school district. The bell rings.
They observe the children getting in their lines orderly
and promptly.

At noon they meet on the sidewalk and watch the child-
ren file down the walk and disperse on the sidewalk. They
go to the railroad crossing on Green Street and watch
children cross safely, also, at Green and East Streets.
They watch the children walk up East Street where there is
no sidewalk. Then they swing around to North and Norton
Streets and watch the children cross safely there.

They arrange to meet after school to go to Jaffrey
Street - Commercial Street intersection and the Coolidge
Avenue - Commercial Street intersection.

They arrive near their home, happy that they have
learned the "danger spots" in their new locality.
2. Scenario

Scene 1

Setting a. In doorway of new home on Commercial Street

Mother: (Straightening Bob's collar and tie and Janice's hair, kisses each.)
Behave yourselves in your new school now, children, and be careful crossing the streets.

Bob: We'll be careful, Mother. Don't worry. Goodbye.
Come on, Janice.

Janice: Goodbye, Mother.

Mother: Goodbye, children.

Setting b. Children are walking along Commercial Street on sidewalk.

Bob: I wonder what our new school will be like. I hope it will be as nice as the Lincoln School.

Janice: I think it will be. It's a nice, new school, you know.

Setting c. Children are walking along sidewalk near Legion Field.

Janice: Is that a real gun, Bob?

Bob: Yes, that was captured from the Germans in the first World War. It can't be used now, though.
Scene 2

Setting a. Children at curb on Commercial Street, ready to cross.

Bob: I don't see any cars coming. Let's go, Janice.

Setting b. Children are on the other side of street after being almost hit by car while crossing.

Bob: Are you all right, Janice?

Janice: Yes, but that was a close one, wasn't it?

Bob: Yes, it was! I didn't see it coming when we started across.
Scene 3

Setting a. Patrol boy, Dick, sees them cross dangerously.

Dick: Hey, what's the idea of crossing the street there? Come here!

Setting b. Children are with the Patrol boy at his post.

Dick: You kids must be new around here. You should cross the street where the white lines are. We're the Patrol boys here. We help the kids cross the street safely.

Bob: Yes, we just moved here Saturday. We didn't know we were supposed to cross here by the white lines.

Dick: Next time, come up here and wait until the Patrol boy tells you to cross, like those kids over there.
Scene 4

Setting a. Group of children waiting at curb with Patrol boy.

Dick: See how they wait until the Patrol boy thinks it's safe?

Skip: O.K., Dick?

Dick: O.K., Skip! Now, they come across between the white lines.

Setting b. Group starts walking toward school.

Dick: You know, this can be a dangerous spot if kids don't use common sense and obey the safety rules. I'm not on duty the rest of the day and if you want me to, I'll go with you and show you the danger spots around here.

Bob: Gee, that's nice of you. I sure would like to know where the danger spots are!

Dick: O.K. I'll point out some on the way to school and maybe this noon and afternoon we will visit some of the others.
Scene 5

Setting a. Patrol boys and friends approach intersection of North and Commercial Streets.

Dick: Here's a danger spot just ahead at North and Commercial Streets. If you don't watch for cars coming around the curve and down the hill, you might get hit.

Bob: The best thing to do here is to stop and look both ways before crossing, isn't it?

Dick: Yes. Then look again just to be sure.

Setting b. On the safety island.

Dick: Now do the same thing here.
Scene 6

Setting a. Group passes drug store.

Dick: If you go to the small white school, Janice, you'll go up this walk. I'll take you to the principal's office this morning.

Setting b. Group approaches intersection of North and Church Street.

Dick: The policeman will help us cross at this danger spot. We'll wait here at the curb until he tells us to cross. There's his signal. Let's go.

Setting c. Group walking up Church Street.

Dick: The policeman's job would be easy if us kids would think all the time and obey the safety rules. Most accidents happen when you aren't thinking about the safety rules.
Scene 7

Setting a. Group approaches Patrol boy on duty in front of school.

Dick: Here are Patrol boys Bobby Jordan and Ronny Parry, helping the kids cross to the small white school. This is a dangerous spot because the drivers of cars can't see too far along the road coming up the hill. Watch how they cross.

Setting b. Watching group cross.

Janice: Do all kids in that school cross here?

Dick: No, only those who don't have to cross where the policeman is. Look at those kids on the bikes! Bicycle riders have to be very careful to obey the safety rules.
Scene 8

Setting a. Bicycle riders approaching driveway.

Dick: See how they're riding in a single line and close to the gutter?

Bob: They keep both hands on the handle bars, too.

Dick: You bet they do. They have good control of the bike that way.
Scene 9

Setting a. Bicycle riders signal to car.

Dick: See that car coming. Watch how the bicycle riders use hand signals to let the driver know what they are going to do.

Bob: They sure did. There was no chance for an accident then.

Setting b. Bicycle riders dismount and walk bikes.

Bob: That's a good idea, having them get off and walk the bikes across the street.

Dick: That's a rule here at school. All bicycle riders have to walk their bikes into the school yard.

Bob: That seems smart with so many kids and cars around the entrance here. No one should get hurt that way.
Scene 10

Setting a. Pushing bicycles into school driveway and parking them.

Bob: Do they have to push their bikes all the way into the yard?

Dick: You bet! All the way to the bike racks over there. Notice how neat and out of the way the bikes are.
Scene 11

Setting a. Teacher's car drives up school driveway.

Horn toots!

Dick: Watch out, Bob. Here comes a car. Let's move over here out of the way.

Janice: Those children over there know the safety rules. They're playing far away from where the cars come into the yard.

Bob: That's right. The playground is big enough so that kids don't have to play near the driveway.

Bell rings.
Scene 12

Setting a. Children forming in lines to enter school.

Dick: That bell means we are to form our lines to go into school. Notice how the children walk to their lines. No little kid is going to be knocked down by someone running to get into line.

Janice: The lines are quiet and straight, too.

Dick: Come on, I'll take you to the Principal's office.
Scene 13

Setting a. Leaving school at noon.

Dick: Well, Bob, how was everything in school this morning?
Bob: Fine, thanks. I'm in Miss Dingwall's room. I think I'm going to like her a lot.
Dick: Whose room is Janice in?
Bob: She's across the street in Miss Turner's room. Here comes her line now. She's coming across to meet us.
Dick: O.K. this time but, after this, she had better meet you by the drugstore. Then, she won't have to cross this street. You can cross this street where the policeman is.

Setting b. Children going down Church Street.

Dick: We'll go over toward the railroad crossing and Green Street. There are a couple of danger spots over there I want to show you.
Scene 14

Setting a. Going toward railroad crossing.

Dick: There's the railroad tracks. We have Patrol boys on duty there, too.

Bob: They are needed there with so many freight trains passing through.

Janice: The Patrol boy says it's O. K. to cross.
Scene 15

Setting a. At Green and East Street Intersection.

Dick: Here's another danger spot at Green and East Street. See the Patrol boys directing that group across?

Bob: The Patrol boys make sure that it's O. K., don't they?

Dick: We have to. That's our job.

Janice: The children do just what the Patrol boys say, too.

Dick: That's right. The children and the Patrol boys have to work together to prevent accidents. Let's head for home now. I'll show you some more danger spots this afternoon after school.
Scene 16

Setting a. Lines filing to sidewalk after school at 3:00 P. M.

Dick: Hi, Bob and Janice! Are you ready to see some more danger spots?

Bob: You bet, Dick. Let's go.

Dick: O. K. First, see those kids waiting in line? They're waiting for the bus. Notice how they are standing quietly in a good line.

Janice: No chance for the little kids to get pushed and knocked down that way, is there?

Dick: That's right. They are helping to prevent accidents when they stand in line and get on the bus without pushing. Let's go over to Jaffrey and Commercial Streets. There's a real danger spot over there.
Scene 17

Setting: A. Group approaching Jaffrey and Commercial Street intersection.

Dick: We have two Patrol boys on duty here; one on the sidewalk, the other on the island. They help the children pass from one place to the other. Watch that group cross.

Bob: (later) That takes real teamwork, doesn't it?

Dick: Yes, it does. Only the most important members of the team are the children. If they don't work with the Patrol boys, they might get hurt. There's just one more danger spot I want to show you. That's at Wilson and Commercial Street.
Scene 18


Bob: This Commercial Street seems like a busy street.

Dick: It is. It's one of Weymouth's main streets. A lot of cars go along here from East Weymouth to Weymouth Landing. There's the Patrol boy helping a group across to Wilson Avenue now. Watch how they cross.

Janice: He's right on the job, isn't he.

Dick: Yes, all of the Patrol boys are. They have to do a good job because that's their duty. Let's go now. We'll cut up through Jaffrey Street on our way home.
Scene 19

Setting a. Heading for home on Commercial Street.

Bob: I never thought there were so many danger spots around a school, Dick.

Dick: Most kids don't, Bob, but I've pointed out only a few of them. There are lots more of them around here and in every section. In fact, there's a danger spot wherever a kid and a car are found together.

Janice: That could be most anywhere.

Dick: Yes. That's why we should be careful all of the time and everywhere.

Setting b. Near Legion Field.

Dick: Do you know your way home now?

Bob: Sure, we live just across the field.

Janice: Thanks very much for showing us the danger spots. I'll know where to be very careful around here now.

Dick: That's O.K. I was glad to do it. Come on, I'll help you cross Middle Street. See you tomorrow.

Bob and Janice: Goodbye, Dick.
3. Camera Directions

Scene 1

1/ L. S. New house on Commercial Street.

2/ M. S. Boy and sister leave front door, saying goodbye to Mother.

3/ C. S. Children stop short distance from house and turn to wave to Mother.

4/ C. S. Mother waves back to children and warns them to be careful.

M. S. Children are walking along Commercial Street on sidewalk.

4/ R. S. Children are walking along sidewalk near Legion Field.

1/ Long Shot.
2/ Medium Shot.
3/ Close-up Shot.
4/ Reestablishing Shot.
Scene 2

L. S. Children are coming around corner of Commercial Street, approaching top of Hill.

M. S. They stop at curb, look quickly both ways, and dash quickly across street.

M. S. Car comes along just then, narrowly missing them.

C. S. They reach the other side of street and are quite nervous over the near accident.
Scene 3

L. S. Patrol boy sees them doing this and yells to them.
C. S. Patrol boy beckons them to come to him.
C. S. Patrol boy explains what they should have done and asks them to watch another group cross safely.
R. S. Show brother, sister and Patrol boy turning to watch other group cross.
Scene 4

L. S. Group of youngsters approaches Patrol boy from south.

M. S. As group nears him, Patrol boy raises both arms, to sides, shoulder high.

C. S. He looks both ways, then checks with Patrol boy across the street.

C. S. Other Patrol boy looks around curve and both ways. Then signals O. K.

M. S. First Patrol boy lowers arms and group crosses street between white lines.

R. S. Group including Patrol boys starts walking toward school.
Scene 5

L. S. Patrol boys and new friends are approaching intersection of Commercial and North Streets from the south on sidewalk.

M. S. They reach curb and stop.

C. S. They look to left, then to right, then left again.

M. S. No cars are coming.

M. S. They cross Commercial Street to traffic island and continue to curb.

C. S. They look each way again.

M. S. They see car coming and wait.

C. S. Car passes them.

C. S. They look again.

M. S. They cross to opposite curb.

R. S. Group continues along North Street sidewalk toward school.
Scene 6

L. S. Patrol boy and friends are walking on North Street sidewalk in front of drug store.

M. S. They approach curb and stop at Church and North Street intersection.

M. S. Children are watching for policeman's signal to cross.

C. S. Policeman signals with hand for them to cross.

M. S. They cross promptly, turning left to go up Church Street.
Scene 7

L. S. Group is walking up Church Street with Patrol boy in front of school visible.

M. S. Another group of children approach crossing in front of school.

C. S. Patrol boy on duty signals children to wait by holding both arms and shoulder high as he looks both ways.

M. S. Street is clear both ways.

C. S. Patrol boy drops arms and signals group to cross.

M. S. Group crosses Church Street to John Adams School.

R. S. Patrol boy and friends pass along in front of church. Patrol boy points toward two bicycle riders in distance.
Scene 8

L. S. Boy riding along edge of pavement.

M. S. Second boy comes across street and falls in line.

C. S. Shot from rear showing curb if any and boys riding along edge of pavement.

C. S. Boys going by showing hands on handle bars.

R. S. Reestablish by showing boys riding toward camera.
Scene 9

L. S. Two children riding toward camera with car in background

C. S. Riders turn heads to see if car is coming.

M. S. Car gradually approaches the riders.

C. S. Riders signal car to pass them by holding left arms out straight and sweeping them forward two or three times.

M. S. Car passes riders.

L. S. Riders continue riding ahead after car goes by.

M. S. Riders stop and dismount at school driveway.

C. S. They look both ways for approaching cars.

M. S. Riders turn and start walking bicycles across street toward driveway.

C. S. Riders have both hands on bicycles while pushing them.

M. S. Reestablish by showing both riders pushing bicycles into driveway.
Scene 10

L. S. Both are pushing their bicycles along school driveway near entrance to the schoolyard.

M. S. They are in single file and near the right hand curb.

C. S. They have both hands on bicycle.

L. S. They approach the bicycle racks. Patrol boy and new friends are in background.

C. S. They put front wheel in bicycle rack.

C. S. They steady bicycle by putting down bar stand.

M. S. Reestablish by showing them walking away from racks to join the Patrol boy and group.
Scene 11

L. S. The riders walk toward the Patrol boy and group. They are well away from automobile parking space.

L. S. Car approaches yard from driveway. Horn toots.

M. S. Children look toward car and move farther away from parking spot.

M. S. Show children playing a good distance from parking space.

M. S. Patrol boy and friends are talking in schoolyard. Bell rings.
Scene 12

L. S. Children in yard stop their play and walk to their places in line.

M. S. Patrol boy and friends join lines.

C. S. Children stand in lines quietly and orderly.

L. S. Reestablish by showing lines passing orderly into the school.
Scene 13

C. S. Clock showing 11:45 A. M.

L. S. Lines of children are filing down walk in front of school.

M. S. New boy comes down walk with his group.

M. S. New boy and Patrol boy meet and greet each other.

M. S. They watch the children come down the walk and disperse orderly in both directions on the sidewalk.

M. S. Janice crosses from John Adams School with a group.

C. S. Children and Janice walking on the sidewalk.

R. S. Patrol boy and friends leave in direction of church.
Scene 14

L. S. Patrol boy and friends cross Commercial Street where policeman is.

M. S. They approach railroad crossing.

C. S. They see Patrol boy on duty there.

C. S. Patrol boy signals them to cross.

R. S. Group is shown walking toward Green and East Street intersection.
Scene 15

L. S. Patrol boy and friends watch group approach Patrol boy on duty at Green and East Streets.

C. S. Patrol boy raises arms and looks both ways.

L. S. Both ways are clear.

M. S. Patrol boy drops arms and signals group ahead.

L. S. They turn and start toward home for lunch.
Scene 16

C. S. Clock showing 3:00 P. M.

L. S. Lines filing down school walk.

M. S. New boy and Patrol boy meet and greet each other, as new boy comes down the walk with his group.

M. S. Janice joins group.

C. S. Patrol boy points toward line of children waiting for bus.

C. S. Orderly line of children.

C. S. Bus at curb.

M. S. Children approach and board bus orderly.

R. S. Group starts walking toward Jaffrey Street.
Scene 17

L. S. Group approaches Patrol boy on duty at Jaffrey and Church Street intersection.

M. S. They observe Patrol boy stop another group ready to cross.

C. S. Patrol boy raises arms and looks both ways.

L. S. No cars coming from either direction.

C. S. Patrol boy drops arms and signals group to cross.

M. S. Group crosses to island.

M. S. Patrol boy on island signals them to cross from there to Jaffrey Street.

M. S. The group crosses to Jaffrey Street sidewalk.

R. S. Patrol boy and friends continue on toward Wilson Avenue and Commercial Street intersection.
Scene 18

L. S. Group approaches Patrol boy on duty at Wilson Avenue and Commercial Street intersection.

M. S. They observe another group ready to cross.

C. S. Patrol boy raises both arms and looks both ways.

L. S. Car coming from Weymouth Landing.

C. S. Patrol boy checks both ways again.

L. S. Nothing coming either way.

C. S. Patrol boy drops arms and signals groups to cross.

M. S. Group crosses to Wilson Avenue sidewalk.

R. S. Patrol boy and friends turn to start back toward home.
Scene 19

L. S. Group passing Essex Street on sidewalk.

M. S. Group walking up Jaffrey Street on sidewalk.

M. S. Group walking up Gilbert Road on sidewalk.

M. S. Group waiting with Patrol boy on sidewalk on Middle Street opposite Legion Field entrance.

C. S. Children wave goodbye.

M. S. New boy and sister cross Middle Street with Patrol boy's help.

M. S. Patrol boy turns and goes up Gilbert Road toward his home.
CHAPTER III

A GOOD DEED ACCOMPLISHED

1. Objective Results

At the present it is too early for the writer to note many objective results derived from this project. However, some of the results which are evident even at this early time are as follows:

1. A greater evidence of safety consciousness on the part of both the youngsters in the film and the others attending the school. The writer believes that this resulted from a general awareness by the pupils that a safety film was being made and that their obedience of the safety rules might jeopardize their chances of taking part in it.

2. Increased respect for and cooperation with the Safety Patrol boys and policeman. Up to this time the respectful attitude for and cooperation with the Safety Patrol boys and the policeman on duty have been good, but a satisfactory increase in these respects was evident as a result of this safety activity.

3. A chance to learn by participation and direct
observation how a motion picture film is made. One of the more tangible results gained by the pupils from this project was to observe at first-hand some of the fundamental methods of movie making in actual use. This knowledge might never be practical for any of them but it will give them a better understanding of the problems involved in the production of professional motion pictures.

4. An opportunity for the boys in the Camera and Projectionists Clubs to put their hobbies to some practical use. The experience gained by these boys while doing this project undoubtedly has not only improved their techniques but served to stimulate and increase their interest in these worthwhile hobbies.

2. Availability of Film and Tape Recording

Due to the expense involved in making the film and recording, the writer was unable to present Boston University with a copy of each. However, he is giving to the University two copies of the service paper complete with scenario and camera directions. He, also, has agreed to make the film and recording available to University professors and to students who anticipate doing a similar project. He can be contacted through the Weymouth School Department, Weymouth, Massachusetts.
3. Recommendations for Use of the Film and for Similar Projects

The writer planned to use this film and recording in an elementary school environment at the beginning of the school year and at other times during the year when he thought it should be repeated. The film could also be used in other schools, both in and outside of Weymouth, where it is desired to show how Safety Patrol members should operate.

For any student who is contemplating a similar project, the writer makes the following recommendations:

1. Use the best grade of equipment that you can procure.
2. Select color film in preference to black and white film.
3. Rehearse until perfection is reached.
4. Make complete written plans before the photography is started.
5. Do outside photography in the spring or autumn to take advantage of colorful backgrounds.
6. Allow from five to seven feet or more of film for each shot. It is easy to cut film, but impossible to lengthen it without retaking it.
7. To give the film a professional touch, vary the focal length and angle of each shot.
8. Avoid having the children look directly at the camera.
9. Use a good tripod to steady the camera.
10. Try to have the children act in a natural, normal manner.
11. Allow the children to read over and suggest changes in any dialogue. The proper vocabulary level is thus assured.

4. Tentative Conclusions

The writer found his work during this project to be both interesting and stimulating. He can honestly say that he enjoyed it, even though it turned out to involve much more effort than he figured at the beginning. However, the finished product and the future results that will be brought about as a result of the making and the showing of the film, more than compensate him for his efforts, time, and energy.

The children, also, enjoyed their work on the project. It was quite noticeable that, while they were pleased at working on something outside of school, during school hours, they were at the same time extremely conscious that they were making a definite contribution to the future welfare and safety of their fellow schoolmates.
Changes in the Scenario Suggested by the Pupils

Listed below are the changes in the wording of the scenario that were suggested by the pupils after reading it over. The writer asked them to do this and used their suggestions in order to lower the vocabulary to their level with the hope that the story would be more meaningful to them and to the listening audience. The sentences are written as they were originally, with the changes placed directly above. The words that were deleted are enclosed in parentheses.

1. I hope (it's) as nice as the Lincoln School.

2. Is that a real (cannon), Bob?

3. It can't be (shot) now, though.

4. (This is where) you should cross the street, (here the white lines are, where there are white lines).

5. We didn't know we were supposed to cross here.

6. Wait until the Patrol boy tells you to cross like over there.

7. This can be a dangerous (section).

8. I'll (take you around).

9. Gee, that's (sure) nice of you.
10. I would like to know.

11. This afternoon we will visit the others.

   You might
12. (You're apt to) get hit.

   Yes. look
13. (That's right). Then (check) again.

   take
14. I'll (show) you to the principal's office.

15. We'll wait here at the curb until he (signals) us to cross.

   happen when you aren't
16. Most accidents (are caused by not) thinking about (all the time and forgetting) the safety rules.

   they
17. Watch how (those kids) cross.

18. Bicycle riders have to be very careful to (observe) the safety rules.

   They have
19. (They've got) good control of the bike that way.

   get off
20. That's a good idea, having them (dismount)......

   have to
21. All bicycle riders (must) walk their bikes.

   smart
22. That seems (sensible)....... 

   neat
23. Notice how (orderly) the bikes are.......
24. That bell means we are to form our lines to go into 
the school.

25. The lines are quiet and (orderly), too.

26. Well, Bob, how (did) everything (go) in school?

27. I'm going to like her (very much).

28. O. K. this time but, (hereafter),
never thought

29. I (didn't realize) that.

A simple, explicit manual which shows the amateur cameraman how to make an entertaining movie. Pictorial continuity is broken down into its elements, explained step by step, with practical examples and detailed illustrations, so that anybody could understand it. The only book on the subject in the field.