Results: The correlation between panel and student ratings suggested that a trained panel can effectively use *Form F* to evaluate films. Experience with the *Film Analysis Form F* and *Trainee Evaluation Form A* showed the desirability of careful selection and training of panel members.—*L. Twyford*

GREENHILL, L. P. *The Recording of Audience Reactions by Infra-Red Photography.* Technical Report SDC 269-7-56. Research by the Instructional Film Research Program, Pennsylvania State University for the Special Devices Center, Office of Naval Research, Port Washington, L. I., N. Y., 11 p. September 20, 1955.

Purpose: The purpose of this research was to develop a practical means of obtaining recordings of audience reactions that could be readily related to film content. Assessment of learning from films usually requires the preparation and administration of tests which is a time consuming procedure. One method of detecting in a darkened room the reactions of students to film sequences is that of taking infrared photographs. By counting the number of persons watching the screen it is possible to obtain a measure presumably related to the effectiveness of that sequence. Methods previously employed for making these infra-red photographs have generally been too expensive to use and difficult to apply.

Procedure: The needs for infrared photography were analyzed and it was determined that (a) the method should permit relatively continuous records of reactions, (b) records should be easily synchronized with the film, (c) it should be economical, (d) it should be portable, (e) it should permit the making of recordings at very low levels of illumination. Based on these needs it was possible to select equipment and develop methods for making film records of audience reaction. The procedure was demonstrated with children watching puppets.

Results: The technique for infrared recording made use of high speed infrared film, time lapse photography on 16 mm films at one frame a second, infrared reflector heat lamps with ruby glass, mirror reflection of the picture on the screen for synchronization purposes, and a special projector for analyzing the scenes. Application of this technique is described by A. E. Siegel in *The Effect of Film-Mediated Fantasy Aggression on Strength of Aggressive Drive in Young Children.* Unpublished PhD dissertation. Stanford University, 1955. —*L. Twyford*