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Evaluation of workbook exercises for developing oral recall in grade six

Burke, Marie Louise

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Boston University
The Gift of

Mary Louise Burke

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AN EVALUATION OF WORKBOOK EXERCISES
FOR DEVELOPING ORAL RECALL
IN GRADE SIX

Submitted by
Marie Louise Burke
(B.S. in Education, Boston University, 1945)

In partial fulfillment of requirements for
the degree of Master of Education

1946

First Reader: Donald D. Durrell, Professor of Education
Second Reader: William C. Kvaraceus, Assistant Professor of Education
Third Reader: Helen A. Murphy, Assistant Professor of Education
School of Education
Gift of M.L. Burke
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CHAPTER I
CHAPTER I
INTRODUCTION AND REVIEW OF RESEARCH

The following study is an effort to evaluate the effect of systematic training, by means of a series of lessons, upon oral recall.

A unit of twenty-five lessons, containing paired exercises of approximately equal difficulty and using similar type material, was constructed on sixth grade reading level. In this way, opportunity was provided for pupils to work together in pairs.

The importance of developing oral recall appears evident when one considers the innumerable occasions in life when a person has need of this ability, as when reporting on lectures or meetings attended, discussing books read, or when describing accidents or other observed occurrences.

The underlying postulate of this study is that it is possible to improve recall through training and practice. Whether exercises such as those built for use in this study are of value in this respect or not is the subject of this thesis. Davis¹, in his discussion of the permanence of learning, states, "Memory is definitely influenced by heredity but may be improved in its expression by training."

That leading educators and psychologists are concerned with the subject of recall is evinced by the numerous references to its importance in their writings.

In his discussion of thorough reading in relation to study skills, Durrell\(^1\) wrote, "One may deplore the tendency to make retention of facts the sole aim of education, yet it must be remembered that ability to do careful, detailed reading has important values in both vocational and avocational activities. Almost everyone encounters situations in which it is essential to follow directions precisely, to select from an argument the main ideas for discussion, or to obtain a detailed knowledge of a process or a body of facts. . . . . In the thorough type of reading the goal is ability to recall orally or in writing the primary and the secondary ideas, with attention to organization, accuracy and completeness of detail." The importance of recall in reading was emphasized also by Germannae and Germannae\(^2\), who stated, "It is the ability to retain and recall the main points of material read which make the acquisition and application of knowledge possible. Time and effort spent in developing skill in rapid reading and in organization are wasted unless the essential ideas are retained." Gray\(^3\) declared, "While the

\(^1\)Durrell, Donald D., Improvement of Basic Reading Abilities, World Book Company, New York, 1940, p. 233.  
\(^3\)Gray, William S., Recent Trends in Reading, Elementary Educational Monographs, No. 49, November, 1939.
importance of recall is generally recognized by psychologists and by investigators of problems in reading, it is generally ignored both by pupils and by teachers. The attempt to recall stimulates an active, as contrasted with a passive, attitude toward learning. Some psychologists who have studied the effect of recall estimate that as much as three-fourths of a student's time in study should be spent upon recall." The vital importance of the ability to recall orally to the reading process is also affirmed by Harrison\(^1\) in an analysis of the mental factors necessary for reading success. She says, "A third organization within the nervous system necessary for the carrying out of the reading process is the ability to carry in mind a fairly complex sentence and to be able to give it again orally without errors, such as substitutions of words, reversals of words, confusion and reversal of the various portions of the sentence, or omissions......This ability increases with mental maturity but can be improved through training."

The relation of recall to the higher mental processes is stressed by Davis\(^2\) who cites recall as one of the most common methods of measuring retention. He states, "Without retention there could be no basis for thinking, nor ability to solve new problems as they arise. The school should train the child so

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that he may develop and retain groups of experiences upon which to build thought." Concurrence with this belief is expressed by Symonds\(^1\) in his analysis of the process of thinking. He states, "The process of recall is one that comes in again and again in a consideration of the higher thought processes. Much thinking depends upon the ability to recall promising associations at strategic points in the solution of a problem."

With reference to the evident need of training for accurate recall in reporting on what has been heard, Greene and Betts\(^2\) assert, "Anyone who has analyzed shorthand or longhand reports of oral activities must realize that such records do not give entirely true pictures of the situation. In addition to the fact that the observer may not hear the activities accurately, there is usually a certain amount of unconscious or unintentional editing and correcting on the part of the recorder."

**Related Investigations**

Although a review of previous research reveals no study that has been made on the same topic as this thesis, the investigations herein reported are pertinent in certain respects to the nature of the experiment.

Concerning the value of recall in the learning process,

Myers\textsuperscript{1}, in 1914, reported finding that immediate recall in the form of written reproduction was beneficial to later reproduction of a list of unrelated words. In 1918, Gates\textsuperscript{2} found that some recall in the form of recitation was an aid in memorizing biographical prose. Yoakam\textsuperscript{3}, in 1924, reported a study of a comparison of multiple choice with question and answer tests on information acquired by a single reading of factual material. He concluded from his findings that immediate recall in the form of a test is of more value to retention than a single reading alone.

In an experiment designed to measure recall of observed material, McGeoch and Whitley\textsuperscript{4}, in 1926, tested eight groups of college sophomores on their observation of Binet object cards. Four groups described the objects seen in written narrative and the other four groups recalled in the form of answers to fifty questions. The results indicated that the curve of forgetting was greater when measured by narrative reproduction than by answers to questions.

\textsuperscript{1}Myers, G.C., "Recall in Relation to Retention", Journal of Educational Psychology, Vol. V, 1914, pp. 119-130.

\textsuperscript{2}Gates, A.I., "Correlation of Immediate and Delayed Recall", Journal of Educational Psychology, Vol. IX, 1918, pp. 489-496.


Among the investigations which have been made on the comparative efficiency of oral and written recall, the following are pertinent to this study in that the results appear to indicate a genuine need for increased attention to the development of oral language ability and recall. Bushnell\textsuperscript{1}, in 1930, compared oral compositions of tenth grade pupils with their written compositions on the same material secured two weeks later. He found that written expression was consistently superior to oral expression in qualities of thought content and sentence structure and less subject to nearly all kinds of error. Betzner\textsuperscript{2}, in 1932, reported a study of oral and written reproductions in which she found that the written reproductions were equal to if not superior to oral reproductions, provided that the material were easy. She reported evidence of a significant increase in oral and written recall ability between the third and sixth grades. Potter\textsuperscript{3}, in 1934, reported similar findings with regard to the superior reproduction of easy material in writing. However, she found evidence that oral

\textsuperscript{1}Bushnell, Paul P., \textit{An Analytical Contrast of Oral with Written English}, Contributions to Education, No. 451, Teachers College, Columbia University, 1930.

\textsuperscript{2}Betzner, Jean, \textit{Content and Form of Children's Original Compositions}, Contributions to Education, No. 442, Teachers College, Columbia University, 1932.

But do not seek level 625 but concentrate on 504.

Concentrate!
recall was superior to written recall when the children were
given material difficult for their grade. She reported, also, a
consistent gain in written memories over oral memories between
the third and sixth grades, finding a negligible difference
between the two types in the sixth grade.

Several investigations which compared the relationship
between unaided oral recall and multiple choice recall, or
among oral recall, written recall and multiple choice recall
suggest the need for increased attention to the improvement of
oral recall ability. Torrant\(^1\), in 1940, studied the relation-
ship between unaided oral recall and recall as measured by
multiple choice questions on reading material. She reported an
average of twelve ideas recalled in the multiple choice test
as compared with five ideas given in unaided oral recall.
Bucknam\(^2\), in 1941, compared the fluency of unaided oral recall
with unaided written recall on silent reading of geography
material in the fifth grade. The recalled responses were
checked against the pupils' answers in a multiple choice test
on the same material. As the result of her findings, she
concluded that unaided oral recall was superior to written
recall. She found a significant difference of 6.4 memories.
The difference between the two types of recall was greater for

\(^1\)Torrant, Katherine E., *Fluency in Oral Expression*. Unpublished
Ed.M Thesis, Boston University, 1940.

\(^2\)Bucknam, Margaret E., *Comparison of the Fluency of Oral Recall
with Written Recall in Silent Reading in Geography in Grade
short than for long selections. Recall on multiple choice questions was much superior to oral and written recall, the latter being the least efficient of the three. The difference between multiple choice and both oral and written recall was greater for the long selections.

Elliott¹, in 1943, made a further analysis of Bucknam's data and reported finding significant correlation between oral and written recall and mental age. Oral recall was found to correlate fairly high with reading ability and reading achievement. A high relationship of .69 between oral and written recall prompted the investigator's conclusion that pupils generally making high scores in oral recall make high scores in written recall.

In conclusion, it seems relevant to cite the findings of Courtney² resulting from a study which he made in 1941, in which he compared the relative values of measuring recall by multiple choice tests and by essay reproduction. Although the number of ideas recalled on the multiple choice test was about twice those recalled on the reproduction test, the findings indicated that the two measures were not measuring the same thing. The author, decrying the tendency to subordinate the essay type measure of comprehension to the objective type

measure, states, "It seems true that reproduction more nearly measures the effective power of a thought in the mind of a reader than does recognition. It is one step further in the permanent retention of things learned and as such should not be abandoned."

This study aims to

1. evaluate the effect of a series of specific exercises upon oral recall;

2. evaluate the effect of such exercises upon written recall;

3. compare the differences in initial oral and written recall ability of boys and girls in the experimental group;

4. compare the differences in gain in oral and written recall made by the boys and girls in the experimental group;

5. determine the relationship between oral and written recall and mental age; and

6. determine the relationship between oral and written recall and reading age.
CHAPTER II
CHAPTER II
EXERCISES FOR DEVELOPING ORAL RECALL

The Construction of the Workbook Exercises

Since there is a lack of experimental evidence as to the order of steps in the development of recall ability, the exercises were built according to the following criteria:

1. In the first lessons it was intended that the child should be given questions that would prompt him to recall specific items in the material. They were to be questions of the simple factual type, requiring no organization of ideas.

2. In the next series of lessons, the child was to select the main idea of the selection or of the picture. In these exercises he would be given a number of possible answers from which to make his choice.

3. The next group of lessons were intended to give the pupil practice in organizing the points of the material read, by having him reorganize and retell the major points in the order in which they occurred in the selection. These major ideas would be given to him in a scrambled order. The questions in this and the ensuing lessons were designed to encourage visual imagery as an aid to recall.

4. The next lessons were planned to give the pupil practice in recalling the minor ideas of the selection when the major ideas were given to him.

5. The last group of lessons were to place more and more
responsibility upon the child for the intellectual organization of his recall and his answers, without aid or prompting by specific questions. He is to give the major ideas of each story in the correct order, and in the final lesson he is asked to retell the entire story which he has read.

The material written for the exercises was planned to include a wide variety of subjects in order to present a varied appeal to the interests of sixth grade pupils. The topics include health, science, art, music, safety, nature study, biography, fiction, history, humor, geography, radio, aviation, modern inventions, current events, poetry, anecdotes, pets, hero stories, and adventure.

In addition to preparing exercises in which the pupil is to recall what he himself reads, it was planned that some of the lessons should include material which would aid the pupil to recall what he hears and what he has seen. Thus, some of the material is read to him, and pictures and graphs were prepared for training recall of observed material.

Description of Materials

Twenty-five lessons were constructed in the form of two workbooks, each containing exercises of equivalent difficulty. One workbook is labeled "A" and the other, "B". The material in both forms is paired with respect to topics, and the directions given in both forms are identical. Each workbook has its corresponding answer book which is bound separately, thus
making four distinct books in all.

The material was designed and constructed in this manner in order that the pupils might work together in pairs, each doing the exercises in his own workbook, then checking his partner's responses in the answer book which corresponds with his partner's workbook. Thus, one pupil will receive Form A of the workbook, which he is to read, and Form B of the answer book, in which he is to record his partner's responses. His partner will receive Form B of the workbook and Form A of the answer book.

The plan of the lessons is as follows:

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<th>Lesson No.</th>
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<td>IV</td>
<td>poetry</td>
<td>Listing facts</td>
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<td>V</td>
<td>pictures</td>
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<td>pictures</td>
<td>Selecting best title</td>
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<td>Retelling major ideas in the correct order</td>
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<td>XIX</td>
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*Note: Dates and quantities are hypothetical and for demonstration purposes only.*
XXI - XXIII stories Unaided naming of major ideas in correct order
XXIV poetry Unaided naming of all ideas pictured in the poems
XXV stories Unaided reproduction of the story

The exercises were graded in difficulty, progressing from short, simple paragraphs to longer, more complex paragraphs.

Explicit directions were given to the pupil at the top of each lesson page and answer page, which explained the procedure that he was to follow in doing the exercises and in checking his partner's responses. An effort was made to phrase these directions as simply and lucidly as possible.

In order that the interest of the pupils be maintained throughout the lesson, the pupils were directed to work alternately, each doing one exercise in the lesson before proceeding to the next exercise. Thus, Pupil A would read the first paragraph on his lesson page, then answer the questions asked by his partner, Pupil B, who would check his responses on the answer page. Then Pupil B would read his first paragraph, and answer the questions asked by Pupil A. They would work in this alternate fashion until all the exercises on the lesson page were finished.
CHAPTER III
CHAPTER III
PLAN OF THE EXPERIMENT

The details of planning the experiment involved the selection and organization of test material, selection of the population, and the arrangement of the mechanical organization for administering the experiment.

Tests

The testing material consisted of selections from the Reading Paragraphs, Durrell Analysis of Reading Difficulty, by Dr. Donald D. Durrell, Dean of the School of Education and Director of the Educational Clinic, Boston University.

Reading paragraphs 4, 5 and 6 in the analysis of oral recall of oral reading were used for the Pre-Test of Oral Recall in the experiment; paragraphs 4, 5 and 6 in the analysis of comprehension of oral reading were used for the Pre-Test of Written Recall; paragraphs 4, 5 and 6 in the analysis of oral recall of silent reading were used for the Check Test of Oral Recall; and paragraphs 4, 5 and 6 in the analysis of written recall of silent reading were employed for the Check Test of Written Recall.

The memories recalled by the pupils in the Oral tests were checked by recording the unaided memories against the

1Published by World Book Company, Yonkers-on-Hudson, New York, 1937.
memories listed for each test paragraph in the Individual Record Blank\(^1\) which is used in conjunction with the Durrell Analysis of Reading Difficulty tests.

Check lists for recording the pupils' memories in the Written Recall tests were built according to the pattern used in the Individual Record Blank for the oral test paragraphs.

**Selection and Status of Population for the Experiment.**

Permission was given by Dr. Arthur L. Gould, Superintendent of the Boston Public Schools, for administering the experiment in the Boston School System. The Boston School Committee later voted permission for the tests to be given in the schools selected.

In order to have a control population and an experimental population as analogous as possible, sixth grade pupils in neighboring intown school districts were chosen for the experiment, permission being granted by the Principals of both districts.

One hundred sixty pupils took part in the experiment, of which eighty comprised the experimental group and eighty comprised the control group. The Written tests were administered to the one hundred sixty pupils; the Oral tests were given to the eighty pupils in the experimental group and to fifty-four pupils in the control group, a total of one hundred thirty-four pupils.

\(^1\)Pages 6 and 8.
Introducing new paradigms that adapt to changing
situations can drive improvements in our ability to make
critical decisions. We must ensure that decisions are not
influenced solely by past actions. Successful
organizations are those that can adapt and
innovate effectively.
The pupils in the experimental group attended schools in the same district, and the control pupils attended schools in a neighboring district.

The children in the control group had a higher social and economic status than those in the experimental group. TABLE I shows the number of children, eighty in the experimental group and fifty-four in the control group. It shows the mean mental age for the experimental group to be 12-6, somewhat lower than that of the control group which is 13-1/2. The mean chronological age for the experimental group is shown to be 11-4, slightly lower than that of the control group which is 11-5. The mean reading age of the experimental group is indicated as 11-5, slightly lower than that of the control group which is 11-6.

TABLE I
Mean Chronological, Mental\(^1\) and Reading\(^2\) Ages

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>C.A.</th>
<th>M.A.</th>
<th>R.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>11-4</td>
<td>12-6</td>
<td>11-5</td>
</tr>
<tr>
<td>Control</td>
<td>54</td>
<td>11-5</td>
<td>13-1/2</td>
<td>11-6</td>
</tr>
</tbody>
</table>

\(^1\)From scores on National Intelligence Test, Scale A, Form 2, World Book Company, Yonkers-on-Hudson, N.Y., 1920.

\(^2\)From scores on Iowa Silent Reading Test, Elementary Test, Form Am, World Book Company, Yonkers-on-Hudson, N.Y., 1939.
Method of Conducting the Testing Program

When the testing material was prepared and the groups organized, the writer administered the preliminary tests to the pupils involved in the experiment. The written tests were administered in the various classrooms to each class as a group. The oral tests were given to each child individually in a quiet, unused room.

In the administration of the written tests, the following steps were observed:

1. The purpose and procedure of the test were explained to the pupils.

2. The test sheet and three sheets of writing paper were given to each pupil.

3. The papers on which the pupils had written their reproductions were collected by the writer as soon as they had been finished.

The procedure was explained as follows:

1. The pupil was asked to read the first paragraph in the test, once.

2. Then he was to turn the test sheet face down on his desk and write all that he remembered of what he had read, using one of the sheets of writing paper given to him.

3. When he had finished writing, he was asked to place his paper on the left corner of his desk, ready to be collected.

4. He proceeded then to the next paragraph in the test, which he read and reproduced in the same manner.
5. Each pupil was directed to progress at his own rate, not stopping until the entire test was completed.

In the administration of the oral tests one pupil was tested at a time according to the following procedure:

1. The pupil was asked to read the first story aloud to the writer, reading directly from the test booklet, Reading Paragraphs, Durrell Analysis of Reading Difficulty.¹

2. The booklet was then placed to one side, and the pupil was asked to tell all that he remembered of the story that he had read.

3. The pupil's responses were checked against the list of memories on the individual sheets prepared for that purpose. The checking was done as the pupil talked, in accordance with the procedure described in the Manual of Directions² accompanying the Durrell Analysis of Reading Difficulty.

4. The two remaining stories selected for the test were read and the pupil's recall checked in the same manner.

In the administration of the oral testing, the pupil being tested was alone with the examiner.

The purpose of giving the preliminary tests was to ascertain the recall ability of the pupils prior to the presentation of the workbook lessons.

¹loc. cit.
²Pages 8 and 9
After the workbook lessons had been completed by the pupils in the experimental group, the pupils in both the experimental and control groups were given the final tests in oral and written recall by the writer. The procedure was identical with that used in the preliminary testing, as described above. The purpose in administering the final tests was to ascertain the effect of the lessons upon recall ability in the experimental group as compared with growth in recall observed in the control group.

**Teaching Procedure**

To initiate the procedure for the experiment, the writer met with the school principal and the teachers of the participating pupils before any work was begun. The purpose and procedure of the lessons was explained to them and their cooperation was readily secured.

The writer presented the first lesson to each of the two classes participating, in order to demonstrate the procedure to the teacher and to the pupils. It was explained that no actual teaching was expected, since the directions written for the pupils at the beginning of each lesson had been planned to eliminate the necessity for further instruction. The teacher was to act simply as a guide and adviser wherever necessary.

Ten to fifteen minutes a day were taken from the reading time of each class for the day's lesson.
The writer paid several visits to each class while the experiment was in progress in order to ascertain how the lessons were proceeding. In this way it was possible to check on the reactions of the pupils and teachers to the lessons and to note the manner in which the pupils worked. This gave the writer opportunity to evaluate the material and the pupils' sentiments toward it.

It was the consensus of opinion of both teachers and pupils that the material was efficient, practical, easily administered, and interesting. The pupils were enthusiastic about working together in pairs and expressed the belief that they thus gained more from the lessons than if they had worked by themselves. The teachers asserted that they used a great deal of the content as a basis for later discussion in connection with lessons in other subjects because of its appropriate and informative nature.
CHAPTER IV
CHAPTER IV
ANALYSIS OF DATA

In addition to the analysis of pertinent data on the population made for the purpose of equating the experimental and control groups, the data obtained in this experiment were analyzed for the following purposes:

1. To compare the initial recall ability of the experimental group with that of the control group in both oral and written recall;
2. To compare the initial oral recall scores of the experimental group with their final oral recall scores;
3. To compare the initial oral recall scores of the control group with their final oral recall scores;
4. To compare the gains made by the experimental group in oral recall with gains made by the control group;
5. To compare the initial written recall scores of the experimental group with their final written recall scores;
6. To compare the initial written recall scores of the control group with their final written recall scores;
7. To compare the gains made by both groups in written recall;
8. To compare the initial oral recall ability of the boys in the experimental group with that of the girls in the same group;

9. To compare the initial written recall ability of the boys and girls in the experimental group;

10. To compare the gains made by the boys with those made by the girls in oral recall;

11. To compare the gains made by the boys with those made by the girls in written recall;

12. To compare the gains made by the pupils with higher Mental Ages with those made by the pupils with lower Mental Ages, in oral recall;

13. To compare the gains in written recall made by the pupils with higher Mental Ages with those made by the pupils having lower Mental Ages;

14. To compare the growth in oral recall ability shown by pupils having higher Reading Ages with that shown by pupils having lower Reading Ages;

15. To compare the growth in written recall ability shown by pupils having higher Reading Ages with that shown by pupils having lower Reading Ages.
and see clearly. Houses from distant are surrounded by trees.

I pass by the old, ancient wall, which seems to be ancient and
old. I pass by the little field of grass, which looks like a
village. I pass by the little river, which looks like a
stream. I pass by the little bridge, which looks like a
bridge.
In the interpretation of the data derived from this investigation, a Critical Ratio of 2.576 or better was considered as statistically significant in the light of the following information:

Mills\(^1\) states:

"If a given difference between hypothetical and observed values would occur as a result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference between the hypothetical value and the observed mean, in units of the standard error of the mean) corresponding to a probability of 1/100 is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean, on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of standard deviation). A value of T of 2.576 or more indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question."

Equating Data

In order to equate the experimental and control groups data were obtained on the chronological, mental and reading ages of the pupils. The Mental Ages were obtained from scores on the National Intelligence Test,\(^1\) Scale A, Form 2, previously administered and scored by the classroom teachers and checked by the Department of Measurement of the Boston Public Schools. The Reading Ages were obtained from scores on the Iowa Silent Reading Test, Elementary Test, Form AM,\(^2\) previously given and scored by the classroom teachers.

An additional classroom of 26 pupils having been used for the written recall section of the experiment as part of the control group, matching data are given below for both control populations--the fifty-four pupils used in the oral recall, or major part, of the experiment, and the eighty pupils employed in the written recall part.

**TABLE II** shows the mean chronological ages in months for the groups which participated in the oral recall investigation. The mean chronological age of the experimental group is slightly lower than that of the control group, but the critical ratio of .41 shows that this difference is not statistically significant.

\(^1\)Published by World Book Company, Yonkers-on-Hudson, N.Y., 1920.
\(^2\)Published by World Book Company, Yonkers-on-Hudson, N.Y., 1939.
TABLE II

Mean Chronological Ages - Oral Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean C.A.</th>
<th>M. S.D.</th>
<th>Diff. M1-M2</th>
<th>Diff. S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>136.2 1.01</td>
<td>9.12</td>
<td>.75</td>
<td>1.8</td>
<td>.41</td>
</tr>
<tr>
<td>Control</td>
<td>54</td>
<td>136.95 1.5</td>
<td>11.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE II - A shows the mean chronological ages in months for the groups which participated in the written recall investigation. The mean chronological age of the experimental group is slightly lower than that of the control group, but the critical ratio of 1.2 shows that this difference is not statistically significant. It does show, however, that the control group had the advantage of being a little older than the experimental group.

TABLE II - A

Mean Chronological Ages - Written Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean C.A.</th>
<th>M. S.D.</th>
<th>Diff. M1-M2</th>
<th>Diff. S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>136.2 1.01</td>
<td>9.12</td>
<td>2.0</td>
<td>1.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Control</td>
<td>80</td>
<td>138.2 1.41</td>
<td>12.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


1. Type the question using your own words.

2. Define the symbols used in the table.

3. Complete the second column of the table with the corresponding values.

4. Explain the significance of the values in the table.

5. Answer the question based on the completed table.

---

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
</tr>
<tr>
<td>Value 4</td>
<td>Value 5</td>
<td>Value 6</td>
</tr>
</tbody>
</table>

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Please fill in the missing values in the table.
TABLE III shows the mean mental ages in months for the groups used in the oral recall part of the experiment. The mean mental age of the control group is slightly higher than that of the experimental group. The critical ratio of 2.02 shows that this difference is not statistically significant, but it does show that the control group was a little brighter than the experimental group.

TABLE III

Mean Mental Ages - Oral Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>M.A.</th>
<th>M.</th>
<th>S.D.</th>
<th>M₁-M₂</th>
<th>Diff.*</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>150.3</td>
<td>2.16</td>
<td>19.45</td>
<td>6.15</td>
<td>3.04</td>
<td>2.02</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>54</td>
<td>156.45</td>
<td>2.14</td>
<td>15.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE III - A shows the mean mental ages for the groups used in the written recall section of the experiment. Although the mean mental age of the control group is slightly higher than that of the experimental group, the critical ratio of 1.8 shows that the difference is not significant.
# TABLE III - A

Mean Mental Ages - Written Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean M.A.</th>
<th>S.E.</th>
<th>M.S.D.</th>
<th>$M_1-M_2$</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>150.3</td>
<td>2.16</td>
<td>19.45</td>
<td>5.2</td>
<td>2.9</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>80</td>
<td>155.5</td>
<td>1.96</td>
<td>17.6</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IV shows the mean reading ages of the groups used in the oral recall section of the experiment. The reading age of the experimental group is slightly lower than that of the control group, but the critical ratio of .30 shows the difference to be statistically insignificant.

# TABLE IV

Mean Reading Ages - Oral Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean R.A.</th>
<th>S.E.</th>
<th>M.S.D.</th>
<th>$M_1-M_2$</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>137.1</td>
<td>2.01</td>
<td>18.1</td>
<td>.9</td>
<td>2.92</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>54</td>
<td>138</td>
<td>2.12</td>
<td>15.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

The table above shows the results of various measurements.
TABLE IV - A shows the mean reading ages of the groups participating in the written recall section of the experiment. Although the mean reading age of the control group is slightly higher than that of the experimental group, the critical ratio of .95 shows the difference to be insignificant. The control group, however, has a slight advantage over the experimental group in reading ability.

TABLE IV - A
Mean Reading Ages - Written Recall Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>R.A.</th>
<th>M.</th>
<th>S.D.</th>
<th>M1-M2 Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>80</td>
<td>137.1</td>
<td>2.01</td>
<td>18.1</td>
<td>2.65</td>
<td>2.8</td>
</tr>
<tr>
<td>Control</td>
<td>80</td>
<td>139.75</td>
<td>2.02</td>
<td>18.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IV - B shows that there is but slight difference between the equating data on the larger and smaller of the control groups used in this experiment.

TABLE IV - B
Comparison of Both Control Groups

154 Pupils | 80 Pupils

<p>| Mean C.A. | 136.95 | 138.2 |
| Mean M.A. | 156.45 | 155.5 |
| Mean R.A. | 138   | 139.75 |</p>
<table>
<thead>
<tr>
<th>K</th>
<th>( \text{ar} )</th>
<th>( \text{ar}^2 )</th>
<th>( \text{ar}^3 )</th>
<th>( \text{ar}^4 )</th>
<th>( \text{ar}^5 )</th>
<th>( \text{ar}^6 )</th>
<th>( \text{ar}^7 )</th>
<th>( \text{ar}^8 )</th>
<th>( \text{ar}^9 )</th>
<th>( \text{ar}^{10} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>32</td>
<td>64</td>
<td>128</td>
<td>256</td>
<td>512</td>
<td>1024</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
<td>27</td>
<td>81</td>
<td>243</td>
<td>729</td>
<td>2187</td>
<td>6561</td>
<td>19683</td>
<td>59049</td>
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<tr>
<td>4</td>
<td>4</td>
<td>16</td>
<td>64</td>
<td>256</td>
<td>1024</td>
<td>4096</td>
<td>16384</td>
<td>65536</td>
<td>262144</td>
<td>1048576</td>
</tr>
</tbody>
</table>

The table above illustrates the growth of powers of a number \( \text{ar} \). As the exponent increases, the value of \( \text{ar} \) also increases exponentially. This pattern is consistent for small values of \( \text{ar} \), but as \( \text{ar} \) becomes larger, the effects of the exponent become more pronounced. The table shows how quickly the values grow, especially for large exponents. This growth is an example of exponential growth, which is a fundamental concept in mathematics and has applications in various fields such as finance, biology, and physics.
Experimental Data

As a result of the preliminary tests in oral recall and in written recall, comparison was made of the initial recall ability of both the experimental and control groups. TABLE V shows the results of the preliminary tests in oral recall. The mean score of the experimental group was 28.2 compared with 35.1 for the control group. The mean difference in oral memories was 6.9 in favor of the control group. The critical ratio of 4.9 shows this difference to be statistically significant.

TABLE V
Oral Recall - Initial Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.E.</th>
<th>M.</th>
<th>S.D.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28.2</td>
<td>.87</td>
<td>7.8</td>
<td>6.9</td>
<td>1.42</td>
<td>4.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>35.1</td>
<td>1.12</td>
<td>8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE VI shows the results of the preliminary tests in written recall. The mean score of the experimental group was 30.87 as compared with 41.07 for the control group. The mean difference in written memories was 10.2 in favor of the control group. The critical ratio of 6.9 shows this difference to be statistically significant.

TABLE VI

Written Recall - Initial Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.E.</th>
<th>M</th>
<th>S.D.</th>
<th>M₁-M₂</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30.87</td>
<td>.69</td>
<td>8.97</td>
<td>10.2</td>
<td>1.46</td>
<td>6.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>41.07</td>
<td>1.09</td>
<td>9.84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE VII shows the gain in oral recall in the experimental group as measured by a comparison of initial test scores with final test scores. The mean final score was 46.7 compared with the mean initial score of 28.2. The mean gain is shown as 18.5, a difference which the critical ratio of 16.8 shows to be significant statistically.
TABLE VII

Gain in Oral Recall - Experimental Group

<table>
<thead>
<tr>
<th>Initial Scores</th>
<th>Mean</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>O.R.</th>
<th>M.</th>
<th>S.D.</th>
<th>M₁-M₂</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.2</td>
<td>.87</td>
<td>7.8</td>
<td>18.5</td>
<td>1.1</td>
<td>16.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Scores</td>
<td>46.7</td>
<td>.68</td>
<td>6.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE VIII shows the gain in oral recall made by the control group as measured by a comparison of initial test scores with final test scores. The mean final test score was 35.16 compared with the mean initial score of 35.13. The mean gain is shown as .03. The critical ratio of .02 shows this difference to be statistically insignificant.

TABLE VIII

Gain in Oral Recall - Control Group

<table>
<thead>
<tr>
<th>Initial Scores</th>
<th>Mean</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>O.R.</th>
<th>M.</th>
<th>S.D.</th>
<th>M₁-M₂</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.13</td>
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<td>8.3</td>
<td>.03</td>
<td>1.42</td>
<td>.02</td>
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<td>Final Scores</td>
<td>35.16</td>
<td>.97</td>
<td>7.17</td>
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</tbody>
</table>
### Table 1

<table>
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<th>0.7</th>
<th>0.8</th>
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</tr>
</thead>
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### Table 2

<table>
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<th>0.5</th>
<th>0.6</th>
<th>0.7</th>
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<th>0.9</th>
</tr>
</thead>
<tbody>
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<tr>
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<td></td>
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<tr>
<td>Column 3</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Text

To determine the best possible solution and how it can be achieved.

The results show that...
TABLE IX shows the difference in gain in oral recall between the experimental group and the control group. The experimental group made a mean gain of 18.5 memories as compared with the insignificant gain of .03 memories made by the control group. The mean difference between the two gains is 18.47. The critical ratio of 23.1 shows this to be a statistically significant difference.

**TABLE IX**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.E.</th>
<th>'Diff.'</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>18.5</td>
<td>.51</td>
<td>4.61</td>
<td>18.47</td>
<td>.8</td>
<td></td>
<td>23.1</td>
</tr>
<tr>
<td>Control</td>
<td>.03</td>
<td>.62</td>
<td>4.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In TABLE X is shown the gain in written recall made by the experimental group, as measured by a comparison of initial test scores with final test scores. The mean final score was 45.45 compared with the mean initial score of 30.87. The mean gain is shown as 14.58. The critical ratio of 11.3 shows this difference to be statistically significant.
The table below shows the results of a sample study on the effects of various factors on the growth of plants. The factors include soil type, amount of water, and sunlight exposure. The table indicates that the best growth conditions are found in soil type B, with 50% water and 12 hours of sunlight exposure.

<table>
<thead>
<tr>
<th>Soil Type</th>
<th>Water Amount</th>
<th>Sunlight Exposure</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30%</td>
<td>8 hours</td>
<td>Poor</td>
</tr>
<tr>
<td>A</td>
<td>50%</td>
<td>12 hours</td>
<td>Good</td>
</tr>
<tr>
<td>A</td>
<td>70%</td>
<td>16 hours</td>
<td>Best</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
<td>8 hours</td>
<td>Poor</td>
</tr>
<tr>
<td>B</td>
<td>50%</td>
<td>12 hours</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>70%</td>
<td>16 hours</td>
<td>Best</td>
</tr>
</tbody>
</table>

It can be concluded that soil type B, with 50% water and 12 hours of sunlight exposure, is the best condition for plant growth.
In TABLE XI is shown the gain in written recall made by the control group, as measured by a comparison of initial test scores with final test scores. The mean final score was 39.84 compared with the mean initial score of 41.07. This shows a mean loss in written memories of 1.23. The critical ratio of .91 shows this difference to be statistically insignificant. However, the control group showed a tendency toward a slight loss in written recall.
### Table 1

<table>
<thead>
<tr>
<th>Sample 1</th>
<th>Sample 2</th>
<th>Sample 3</th>
<th>Sample 4</th>
<th>Sample 5</th>
<th>Sample 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
<td>Value 4</td>
<td>Value 5</td>
<td>Value 6</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th>Sample 1</th>
<th>Sample 2</th>
<th>Sample 3</th>
<th>Sample 4</th>
<th>Sample 5</th>
<th>Sample 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
<td>Value 4</td>
<td>Value 5</td>
<td>Value 6</td>
</tr>
</tbody>
</table>

### Notes

- Table 1 includes data from various samples, with columns representing different conditions or measurements.
- Table 2 provides additional data, likely serving as a comparison or additional analysis of the same samples.

The detailed analysis of these tables would require specific context or further explanation that is not visible in the image.
A comparison of the gain in written recall made by the experimental group with that made by the control group is shown in TABLE XII. The mean gain of the experimental group is 14.58 compared with a mean loss of 1.23 for the control group. The difference in gain between the two groups is shown as 15.81 in favor of the experimental group. The critical ratio of 12.9 shows this difference to be statistically significant.

TABLE XII

Differences in Gain in Written Recall

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Gain</th>
<th>S.E.</th>
<th>M.</th>
<th>S.D.</th>
<th>Diff. M1-M2</th>
<th>Diff. S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>14.58</td>
<td>.81</td>
<td>7.26</td>
<td>15.81</td>
<td>1.22</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-1.23</td>
<td>.91</td>
<td>8.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Study of the data shown in TABLE IX and TABLE XII leads one to conclude that the lessons in oral and written recall had an appreciable effect upon the recall of the pupils in the experimental group. On the other hand, it is shown that there was no significant change made in the recall ability of the control group during the same period.
### Table

<table>
<thead>
<tr>
<th>Comp</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the above table, the data for 20%, 30%, 40%, 50%, 60%, and 70% are presented for different compounds. The table likely represents some form of experimental data or a theoretical model.
In order to compare the differences in gain in oral recall and in written recall made by the boys and girls in the experimental group, the data were analyzed to find what the initial differences in recall between the sexes were. TABLE XIII shows the mean initial oral recall of the girls to be 25.8 memories as compared with the mean initial oral recall of 30.6 memories for the boys. The difference between the initial memories of both groups is shown as a mean difference of 4.8 in favor of the boys. The critical ratio of 2.89 shows this difference to be significant statistically.

**TABLE XIII**

**Initial Oral Recall - Girls vs. Boys**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>25.8</td>
<td>1.17</td>
<td>7.41</td>
<td>4.8</td>
<td>1.66</td>
<td>2.89</td>
</tr>
<tr>
<td>Boys</td>
<td>30.6</td>
<td>1.19</td>
<td>7.47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the above, it is evident that the boys had an advantage over the girls in oral recall before the lessons had been presented.

In TABLE XIV is shown the initial written recall of the girls compared with that of the boys. The mean number of written memories for the girls was 31.59 as compared with the mean of 30.15 memories for the boys. The mean difference was
## Table 1

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With the full definition (1) to control for potential confounding factors (2), the adjusted odds ratio was 0.8. Lower and upper confidence intervals were 0.6 to 1.0. The confidence level was 95%.
1.44. The critical ratio of .71 shows that this difference is not statistically significant. However, it appears that the girls had a very slight advantage over the boys in initial written recall.

TABLE XIV

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>T</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.R.</td>
<td>M.</td>
<td>S.D.</td>
<td>M₁-M₂</td>
<td>Diff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>31.59</td>
<td>1.55</td>
<td>9.75</td>
<td>1.44</td>
<td>2.01</td>
<td>.71</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>30.15</td>
<td>1.28</td>
<td>8.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In TABLE XV the mean gain in oral recall made by the girls is compared with the mean gain made by the boys. The girls showed a mean gain of 20.65 memories and the boys showed a mean gain of 16.5 memories. The mean difference was 4.15 memories in favor of the girls. The critical ratio of 14.3 shows this to be a statistically significant difference.

TABLE XV

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E.</th>
<th>Diff.</th>
<th>S.E.</th>
<th>T</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain</td>
<td>M.</td>
<td>S.D.</td>
<td>M₁-M₂</td>
<td>Diff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>20.65</td>
<td>.6</td>
<td>3.79</td>
<td>4.15</td>
<td>.29</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>16.5</td>
<td>.68</td>
<td>4.38</td>
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</tbody>
</table>
### TREATMENT

**Grade of Yeast - Glucose Reaction**

<table>
<thead>
<tr>
<th></th>
<th>9.5%</th>
<th>10%</th>
<th>12.5%</th>
<th>25%</th>
<th>50%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inc.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>ST.</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Max.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### OBSERVATIONS

- Yeast growth was observed in the 9.5% grade of glucose up to 75% of the total. Yeast growth was observed in all grades of glucose up to 75% of the total. There were no significant differences in yeast growth observed in different grades of glucose.

### RÉSUMÉ

**Grade of Yeast - Glucose Reaction**

<table>
<thead>
<tr>
<th></th>
<th>9.5%</th>
<th>10%</th>
<th>12.5%</th>
<th>25%</th>
<th>50%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inc.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>ST.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Max.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
TABLE XVI shows the mean gain of the girls in written recall as compared with that of the boys. The mean gain of the girls was 16.3 memories and that of the boys was 12.9 memories. The difference of the means is shown as 3.4. The critical ratio of 2.14 shows this difference to be statistically insignificant. However, the tendency shows a greater gain for the girls than for the boys.

**TABLE XVI**

Gain in Written Recall - Girls vs. Boys

<table>
<thead>
<tr>
<th></th>
<th>Mean Gain</th>
<th>S.E. M</th>
<th>S.D.</th>
<th>Diff. M&lt;sub&gt;1&lt;/sub&gt;-M&lt;sub&gt;2&lt;/sub&gt;</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>16.3</td>
<td>1.17</td>
<td>7.41</td>
<td>3.4</td>
<td>1.59</td>
<td></td>
<td>2.14</td>
</tr>
<tr>
<td>Boys</td>
<td>12.9</td>
<td>1.08</td>
<td>6.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further analysis of the experimental data was made to determine the effect of Mental Age upon ability to recall. TABLE XVII shows the gain in oral recall made by pupils having higher mental ages compared with the gain made by pupils having lower mental ages. Since the mean mental age of the experimental group is 150.3, that figure was taken as the dividing line between the high and low mental age groups. The pupils with mental ages of from 151 months to 202 months showed a mean gain in oral recall of 18 memories. Those with mental ages of from 107 to 149 months showed a mean gain of
<table>
<thead>
<tr>
<th>No.</th>
<th>2%</th>
<th>4%</th>
<th>6%</th>
<th>8%</th>
<th>10%</th>
<th>12%</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>100</td>
<td>102</td>
<td>104</td>
<td>106</td>
<td>108</td>
<td>110</td>
<td>112</td>
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<td>8%</td>
<td>98</td>
<td>96</td>
<td>94</td>
<td>92</td>
<td>90</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>6%</td>
<td>96</td>
<td>92</td>
<td>88</td>
<td>84</td>
<td>80</td>
<td>76</td>
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<tr>
<td>4%</td>
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<td>88</td>
<td>84</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>2%</td>
<td>88</td>
<td>84</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>64</td>
</tr>
</tbody>
</table>
memories. The mean difference between the two groups was 1.07 memories in favor of the pupils in the lower mental age group.

**TABLE XVII**

<table>
<thead>
<tr>
<th>Mental Age</th>
<th>Mean Gain</th>
<th>S.E.</th>
<th>S.D.</th>
<th>Diff. M-M</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>151-202</td>
<td>18</td>
<td>.8</td>
<td>4.97</td>
<td>1.07</td>
<td>1.02</td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>107-149</td>
<td>19.07</td>
<td>.64</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The critical ratio of 1.04 in the above table shows that the difference of 1.07 memories is not statistically significant. However the tendency shown toward a better gain made by the pupils in the lower mental age group is interesting.

In **TABLE XVIII** the gain made by pupils having higher mental ages is compared with those having lower mental ages - in written recall. The mean gain made by the pupils with mental ages of from 151 to 202 months was 13.14 memories. The mean gain of those with mental ages of from 107 to 149 months was 15.96 memories. The mean difference is shown to be 2.82 memories. The critical ratio of 1.76 shows this difference in favor of the lower mental age group to be statistically insignificant.
TABLE XVIII

Gain in Written Recall - Comparison of M.A. Groups

<table>
<thead>
<tr>
<th>Mental Age</th>
<th>Mean Gain</th>
<th>S.E.</th>
<th>S.D.</th>
<th>Diff. $M_1-M_2$</th>
<th>Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>151-202</td>
<td>13.14</td>
<td>.98</td>
<td>6.2</td>
<td>2.82</td>
<td>1.6</td>
<td>1.76</td>
<td></td>
</tr>
<tr>
<td>107-149</td>
<td>15.96</td>
<td>1.27</td>
<td>8.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The experimental data was analyzed to determine the relationship between Reading Age and growth in recall ability. TABLE XIX shows the gain made by the pupils with a higher reading age as compared with the gain in oral recall made by those having a lower reading age. Since the mean reading age of the experimental group was 137 months, that figure was taken as the dividing point between the high and low reading age groups. The pupils with reading ages of 139 months to 182 months showed a mean gain in oral recall of 17.53 memories. Those with reading ages of 99 to 137 months showed a mean gain of 19.14 memories. The difference was 1.61 memories in favor of the lower reading age group. However, the critical ratio of .51 shows that this difference is not statistically significant.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
<td>Value 4</td>
<td>Value 5</td>
<td>Value 6</td>
</tr>
<tr>
<td>Value 7</td>
<td>Value 8</td>
<td>Value 9</td>
<td>Value 10</td>
<td>Value 11</td>
<td>Value 12</td>
</tr>
</tbody>
</table>
### TABLE XIX

Gain in Oral Recall - Comparison of R.A. Groups

<table>
<thead>
<tr>
<th>Reading Age</th>
<th>Mean Gain</th>
<th>S.E.</th>
<th>M.</th>
<th>S.D.</th>
<th>M1-M2</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>139-182</td>
<td>17.53</td>
<td>2.5</td>
<td>15.48</td>
<td>1.61</td>
<td>3.14</td>
<td>.51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99-137</td>
<td>19.14</td>
<td>1.9</td>
<td>12.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE XX shows the gain in written recall made by the pupils with higher reading ages as compared with the gain made by pupils with lower reading ages. The higher reading age group made a mean gain of 13.62 memories as compared with a mean gain of 14.61 memories for the lower reading age group. The difference of .99 between the means is not statistically significant as shown by the critical ratio of .59.

### TABLE XX

Gain in Written Recall - Comparison of R.A. Groups

<table>
<thead>
<tr>
<th>Reading Age</th>
<th>Mean Gain</th>
<th>S.E.</th>
<th>M.</th>
<th>S.D.</th>
<th>M1-M2</th>
<th>Diff.</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>139-182</td>
<td>13.62</td>
<td>1.2</td>
<td>7.38</td>
<td>.99</td>
<td>1.67</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99-137</td>
<td>14.61</td>
<td>1.16</td>
<td>7.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>APR</td>
<td>MAY</td>
<td>JUNE</td>
<td>JULY</td>
<td>AUG</td>
<td>SEPT</td>
<td>OCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temp.</td>
<td>20°C</td>
<td>22°C</td>
<td>25°C</td>
<td>28°C</td>
<td>30°C</td>
<td>32°C</td>
<td>31°C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rain.</td>
<td>0 mm</td>
<td>5 mm</td>
<td>10 mm</td>
<td>15 mm</td>
<td>20 mm</td>
<td>25 mm</td>
<td>20 mm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weather Report**

- **April:** Generally mild with occasional rain.
- **May:** Warmer temperatures, still some rainfall.
- **June:** Peak summer, higher temperatures, more rainfall.
- **July:** Warmest month, high humidity.
- **August:** Similar to July, high temperatures and humidity.
- **September:** Temperatures begin to cool, rainfall decreases.

**Important Notes:**

- Always check the local weather forecast before planning outdoor activities.
- Stay hydrated during peak summer months.
- Prepare for sudden downpours.

---

<table>
<thead>
<tr>
<th></th>
<th>APR</th>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
<th>AUG</th>
<th>SEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind.</td>
<td>10 km/h</td>
<td>15 km/h</td>
<td>20 km/h</td>
<td>25 km/h</td>
<td>30 km/h</td>
<td>35 km/h</td>
</tr>
<tr>
<td>Humid.</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Additional Observations:**

- April saw a slight increase in wind speeds.
- May experienced a significant drop in humidity.
- June set records for the highest average wind speeds.
- July and August had consistent high humidity levels.
- September saw a gradual decrease in wind speeds and humidity.
CHAPTER V
CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this investigation was to evaluate the effect of specific exercises built to develop oral recall in Grade Six upon oral and written recall ability.

A series of twenty-five lessons were constructed in the form of two workbooks, each containing paired exercises of equivalent material, graded in difficulty. Each workbook has its corresponding answer book which is bound separately. The material was constructed in this manner in order that the pupils might work together in pairs. Practice in the various steps in recall was thus provided.

Preliminary and final tests in both oral and written recall were prepared and administered to the eighty pupils in the experimental group and the eighty pupils in the control group, in order to measure the efficiency of the lessons.

The pupils selected for the study were from intown school districts. The experimental and control groups were of approximately the same chronological, mental and reading ages, the slight difference in these factors being in favor of the control group. The mean chronological age of the control group was 138.2 months compared with that of 136.2 months for the experimental group. The mean mental age for the control group was 155.5 months compared with that of 150.3 months for the experimental group. The mean reading ages for the control
A FORM
Registration of a Grant

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and experimental groups respectively were 139.75 and 137.1. The initial recall ability of the control group was significantly greater than that of the experimental group. The mean initial oral recall of the control group was 35.1 memories as compared with the mean initial oral recall of 28.2 memories for the experimental group. The mean initial written recall of the control group was 41.07 memories as compared with a mean of 30.87 memories for the experimental group.

The lessons in oral recall were presented to the pupils in the experimental group on twenty-five successive school days. Ten to fifteen minutes a day were taken from the reading time of each class for the day's lesson. After the lessons were concluded, the pupils in both groups were given the final tests.

Findings

1. Specific practice in oral recall by means of graded lessons produced marked gains in the oral recall ability of the experimental group. The mean gain was 18.5 memories for the experimental group as compared with a mean gain of .03 memories for the control group. The mean difference of 18.47 is statistically significant.

2. Specific practice in oral recall produced marked gains in the written recall ability of the experimental group. The mean gain for this group was 14.58 memories as compared with a mean loss of 1.23 memories for the control group. The mean difference of 15.81 is statistically significant.
3. Although the boys in the experimental group had an advantage over the girls in initial oral recall, the girls showed a significantly greater gain in oral recall than did the boys. The mean gain of the girls was 20.65 compared with the mean gain of 16.5 memories for the boys. The difference of 4.15 memories is statistically significant.

4. The girls in the experimental group had a very slight advantage of 1.44 memories over the boys in initial written recall and showed a mean gain of 16.3 in written memories compared with a mean gain of 12.9 memories for the boys. The mean difference of 3.4 memories is not statistically significant, however.

5. No significant relationship was shown between gain in recall ability and mental age. The pupils in the lower mental age group showed a mean gain of 19.07 in oral memories compared with a mean gain of 18 memories for the pupils in the higher mental age group, but the difference of 1.07 memories is not statistically significant. In written recall the pupils in the lower mental age group showed a mean gain of 15.96 memories compared with a mean gain of 13.14 memories for the higher mental age group, but the difference of 2.82 memories is not significant statistically.

6. No significant relationship was shown between reading age and gain in recall ability. The pupils in the lower reading age group showed a mean gain of 19.14 memories in oral recall compared with a mean gain of 17.53 memories for
those in the higher reading age group. The difference of 1.61 is not statistically significant. In written recall the mean gain of 14.61 made by the pupils in the lower reading age group compared with the mean gain of 13.62 made by those in the higher reading age group shows a statistically insignificant difference of .99 memories.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betzner, Jean</td>
<td><em>Content and Form of Children's Original Compositions</em>, Teachers College, Columbia University, New York, (Contribution to Education No. 442), 1952.</td>
</tr>
<tr>
<td>Bucknam, Margaret E.</td>
<td><em>Comparison of the Fluency of Oral Recall with Written Recall in Silent Reading in Geography in Grade Five</em>, Unpublished Ed.M. Thesis, Boston University, 1941.</td>
</tr>
<tr>
<td>Durrell, Donald D.</td>
<td><em>Improvement of Basic Reading Abilities</em>, World Book Company, Yonkers-on-Hudson, New York, 1940.</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Title</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Yoakam, Gerald</td>
<td>The Effect of a Single Reading</td>
</tr>
</tbody>
</table>
1. A boy was injured on our street yesterday. He had been playing ball and was riding his bicycle away from the ball field when a car came down the road. He did not see the car coming because he was looking back at the boys who were still playing ball. The car was going slowly. It hit the boy, but did not run over him. His arm was hurt and his bicycle was bent.

No. correct

2. Peter Cooper built one of the first railroad engines in the United States. It was used to pull cars from a city to a town thirteen miles away. No one thought that the engine could do this. In August, in the year 1830, it was hooked to a car packed full of people. It went at a speed of eighteen miles an hour and made the trip in forty-eight minutes. People were surprised that anyone could breathe while going so fast.

No. correct

3. Large kites have been used for a great many things. In war they have been used to carry signal lanterns and to carry automatic cameras over enemy territory. One general used kites to pull ropes across a swift river so that he could start to build a swinging bridge. Some people in China make "singing kites" which are supposed to frighten away evil spirits. The weather bureau has used kites to study temperature and the speed of the wind at great heights. A string of kites once went up over four miles in the air. Some kites are big enough to lift a man.

No. correct
The Boat

Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men on it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

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Robert Fulton

In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

-----------------------------

Diamonds

The richest diamond field in the world is in South Africa. Deep pits yield a hard substance called "blue ground" which contains the diamonds. The blue ground is spread over the drying fields for a year. The weather gradually crumbles it. Then it is taken up and run through washing machines which sort out the stones and the diamonds. The value of the diamonds is determined by color, size and purity. Blue, yellow, orange, brown and green diamonds have been discovered. The most valuable ones are pure white. The largest diamond ever found weighed almost two pounds.
1. Henry
goes to a large lake
in summer.
Last summer,
a motorboat sank
near his house.
The boat had ten men
on it.
The man
who was running the boat
brought it
very close
to the shore
when the water was low.
He hit a big rock
under water.
It made a hole
in the bottom
of the boat.
The water came in
very fast.
All of the men
swam to shore.

No. correct______

2. In 1807,
Robert Fulton
took the first long trip
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He went one hundred and fifty miles
up the Hudson River.
The boat went
five miles an hour.
This was faster
than a steamboat
had ever gone before.
Crowds gathered
on both banks of the river
to see this new kind of boat go by.
The fishermen
did not like the boat.
They were afraid
that its noise and splashing
would drive away
all the fish.

No. correct______

3. The richest diamond field
in the world
is in South Africa.
Deep pits
yield a hard substance
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which contains the diamonds.
The blue ground is spread
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for a year.
The weather
gradually crumbles it.
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and run through washing machines
which sort out the stones
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The value of the diamonds is determined
by color, size and purity.
Blue, yellow, orange, brown and green
diamonds
have been discovered.
The most valuable ones
are pure white.
The largest diamond ever found
weighed almost two pounds.

No. correct______

Total memories______
1. A little girl got off the train all alone. There was nobody at the station to meet her. She asked the man inside the station where her mother was. He said that her mother could not get the car started. A man was trying to fix it. The little girl sat down to wait. A few minutes later, a big car came around the corner with her mother in it. The little girl got in and they drove home.

2. About one hundred and fifty years ago in France the first man went up in a balloon. His balloon was made of paper covered with strips of cloth to make it strong. A long rope kept it from going too high. Later this man took a friend up in the balloon with him. On this trip they rose over five hundred feet. The trip lasted thirty minutes. They came down several miles from where they started.

3. Early settlers in America found that Indians would sell skins and land for glass beads. Many men earned their living by making glass beads and bottles. In 1827 a man invented a way to press molten glass into iron molds. The most famous glass works was in the town of Sandwich in Massachusetts. The Sandwich glass had a bright silvery appearance and it could be molded into very elaborate and attractive patterns. Beautiful lamps and candlesticks as well as all sorts of dishes were made from this glass. In many New England homes, pieces of Sandwich glass are still found on display.
The Clubhouse

Late in the summer a man started to build a house. He wanted to finish it before winter came. He had some men dig the cellar for him. Then he built the floor and the cellar steps himself. Before he could do anything more, he had to move away to another town. He left the house just as it was. He told the boys next door that they might use the cellar as a clubhouse.

------------------------

Trains

The first trains were pulled by horses. Later, engines were used to pull trains. The first engines could not go very fast and often broke down. Once there was a race between a train pulled by a horse and a train pulled by an engine. At first the horse was ahead because the engine had to start slowly. Then the engine passed the horse, but something in the engine broke and the horse won the race.

------------------------

Rubber

Rubber came into general use about two hundred years ago. Columbus brought it back from his second voyage to America. It was named "rubber" because it was used to rub out pencil marks. Rubber comes mainly from Africa and Brazil. It is manufactured from the milky juice of the rubber tree. Rapid handling of the juice is necessary. It is collected early in the morning when the flow is greatest. At the factory, acid is added at once to make the rubber rise to the top. It is then treated in many different ways. Attempts to produce rubber in the United States have not been successful.
1. Late in the summer a man started to build a house. He wanted to finish it before winter came. He had some men dig the cellar for him. Then he built the floor and the cellar steps himself. Before he could do anything more he had to move away to another town. He left the house just as it was. He told the boys next door that they might use the cellar as a clubhouse.

No. correct

2. The first trains were pulled by horses. Later, engines were used to pull trains. The first engines could not go very fast and often broke down. Once there was a race between a train pulled by a horse and a train pulled by an engine. At first, the horse was ahead because the engine had to start slowly. Then the engine passed the horse, but something in the engine broke and the horse won the race.

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No. correct

Total memories
APPENDIX

LESSONS FOR DEVELOPING ORAL RECALL
LESSON I...A

LISTING WHAT YOU REMEMBER

To the Pupil: These exercises will help you to train your memory so that you will remember better the things you read about. Your teacher will help you to choose a partner with whom to work. You and your partner will do one exercise at a time. First you will read a story, then he will ask you the questions on the Check Page. After you have told him your answer, he will read his story and you will check his answers. Continue until the lesson is finished.

Directions: Read the story silently once, trying to remember the things mentioned—pets, trees, etc. After you have finished, turn this page over and get ready to answer the questions.

1. During the summer our family used to live in the country where we children had all kinds of pets—cats, chickens, rabbits, a canary, and a Shetland pony named Ned. We had an uncle whom we liked to visit because he had a parrot and a monkey which he had brought back from one of his long sea voyages.

2. A man named P.T. Barnum formed the first American traveling circus and called it the "Biggest Show on Earth". It included not only a circus with a thousand performing horses and a thousand bareback riders, but a large number of tumblers, trapeze artists, rope walkers, a collection of wild animals and a large number of workmen to set up tents and care for the property.

3. The trees have many friends among the birds and animals who play hide-and-seek among their branches, but their best playmate is the South Wind. He sings among the slender, green needles of the firs and hemlocks. He whistles through the leaves of the oak, maple, poplar and elm. The graceful, feathery branches of the palm trees sway gently as he hums their favorite tunes.

4. Because Theodore Roosevelt was not a strong boy, his father helped him to become interested in outdoor life. At his home in Oyster Bay, Theodore used to row in a small boat, sometimes shooting ducks. He learned to ride horseback, and loved to collect birds and animals, so that he could study their habits. This life out-of-doors, together with boxing lessons and exercises in the gymnasium, made him a strong and healthy man.
LESSON II...A

LISTING WHAT YOU REMEMBER

Directions: Read the story once, silently. Try to remember the things mentioned, such as animals, products, etc. Work with your partner, doing one story at a time.

1. The early Dutch traders brought home stories about the East that made their neighbor's eyes pop. They had met cannibals who ate white men. They had seen tortoises big enough for three men to ride. On the Malay Peninsula, they had seen strange animals never found in Europe -- rhinoceroses, leopards, monkeys and birds of paradise.

2. The reindeer are very useful to the Eskimos in the Far North. They are used to pull sleds over the ice and snow because their feet have hair that keeps them from slipping. Reindeer milk is very good and keeps Eskimo babies well and strong. The flesh of reindeer is cut into steaks to feed the people. Clothing and shoes are made of the skins of these animals, and even their antlers can be useful to make knife handles and other things.

3. France is mainly an agricultural country, but most of the farms are very small. Her most important crop is wheat, but she also grows large amounts of oats, barley, rye and sugar beets. Tons of walnuts and chestnuts are gathered every year for use in making cake and bread. Many kinds of fruits are also grown there, the most important being grapes from which the famous French wines are made.

4. One third of the imports of Holland comes from her rich colonies in the East. The Dutch people make a great deal of money selling these products to other countries. From Java and Sumatra comes the finest coffee in the world, as well as large amounts of sugar and cacao. In the Dutch East Indies are some of the largest tin mines in the world, and Java produces much of the quinine used throughout the world in medicines.

5. The early colonists used very cruel punishments in treating those who broke their laws. Some prisoners were made to stand on a high box with their heads and hands placed through holes in a board, so people could pull them with mud. This was called the "pillory". Others sat on a high box with their hands and legs caught in a board. That was the "stocks". Sometimes, a prisoner was tied to a "whipping post" and whipped, or he was placed in a "ducking stool", a chair at the end of a long pole, and ducked into the water many times. Other terrible punishments were burning the hand or face with a hot iron, or cutting off an ear.
LESSON III...A
LISTING WHAT YOU REMEMBER

Directions: Read the story once, aloud, to your partner. Try to remember the things mentioned. Then place your paper face down on your desk and answer the questions which your partner will ask. Work together until the lesson is finished, doing one exercise at a time.

1. In early Egypt wheat and barley were the most important grains raised by the people. Where these could not grow, they raised melons, onions, cucumbers, lettuce, peas, beans and radishes.
   The later Egyptians raised clover to feed their cattle, flax to make linen for their clothes and grapes for wine.

2. The Indians first taught the white man the importance of corn as a food. Probably the early settlers in America used corn only on the cob, as we still enjoy eating it. However, there are many other ways in which corn is useful to us today. From it we get cornmeal, cornstarch, paper, bran, soap, glycerin, varnish, butter substitutes and a substitute for rubber.
   To raise the best corn, intense sunshine, a moist climate and a long period of hot weather are necessary.

3. Bones of cattle, horses and other animals are used for many purposes, such as knife handles, combs and buttons. Bones are also made into glue, lamp-black and charcoal. Pounded bones are an excellent food for poultry, being needed for making eggshells. Bone dust is a good fertilizer, and Boneblack, made by charring bone, is used in refining sugar. Boneblack is also used as a disinfectant.

4. Iron is very important for building good red blood in our bodies. Large amounts of iron are found in carrots, spinach, lettuce, celery, apples and oranges. It is also found in liver, beef and oysters. Holasses contains iron and that is why it is a good sweet for children to eat.

5. Dr. George Washington Carver, the late Negro scientist, did more than any other one man to show people how to use peanuts for many things. He made peanut butter, a good substitute for coffee, two or three excellent breakfast foods, and many different kinds of healthful milk from the peanut. He also produced several stains for wood, a satisfactory shoe blacking and sauces that can hardly be told from Chili sauce—all made from peanuts.
LESSON IV...A
LISTING WHAT WE REMEMBER

Directions: Read the poem aloud to your partner. Then place the page face down and answer the questions which he will ask.

Freight Boats

Boats that carry sugar
And tobacco from Havana;
Boats that carry coconuts
And coffee from Brazil;
Boats that carry cotton
From the city of Savannah;
Boats that carry anything
From any place you will.

Boats like boxes loaded down
With tons of sand and gravel;
Boats with blocks of granite
For a building on the hill;
Boats that measure many thousand
Lonesome miles of travel
As they carry anything
From any place you will.

--James S. Tippett

Down on the beach when the tide is out
Beautiful things lie all about--
Rubies and diamonds and shells and pearls,
Starfish, oysters, and mermaids' curls;
Slabs of black marble cut in the sand,
Veined and smoothed and polished by hand;
And whipped-up foam that I think must be
What mermen use for tea.
These and a million treasures I know
Strew the beach when the tide is low.

--Mary Dixon Thayer

Our window is a magic frame
With pictures never twice the same.
Sometimes it frames a sunset sky,
Where clouds of gold and purple lie.
And sometimes, on a windless night,
It holds a great moon round and white.
Sometimes it frames a lawn and flowers,
Where children play through summer hours.
Sometimes, a tree of gold and red
And grass where crisp brown leaves are shed.
And sometimes it shows wind-blown rain
Or snowflakes against the pane.

--Eleanor Hammond
LESSON V...A

NAMING THINGS YOU SEE

Directions: Look at each picture carefully. Then turn the page over. Answer the questions your partner will ask.
LESSON VI...A

CHOOSING THE MAIN IDEA

Directions: Read each joke silently once. Then choose the title that best fits it from the list which your partner will give you.

1. Bobby had attended a birthday party. "I hope," his mother said when he reached home, "you didn't ask for a second piece of cake."
   "Oh no," replied Bobby. "I only asked Mrs. Smith for the recipe so you could make some like it. Then she gave me two more pieces."

2. A meek little man in a restaurant timidly touched the arm of a man putting on a coat. "Excuse me," he said, "but do you happen to be Mr. Smith of Boston?"
   "No, I'm not!" the man answered impatiently.
   "Oh--er--well," stammered the first man, "you see I am and that's his overcoat you're putting on."

3. In the middle of a moving picture, a lady wearing a big hat sat down in front of a soldier. He stretched his neck trying to see, then finally tapped her on the shoulder. "Lady," he asked, "how much did you pay for that hat?"
   Surprised, she said, "Why, three dollars."
   Without a word, the soldier gave her three dollars, took her hat, and sat back to enjoy the show.

4. A big soldier was being given a blood test by a new nurse who jabbed his arm half a dozen times with the needle before hitting the vein. When the operation was over, the soldier made no move to go.
   "Well, what are you waiting for?" asked the nurse impatiently.
   "The Purple Heart," replied the soldier.

5. Johnny was having a birthday and his mother was trying to decide what present to give him. He said he wanted a dog.
   His mother said, "Why, Johnny, you don't need a dog. You have a nice blue velvet one now."
   Frowning deeply, the little boy said, "That's not the kind. I want one with fleas."
Directions: Read each story once, silently. When you have finished, you will be asked to choose the main thought of the story.

1. A new invention is making sick people happier while they are in hospitals. It is a machine which flashes the pages of books and magazines on the ceiling above the patient's head. The pages are photographed on a film called microfilm. This microfilm is placed into a machine which is beside the patient's bed. A page is pictured on the ceiling when the machine is turned on. When the patient has finished reading one page, he pushes a button and the machine changes the film to show the next page. This machine allows the patient to read in comfort while he is lying in bed.

2. Papyrus is the Egyptian paper plant whose bark was used by the ancient peoples for paper. It is a straight, tall, reedlike plant, which is grown in rivers. Its leafless stem rises several feet above the water and has a top which looks like a green umbrella. The lower part of the stem was separated by the early people into layers. These layers were laid out on a flat surface with their edges overlapping. A second layer was spread crosswise over this. Then both layers were pressed into a sheet. Several sheets, pasted together end to end, formed a papyrus roll. The oldest books we have in museums are written on papyrus rolls that were found in the tombs of Egyptian kings.

3. The pipe of peace used by the Indians of North America was called the "calumet". The bowl was made of red pipestone or of soapstone. A long reed served as the stem. On all important occasions the calumet was passed from hand to hand, while the warriors sat in a circle. If the Indians were going to make a treaty, the pipe was passed around and each warrior took a few puffs to show his friendship. When they voted on the terms of the treaty, the pipe was passed around again. If a warrior didn't smoke it, he showed that he was against the terms. When a warrior smoked the pipe, it meant that he voted "Yes". When the Indians were about to go into battle, the calumet would be passed around as a sign that the warriors would fight together to the end.
LESSON VIII...

CHOOSING THE MAIN IDEA

Directions: Read each story aloud to your partner. When you have finished, you will be asked to choose the main thought of the story.

1. Many of our soldiers who were in the South Pacific during the war have sent home souvenirs made of tapa cloth. It is interesting to know how the South Sea Islanders make this material, which they use for clothing and curtains or table cloths. The native women scrape off the outer bark of the paper mulberry trees with shells. Then they soak the inner bark in sea water, to soften it. They lay this bark on a log end pound it with a heavy wooden hammer until it gets soft and thin like a piece of cloth. If they want a big piece, they paste several of these pounded strips together. Then it is ready to cut and sew into clothing, just like the cloth we use. Sometimes the peopleprint designs on the tapa cloth with a stain made from the juice of wild berries. Then they have pretty as well as useful material for their needs.

2. One of the most important jobs our skin has to do is to keep out of the body the disease germs that are in the air. If these germs should get inside our bodies, they would make us sick. When we have cut or bruised our skin, many times germs do get in and then the wound becomes red and very sore. In such a case, there is danger that the poison from the infected wound may go through our bodies, causing severe illness. To avoid this danger, we should wash any cuts or bruises with clean water and bandage them with a clean cloth. Washing cuts is very important because the skin around them may not be clean and very dangerous germs live in dirt.

3. During World War II, tinsel like that used to decorate our Christmas trees saved hundreds of planes and bombers. It was used to beat the enemy's radar. Radar sets were used by the enemy as well as by us to locate planes which can't be seen. The radar would send out a beam to find an enemy plane, hit it, and then the beam would bounce back on a screen, showing where the plane was. A gunner could then tell where to aim to hit the plane. In order to trick the radar used by the enemy, our fliers would drop a handful of tinsel from their planes. The enemy radar would pick up the bounce from the tinsel as if it were a plane and would aim at the spot where the tinsel was. Meantime, the plane that had dropped the tinsel would be many miles away.
LESSON IX...

FINDING TITLES FOR POEMS

Directions: A good title should tell the main thought of a poem or story. Below are some poems. Read each one aloud to your partner, then choose the title that you think best fits the story told in the poem.

1. The coach is at the door at last; The eager children, mounting fast And kissing hands, in chorus sing: "Good-bye, good-bye, to everything!"

"To house and garden, field and lawn, To meadow-gates we swang upon, To pump and stable, tree and swing, Good-bye, good-bye, to everything!"

"And fare you well for evermore, O ladder at the hayloft door, O hayloft where the cobwebs cling, Good-bye, good-bye to everything!"

---R. L. Stevenson

2. Little new neighbor, have you come to be A playmate of mine from over the sea? I'm glad you are here. Oh, won't it be fine To learn all your games, and I'll teach you mine! We won't understand all the words that we say, But I'm sure that we both will know how to play. So will you come now and swing while I swing, And we'll sing all the songs that we love to sing.

---Rose Waldo

3. Someone painted pictures on my Windowpane last night-- Willow trees with trailing boughs And flowers, frosty white, And lovely crystal butterflies; But when the morning sun Touched them with its golden beams, They vanished one by one!

---Helen Bayley Davis
LESSON X...A

NAMING THE PICTURE

Directions: Look at the picture carefully. Then turn it over when you are ready to answer your partner's questions.
LESSON XI...A

REMEMBERING THE ORDER IN THE STORY

Directions: Remembering the order in which things happened in a story is one way to help you to remember it. After you have read each story, your partner will read a list of the pictures that might be painted to tell the story. You will be asked to put them in the order in which they should go. Read each story once, silently.

1. When Abraham Lincoln was a boy, there was little chance to go to school. Since boys were so much needed at home, the school term was only during the winter months between the fall harvest and the spring planting. Abe went to school for a few weeks each year, and in all he had only about a year's schooling. But he educated himself by reading every book he could get his hands on. When he went plowing, he took along a book to read during his lunch hour. On long winter evenings he would lie on the floor and read by the light of the fire in the fireplace. His favorite books were the Bible, Aesop's Fables, and Pilgrim's Progress. He read them over and over until he knew them by heart.

2. The first American flag was made by a poor dressmaker named Betsy Ross. Mrs. Ross, the widow of a major who lost his life in the Revolutionary War, lived in Philadelphia. One day, George Washington and a group of important men paid her a visit. They said that they had heard that she sewed so well that they wanted her to make a flag for our new nation. Mrs. Ross was very proud to be asked to do this, and she made a beautiful flag which had thirteen red and white stripes. In a corner she sewed thirteen white stars in a circle on a blue field. The government liked her work so much that she was given the job of making all the flags for our country as long as she lived.

3. During World War II, the U.S. Army had teams of G.I. birds. These were carrier pigeons that were used to carry messages back from the front lines. Carrier pigeons, you see, have a special sense which guides them like a compass back to their home loft. Their home loft was in specially built army trucks, which held 75 pigeons.

When a soldier went out to get information about the enemy, he would take four pigeons from the home loft and put them into a case divided into four parts, which held food and water for the birds. When he learned something important, the soldier wrote the information on a piece of paper and put the paper into a tiny capsule. Then he clipped the capsule to a pigeon's leg and let him out of the case. The bird would fly back to his home loft and the officer there would read the message. These hero birds did much to help us win the war.
LESSON XII...A

REMEMBERING THE ORDER OF THE STORY

Directions: Read the story once to your partner. As you read, think of the pictures the story describes. When you have finished each story, your partner will ask you to name the pictures in the order in which the story gave them.

1. Do you know how to help a person whose clothing is on fire? It is very important to know what to do in such a case. Suppose that the clothing of one of your friends catches fire in the house. The first thing you should do is catch up a rug or any piece of woollen clothing that is handy and wrap it closely around him. Then make him lie on the floor and roll over and over. The rug will shut off the air from the fire and stop it from burning, because fire cannot burn without air. Even if you can't get a rug or woollen clothing, rolling helps to put out the flames. In case an accident like this happens, work fast as time is important in saving a person's life.

2. During the Middle Ages, boys from noble families were trained to be knights from the time they were children. While he was still young, a boy was sent to an overlord's castle to learn good manners and to wait on the ladies. During that time, he was called a "squire". When he became older, he served the knights as a "squire", caring for their horses and armor, and learning the use of weapons. Later, when he had proved that he was brave, he was made a knight. All the night before the ceremony took place, the young man prayed before the altar of the church until morning. Then he bathed to show that he was clean in mind and body, and went before his lord. After he promised to speak the truth always, to protect the poor, and to fight for the right, his lord touched him on the shoulder with his sword and he became a knight.

3. Lydia Darrah was a very brave woman who helped the American army against the British during the Revolutionary War. She lived in Philadelphia with her husband when the British captured that city. A British general went to live in her house. Being a patriotic American, Mrs. Darrah didn't like the general, and one night when she was supposed to be asleep, she listened while the general and some British officers talked in a back room of the house. She heard them plan a secret attack on General Washington's army a few mornings later. Knowing that she must warn Washington, she left the house at dawn the next morning, saying that she was going to get some flour at Frankford Mills, five miles away. The brave woman hurried through the deep snow to the Mills, left her bag to be filled with flour, and traveled on to Washington's headquarters, where she told an officer of the British plans. When the British attacked the Americans a few days later, they were met with cannon and were defeated. Thus the brave woman tricked the British and saved Washington's army.
LESSON XIII...A

REMEMBERING THE ORDER OF THE STORY

Directions: Many times people who write stories have pictures drawn to show the things that happened in the story. After you have read each story below, your partner will tell you what pictures might be painted to tell the ideas in the story. You will be asked to name the pictures in the right order.

1. About a hundred years ago, Japan was a "forbidden land" to the rest of the world. She wouldn't let any foreigners enter her country. Then, in 1854, Commodore Perry sailed an American ship into the Japanese Bay of Uraga. He carried a letter from the President of the United States, asking for friendship with Japan. Two Japanese princes met Perry in a small hut set up on the beach, and they were given the President's letter. Then Perry sailed away, and returned several months later for an answer. The Japanese met him again and signed a treaty of friendship. The American flag that had flown over Perry's ship at that time was taken from the United States Naval Academy Museum in 1945, and was flown by special plane to Japan. It was flown over the battleship "Missouri" during the surrender of the Japanese at the close of World War II.

2. The first successful airplane was invented by two brothers, Wilbur and Orville Wright. The boys became interested in flying when their father brought them a toy that flew around the room by itself, when they were very young. They made models of planes and studied for years before they finally built a machine that would stay up in the air. Their first machine was a biplane with skids underneath to let it run along the ground when starting and stopping. They tried it out for two years at Kitty Hawk, North Carolina. At first, they were able to stay up only twelve seconds, then, later, for a minute. Finally, in 1908, they made a test flight before President Taft and a large crowd of people, and showed that they could fly for more than an hour. That was the real beginning of air travel.

3. In the autumn of 1928, Commander Richard E. Byrd sailed with more than seventy men to explore the South Pole. Three ships carried the men, planes and supplies to the Bay of Whales. There the explorers built a village called Little America, where they lived for the next two years. They had with them the best equipment they could get. Among other things, they had four planes with radios, automatic cameras to take pictures of the land from the planes, and a fine short wave receiving and sending set to keep them in touch with the rest of the world. In November, 1929, came the big event of the trip. Byrd and three of his men made the first successful flight over the South Pole. It took them 19 hours to make the round trip. They had discovered a great new continent which they called "Antarctica". Byrd and his men had done such an important and daring thing that America will always be proud of them.
LESSON XIV...A

REMEMBERING THE ORDER OF THE STORY

Directions: Read each story once, silently. After you have finished, your partner will name some pictures that could be painted to tell the story without using words. You will be asked to tell in what order the pictures should go.

1. Men have often done cruel things in order to get gold for themselves and their kings. One of the cruellest of such men was a Spaniard named Pizarro. He had heard stories about the rich treasures of gold and silver that were owned by the Incas, a tribe of Indians who lived in Peru over four hundred years ago. Pizarro, being very greedy, took soldiers and guns and went to Peru. He captured the young king of the Incas and made him a prisoner. He promised to free the king if he would give the Spaniards a roomful of gold. The Incas collected more gold than Pizarro had asked for, and gave it to the Spaniards. But the cruel Pizarro didn't keep his promise. Instead he killed the king, then robbed the country of all its riches. He took over the government of Peru for Spain and made himself governor.

2. A very interesting story is told about the way in which the steam engine came to be invented. A little Scotch boy, James Watt, was sitting one day in his grandmother's kitchen, watching the steam from boiling water in a teakettle lift the lid and rattle it. He wondered at the steam being strong enough to lift the lid. Then he began to ask himself if steam made by a lot of water could be used to lift a much greater weight than a lid. Perhaps it could even turn wheels. Year after year, James Watt studied to find out how steam could be made to work for man. When he was a young man, he opened a repair shop in Glasgow, and a steam engine that was used in the coal mines was brought to him to be fixed. This engine was not very good and used a lot of coal to do its work. Watt studied it and tried many times to see if he could make a better engine. He failed at first and some people laughed at him. But finally he was successful and he built the first good steam engine.

3. In early England, once lived a very selfish and cruel king who robbed his people and tried to make his barons fight unjust wars for him. When they wouldn't fight, he burned their castles and fields. His name was King John and no good man liked him. At last, the barons became so tired of his cruelty that they met together to see what could be done to make the king give them just laws and liberty. They sent a messenger to the king to tell him that they would make war against him unless they were given a charter of just laws. But the king put them off with false promises. Then the barons got together and wrote a charter of their own, listing the rights they wanted. The king was angry, but he had to give in; so he met the barons outside the city of London, where he signed the charter. It was called the Magna Carta, and it gave the English their first laws protecting their rights and liberty. This was the beginning of the English Constitution.
LESSON XV...A

PICTURES FOUND IN POEMS

Directions: A poet paints pictures with words just as an artist
points with a brush. While you read each poem to your partner,
think of the pictures that the poet made. When you have finished,
you will be asked to tell the order in which the pictures were
given.

1. APRIL

The roofs are shining from the rain,
The sparrows twitter as they fly,
And with a windy April grace
The little clouds go by.

Yet the back-yards are bare and brown
With only one unchanging tree--
I could not be so sure of Spring
Save that it sings in me.

---Sara Teasdale

2. THE HOUR OF EVENING

The supper time is ended,
We're feeling bright and gay,
For 'tis the hour of evening,
The gladdest of the day.

"What shall we play?" they ask me,
"Come on and play!" they cry;
"There's 'dominoes' and 'authors','
A lot of games to try!"

They gather thick around me,
They tug my coat and hands,
They cling and dance and prattle,
And shout their merry plans;
So out we march together
To where the games are stored,
And by the fire we nestle
Around the happy board.

---Arthur D. Call
LESSON XVI...A
PICTURES IN THE STORY

Directions: Read the story once aloud to your partner. You will be asked to tell what goes into the pictures named by your partner.

1. One day as Walter Raleigh was sailing on the Thames River, he saw that Queen Elizabeth's boat was lying near the castle steps, ready for the Queen to come out. As Raleigh had never seen the queen, he landed his boat and stood near the castle gates. As Queen Elizabeth came near the place where he was standing, Raleigh noticed that she would have to cross through a mud puddle on the path. Immediately the young man stepped forward, pulled off his velvet cloak, and laid it on the puddle. The queen smiled and thanked him, then walked over the cloak to dry ground. Later, she sent for Raleigh and invited him to live at her court because of his good manners.

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2. Once when George Washington was out riding he saw an officer of his army standing by some soldiers who were lifting heavy logs. The officer was ordering the men to lift the logs more quickly on to a pile. Washington saw that the men were struggling to lift one log, but because it was too heavy for them couldn't get it off the ground. In a moment Washington sprang from his horse and helped lift the log in place. Then he turned to the officer and asked him why he didn't help his men. The man replied that he was their corporal and only gave orders. Then Washington said, "Well, I'm the general. When you have any more lifting to do, send for me." Thus the corporal was taught a lesson that no man is too important to help others out.

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3. Once there was a brave and good king of Scotland named Robert Bruce. The king of England made war on him and Bruce tried bravely to drive him back. Six times, however, Bruce and his small army were defeated. At last his army was scattered and Bruce had to run for his life. He was much discouraged and thought that there was no use in fighting any more. As he lay in a barn where he was hiding, he saw a spider trying to make a web. It had fastened a thread to a beam and was trying to swing across to another beam. Six times it tried to swing across and six times it missed the beam. As Bruce watched the spider, he thought that he had failed six times too. Then he made up his mind that if the spider tried again and succeeded he, too, would try again. After the spider rested for a while he made a long swing and reached the beam. Then Bruce sprang to his feet and rounded up his men. They fought another battle and beat the English king, driving him out of Scotland. The spider had taught him to keep trying until he won.
LESSON XVII...A
PICTURES IN THE SKY

Directions: Read the story once, silently. Your partner will tell you the titles of pictures in the story. You are to tell what things go into each picture.

1. Many years ago, the English invaded France in an attempt to take the throne from the French prince, Charles. The French army was not strong and had lost many battles when one day a little peasant girl, named Joan of Arc, heard an angel's voice telling her to go to help her country against the invaders. She went to Charles and offered to help but at first he thought she was crazy. Later, however, he gave her a dress of shining armor and a white horse, and made her leader of the French army. The soldiers thought that she was an angel sent to help them and they won many battles. When the English were defeated and Charles was crowned king, Joan wanted to go home, but Charles made her stay to help his soldiers. As she missed her people, Joan became sad. The soldiers grew sad, too, for her and they began to lose battles again. In one fight, Joan was captured and burnt to death by the English. The brave girl had given her life to save her people.

2. In early colonial times, when the settlers were at war with the Indians, a brave woman named Hannah Dustin lived in Haverhill, Massachusetts. One day, while her husband was out chopping wood, some Indians rushed into her house, killed her baby, and carried Mrs. Dustin and the nurse into the woods. They had to travel over a hundred miles through ice and snow to an island where other white prisoners were held. Mrs. Dustin learned that the Indians planned to beat them to death when they reached the place they were going to, so she made plans to escape. For five weeks, she pretended to be friendly with the Indians. Meanwhile, she and her husband hid some knives they found. Then one night, when the Indians were off guard, she and the nurse and a boy prisoner crept upon the sleeping Indians and killed all ten of them. They took the canoes and food and made their way home. Everyone was happy because she had been given up for dead. For her bravery, the government of Massachusetts gave her a large sum of money.

3. Clara Barton was the founder of the Red Cross in America. All her life she had been interested in helping others and when the Civil War started she served as a nurse at the battle front. She worked very hard taking care of the wounded soldiers. When the war was over, President Lincoln asked her help in training soldiers who were missing. Then she went to Europe when the Franco-Prussian War broke out and did noble work in helping the poor and the sick. At that time, there were Red Cross societies in many countries of Europe and Clara Barton worked with them to help the needy. When she returned to America, she organized the American Red Cross Society and was made its first president.
LESSON VIII...A
PICTURES IN THE STORY

Directions: Read the story once, silently. You will be told the titles of pictures in the story. You will be asked to tell what goes into each picture.

1. Daniel Boone, the famous pioneer who helped to settle Kentucky, was captured once by Indians while he was out hunting. As they knew how brave he was and how good a hunter, the Indians didn't kill him, but made him one of their tribe. They took him hunting with them but only gave him enough powder and bullets to kill the game with. Boone was planning to escape, so on every hunting trip he cut the balls in two and saved half of the powder given him. After he had been prisoner four months, he learned that the Indians were going to attack Boonesborough, where his friends lived. He saw his chance while the Indians were busy and escaped into the forest. He traveled 160 miles to reach his friends and was nearly starved when he arrived to warn them. But his courage saved their lives, for when the Indians attacked Boonesborough the settlers were ready and defeated them.

2. Ferdinand Magellan was a brave sailor from Portugal who believed like Columbus that the earth was round. He wanted to prove this by sailing around the world, and finally he was able to get the King of Spain to give him five ships and some sailors. In 1519 he sailed from Spain across the Atlantic Ocean to the coast of South America. Then he turned south until he reached the southern tip of South America. There he found a water passage which led to a big ocean. He named it the Pacific Ocean because it was so calm. The passage was later called the Strait of Magellan. The explorer continued to travel west until he reached the Philippine Islands. He was killed in a fight with the natives there. His men were sad at his death, but they continued their journey, sailing around the Cape of Good Hope, then back to Spain. Magellan's voyage proved that the world was round, as he had believed it to be.

3. Once in ancient Rome there was a soldier named Androclus who had been captured in a war and made a slave. He was treated very cruelly by his master and one day he ran away into a forest. Finding a cave, he hid himself in it to rest. Suddenly he heard a lion roar. Frightened, the slave looked up to see a big lion at the mouth of the cave. The beast looked at him and seemed to beg for help. So Androclus went to him to see what was the matter. He saw a large thorn in the lion's foot. Carefully, the slave pulled out the thorn. The lion licked his hand with thanks and the two became good friends and lived together in the cave. One day, however, the slave was captured by soldiers and taken back to Rome. He was sent to the circus to be given to the wild beasts. As he stood alone in the middle of the circus, a cage was brought in, containing the wild lion who was supposed to eat him. When the lion sprang out, however, he recognized his friend and licked his hand. The people shouted to have the slave set free, and this was done. After that the lion and the man lived together happily.
LESSON XIX...A

PICTURE STORIES IN POEMS

Directions: The story told in the poem below could also be told in pictures. Read the poem to your partner. Then he will tell you the titles of the pictures that might be painted. You will be asked to tell what things you would put into each picture.

ROMANCE

I saw a ship a-sailing,
A-sailing on the sea;
Her masts were made of shining gold,
Her decks of ivory;
And sails of silk, as soft as milk,
And silver shrouds had she.

And round about her sailing,
The sea was sparkling white,
The waves all clapped their hands and sang
To see so fair a sight.
They kissed her twice, they kissed her thrice,
And murmured with delight.

Then came the gallant captain,
And stood upon the deck;
In velvet coat, and ruffles white,
Without a spot or speck;
And diamond rings, and triple strings
Of pearls around his neck.

And forty-and-twenty sailors
Were round him bowing low;
On every jacket three times three
Gold buttons in a row;
And cutlasses down to their knees;
They made a goodly show.

And then the ship went sailing,
A-sailing o'er the sea;
She dived beyond the setting sun,
But never back came she,
For she found the lands of the golden sands,
Where the pearls and diamonds be.

--Gabriel Setoun

(Cutlasses are short, heavy, curved swords.)
DIRECTIONS: Study the first graph for a minute, trying to remember all that it tells you. Then turn your page over. Your partner will ask you questions to see what you can recall of the story the graph told. Do the same with the second graph.

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### Where Our Sugar Came From Before the War

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<td>Cane States</td>
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### Ships Sunk in the War

- Japanese Merchant Ships Sunk
- Japanese Submarines Sunk
- Air Attacks Sunk
- Mines Sunk
- Other Causes Sunk

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Japanese Merchant Ships Sunk in the War.
LESSON XXI...

CHOOSING PICTURES TO TELL THE STORY

Directions: Read the story once, silently. After you have finished, you will be asked to tell what pictures you would make to illustrate the things that happened.

1. During the first spring the Pilgrims lived in America, the chief of the tribe of Indians who lived near decided to visit them. His name was Massasoit. Taking with him twenty braves, painted and wearing feathers, he went to Governor Carver's house. Pilgrim soldiers stood at attention when the Indians arrived, in honor of their visit. Drums rolled and trumpets were blown in welcome. Then Massasoit and the governor sat quietly upon a carpet and smoked the pipe of peace. They made a treaty promising to be friends, which was never broken as long as Massasoit lived.

2. Way up on the Alps Mountains near the border of Italy is a famous inn which is run by monks. This inn is famous for the big Saint Bernard dogs which are trained by the monks to help travelers who get lost in the snow. These dogs are very strong. When a person gets lost in a heavy snowstorm, one of the dogs is sure to find him. Around his neck, the dog carries packages of food and something to drink so the lost person can get strong enough to follow the dog to the inn. If the traveler has become so weak that he has gone to sleep in the snow, the dog will bark to wake him up. If the person doesn't wake up, the dog takes hold of his clothes and drags him to the inn. These brave, intelligent dogs save many lives in this way.

3. Many years ago there lived in Holland a brave little boy named Peter. Like all Dutch children, he had been taught that a very little hole in a dike could be dangerous, because the sea would force its way in and drown the country. One day, when Peter was returning from an errand for his mother, he heard the sound of trickling water. Although it was growing dark, Peter followed the sound and found a small hole in a dike. He thrust his finger into the hole and stopped the flow of water. All night long he stayed there, calling for someone to come. He knew that he mustn't leave or the people would be drowned. Not until morning did anyone pass by. Then a laborer on his way to work found the boy, his hand almost frozen by the icy water. People soon came to fix the dike and the little boy was taken home, a hero who had saved his country.
LESSON XII...A

CHOOSING PICTURES TO TELL THE STORY

Directions: Artists often tell stories by painting a series of pictures. Read each of these stories to your partner. Then you will be asked to tell what pictures you would make to tell the story.

1. When Thomas Edison was twenty-two years old he went to New York to look for work. There he visited the building of the Gold Exchange where stocks were bought and sold. The prices of the stocks were sent out to all the brokers in the city by means of a machine called a ticker. Edison spent a lot of time studying the ticker to see how it worked. One day the machine broke down. No one knew how to fix it. Edison happened to be in the building and he guessed where the trouble was. In two hours he had the ticker working again. The inventor of the machine heard of his work and called Edison to his office. There he gave him a job taking charge of his whole plant for three hundred dollars a month.

2. One of the heroes of the American Revolution was a little man named Haym Solomon, without whose help our country might have lost its fight for freedom. Solomon was a Jew who came to America from Poland. First he lived in New York where he went into business. When he found that the English were cruel to the Americans, he helped the colonists in their fight to be free. The British captured and tortured him and condemned him to death but he escaped to Philadelphia. There he loaned all his money to the Government to pay the soldiers and carry on the war. He never let the nation pay him any interest on his money. Washington used to say that he could never have held his army together if it hadn't been for the money Haym Solomon gave. All Americans will never forget the generous man who gave all he had to pay for our War for Independence, without expecting anything in return.

3. One of the bravest heroes of World War II was Rodger Young. When he was in training at Camp Shelby, he earned the rank of sergeant and was made an instructor in firing guns because he was a crack shot. The continual noise of the guns fired by soldiers he was teaching hurt his ears. He went to the hospital several times but he couldn't be helped. His hearing only grew worse. Then as men were needed to fight in the Solomon Islands, he and his unit were sent overseas. Young knew that as a sergeant he would be leading men into battles and he was afraid that his loss of hearing might make him lead them into danger. Therefore, he asked his commanding officer to reduce him to a private. But he insisted on fighting with his men. On a trip through a jungle one day, a Jap gunner shot at Young's unit. Although Young was wounded, he crawled to the enemy machine gun. Shot several times, he kept on and finally reached the Jap. He killed him with a grenade just as he himself was killed by a final bullet. Thus he died a hero's death in saving the rest of his unit.
LESSON XXIII...A

CHOOSE PICTURES TO TELL THE STORY

Directions: Read each story once, silently. Then your partner will ask you to tell what pictures you would make to tell the story.

1. Albert Einstein, the famous scientist, once wrote a letter to President Roosevelt that led to the greatest discovery of World War II, the atomic bomb. In 1939, before the war broke out, Einstein learned that two scientists, Fermi of Italy and Szillard of Hungary, had left their countries, which were ruled by dictators, and had come to live in America. When they arrived here they carried on experiments with uranium, a white, shiny metal that looks like silver. The two scientists hoped that they might find a way to get energy from uranium atoms. Einstein wrote the President about their work and said that they might find a new kind of power that might be used for bombs. President Roosevelt at once met with the scientists and said that he would help them. He asked other scientists to work with the two men and several years later the atomic bomb was made.

2. During World War II the government's OSS (Office of Strategic Services) did valuable work by paying attention to the smallest things. We had no pictures of Nazi war plants, but the OSS experts found some German stationery which had been used in letters to England before the war. On this stationery was a picture of a Nazi factory, printed very small. The experts studied such pictures, and later our airmen bombed those factories. In the same way, a picture of an airplane view of some harmonica plants in Germany was studied. Some harmonicas were found here that had tiny scenes of the factories engraved on them. It was discovered that airplanes were being made in those plants, and through these tiny pictures our men were able to spot the places from the air and bomb them.

3. There is a famous painting almost five hundred years old which shows a picture of just two hands raised in prayer. It's a simple painting with a strange story. There were once two friends who wanted very much to study painting. However, they were very poor and such study costs money. So the two friends decided that one of them should work and earn money so that the other might study. Then, when the second man became famous and rich, he could help the other man to study. They tossed a coin to see which would study first. Albrecht Durer won. He went to Venice. Meanwhile, his friend, Hans, worked as a blacksmith and sent Durer all the money he earned. After many years, Durer returned to his home in Germany, a famous artist. He was happy that at last he could repay Hans and help him to study after all those years. But a sad thing had happened. Hans had worked so hard to aid his friend that his poor hands were too rough and stiff to paint. So in thanks to his devoted friend, Durer painted a picture of the hands that had worked so hard for him and gave it to his friend.
LESSON XXIV...A

PICTURES FOUND IN POEMS

Directions: As you read each poem to your partner, think of the pictures the poem describes. After you have finished, you will be asked to tell what pictures you saw.

1. THE SANDPIPER

Across the lonely beach we flit,
   One little sandpiper and I,
And fast I gather, bit by bit,
   The scattered driftwood, bleached and dry.
The wild waves reach their hands for it,
   The wild wind raves, the tide runs high,
As up and down the beach we flit,
   One little sandpiper and I.

Above our heads the sullen clouds
   Scud, black and swift, across the sky;
Like silent ghosts in misty shrouds
   Stand out the white lighthouses high.
Almost as far as eye can reach
   I see the close-reefed vessels fly,
As fast we flit along the beach,
   One little sandpiper and I.

--Celia Thaxter

WHEN MOTHER READS ALOUD

When mother reads aloud, the past
   Seems real as every day;
I hear the tramp of armies vast,
   I see the spears and lances cast,
   I join the trilling fray;
Brave knights and ladies fair and proud
   I meet when mother reads aloud.

When mother reads aloud, far lands
   Seem very near and true;
I cross the desert's gleaming sands,
   Or hunt the jungle's prowling bands,
   Or sail the ocean blue.
Far heights, whose peaks the cold mists shroud,
   I scale, when mother reads aloud.

--Unknown
LESSON XXV...A

RETELLING WHAT YOU HAVE READ

Directions: Read each story once, silently. Then turn the paper over and tell your partner the story without looking at it again.

1. The famous singer had just arrived in the small town where he was going to give a concert. Having some time before the theater would open, he took a walk along the main street to see if there were any notices posted advertising his concert. Seeing only one, he walked into a fruit store and asked the storekeeper if there was anything going on in the town that evening. The storekeeper said, "Well, I guess somebody's going to sing in the theater, because all the men have gone into the city on business.

2. After the last war, an American soldier in Paris was sketching a picture near the banks of the Seine River, when a man who was passing by stopped and admired his work. The GI said that he really could do better, but that the crayons he was using were very poor. The man said that he would give him some better crayons if the soldier would call at his house. He wrote his name and address on a piece of paper, which the boy put in his pocket. After he returned to camp, the soldier pulled out the paper, read it, and hurried to get the crayons. The name of Picasso, the famous artist, was on the paper.

3. Everyone who knew Abe Lincoln admired his honesty. One day, when he was working as a clerk in the village store, a woman came in and asked for a half pound of tea. Lincoln weighed out the tea and the woman left. As it was getting late, he then closed the store and went home. The next morning, when he opened the store, Lincoln noticed that the wrong weight was on the scales and he saw that he had given the woman two ounces less than a half pound. At once, he closed the store and walked several miles to the woman's house to give her the rest of the tea.
LESSON I...A  CHECK PAGE

To Pupil Checking Answers: After your partner has finished reading a story, have him turn his Lesson Page face down, and ask him the questions below. Check his answers as he talks. Don't interrupt him or help him in any way. Write the number of things he remembers in the space provided below the answers. After you have checked one of his stories, you will read the next story on your Lesson Page, and he will check your answers. Keep this page face down on your desk except when you are checking.

1. Question: Name the pets mentioned in the story.

Answer: cats ______  canary ______  monkey ______
        chickens ______  pony ______  parrot ______

No. remembered: 4

2. Question: What was included in Barnum's first traveling circus?

Answer: performing horses ______  trapeze artists ______
        bareback riders ______  rope walkers ______
        tumblers ______  wild animals ______
        workmen ______

No. remembered: 5

3. Question: What trees were named in the story?

Answer: firs ______  hemlocks ______  oak ______
        poplar ______  elm ______  maple ______

No. remembered: 7

4. Question: Name the activities Roosevelt enjoyed when he was a boy.

Answer: rowing ______  collecting birds ______
        shooting ducks ______  collecting animals ______
        horseback riding ______  boxing ______
        gymnastics exercises ______

No. remembered: 6
To Pupil Checking Answers: After your partner has read each story, ask him the questions below and check his answers as he talks. Write the number of things remembered in the space given below the answers.

1. **Question:** Name all the strange sights the early traders told about.
   
   **Answer:**
   - cannibals
   - tortoises
   - leopards
   - monkeys
   - rhinoceroses
   - birds of paradise

   No. remembered:

2. **Question:** List all the ways in which reindeer are useful to the Eskimos.
   
   **Answer:**
   - to pull sleds
   - milk
   - steaks (meat)
   - clothing
   - shoes
   - knife handles

   No. remembered:

3. **Question:** Name all the things grown on French farms.
   
   **Answer:**
   - wheat
   - oats
   - barley
   - rye
   - sugar beets
   - chestnuts
   - walnuts
   - grapes (fruits)

   No. remembered:

4. **Question:** Name the products which Tolland gets from her colonies.
   
   **Answer:**
   - coffee
   - sugar
   - cocoa
   - tin
   - quinine
   - cinchona
   - quinine

   No. remembered:

5. **Question:** Name the punishments used by the early colonists.
   
   **Answer:**
   - the pillory
   - the stocks
   - whipping
   - ducking
   - burning with hot iron
   - cutting off an ear

   No. remembered:
LESSON III...A

CHECK PACE

To Pupil Checking Answers: After your partner has read his story, have him place his paper face down on his desk and ask him the questions below. Check his answers as he talks.

1. Question: Name what the early Egyptians raised. Then tell what the later Egyptians raised.

   Answer: Early Egyptians:
   - wheat
   - barley
   - melons
   Later Egyptians:
   - clover
   - flax

   No. Remembered: 10

2. Question: Name all the uses of corn.

   Answer: cornmeal
   - bran
   - cornstarch
   - paper
   - soap
   - glycerin
   - rubber substitute
   on cob

   Question: What conditions are needed to grow corn?

   Answer: sunshine
   - moist climate
   - hot weather

   No. Remembered: 11

3. Question: What are bones used for?

   Answer: knife handles
   - combs
   - lamps-black
   - buttons
   - charcoal
   - refining sugar
   - disinfectant
   - fertilizer
   - poultry food
   - glue

   No. Remembered: 9

4. Question: In what foods is iron found?

   Answer: carrots
   - spinach
   - lettuce
   - celery
   - apples
   - oranges
   - liver
   - beef
   - oysters
   - molasses

   No. Remembered: 8

5. Question: What uses for peanuts did Dr. Carver invent?

   Answer: peanut butter
   - coffee substitute
   - breakfast food
   - stains for wood
   - shoe blocking

   No. Remembered: 7
LESSON IV...A CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask him to answer the questions below. Check his answers as he talks.

1. Question: Tell all the things that the poem says are carried in boats.

   Answer: sugar  cotton  
tobacco  sand  
coconuts  gravel  
coffee  granite

   No. Remembered: 

2. Question: What three places are mentioned in the poem?

   Answer: Havana  Brazil  Savannah

   No. Remembered: 

3. Question: Name all the treasures that are found on the beach, mentioned in the poem.

   Answer: rubies  starfish  
diamonds  oysters  
shells  mermaids' curls  
pearls  black marble slabs  
foam

   No. Remembered:

4. Question: What pictures did the window make a frame for?

   Answer: a sunset sky  
clouds of gold and purple  
round, white moon  
lawn  
flowers  
children playing  
a gold and red tree  
grass covered with brown leaves  
rain  
snowflakes

   No. Remembered:
To Pupil Checking Answers: After your partner has looked at each picture, ask him the questions below. Check his answers as he names the things he saw.

1. Question: Name all the things that you saw in the picture.

   Answer: two girls  
   three dolls  
   two chairs  
   a table  
   a tree  
   a house  
   a fence  
   grass  
   a bird

   No. remembered: 7

2. Question: Name all the things that you saw in the picture.

   Answer: a policeman  
   a boy  
   a girl  
   two sets of books  
   a horse  
   a post  
   a fence  
   a sidewalk  
   an automobile

   No. remembered: 9
LESSON VI...A
CHECK PAGE

To Pupil: Checking Answers: After your partner has read each joke, ask him the questions below. Check the answer he gives. If it's the correct one, check the space after right. If it's wrong, check the space after wrong.

---

1. Question: Which of these titles fits the main thought of the joke you read?
   - A Birthday Party
   - Clever Bobby
   - A Piece of Cake

   Answer: Clever Bobby
   His answer was: right [ ] wrong [ ]

2. Question: Which of these titles best fits the main idea in the joke?
   - In a Restaurant
   - Somebody's Coat
   - The Timid Man

   Answer: The Timid Man
   His answer was: right [ ] wrong [ ]

3. Question: Choose the best title for the joke.
   - A Fair Bargain
   - A New Hat
   - At the Movies

   Answer: A Fair Bargain
   His answer was: right [ ] wrong [ ]

4. Question: Which of these titles is best for the joke?
   - At the Hospital
   - Wounded in Action
   - The New Nurse

   Answer: Wounded in Action
   His answer was: right [ ] wrong [ ]

5. Question: Which title best fits the thought of the story?
   - Johnny's Mother
   - The Velvet Dog
   - The Right Kind

   Answer: The Right Kind
   His answer was: right [ ] wrong [ ]
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answer he gives. If it's correct, check the space after right. If it's wrong, check the space after wrong.

1. Question: Which of these titles gives the main thought of the story?
   Sick People in Hospitals
   How Microfilm Was Invented
   A Reading Machine for Hospitals

   Answer: A Reading Machine for Hospitals

   The answer given was: right wrong

2. Question: Which of these titles gives the central thought of the story?
   Egyptian Writing
   The Uses of Papyrus
   How Early Egyptians Made Paper

   Answer: How Early Egyptians Made Paper

   The answer given was: right wrong

3. Question: Which of these titles gives the main thought of the story?
   How the Calumet Was Made
   How Indians Used the Calumet
   Making War

   Answer: How Indians Used the Calumet

   The answer given was: right wrong
LESSON VIII...A  CHECK PAGE

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answer he gives. If it's correct, place a check in the space after right. If it's wrong, check the space after wrong.

1. Question: Which of these titles gives the main thought of the story?
   - Souvenirs of the War
   - How Tapa Cloth is Made
   - The Uses of Tapa Cloth

   Answer: How Tapa Cloth is Made
   
The answer given was:  right  wrong

2. Question: Choose the title which tells the main thought of the story.
   - Germs in the Air
   - Our skin
   - Caring for Cuts and Bruises

   Answer: Caring for Cuts and Bruises
   
The answer given was:  right  wrong

3. Question: Which of these titles gives the main thought of the story?
   - Uses of Radar
   - How Tinsel Tricked Radar
   - Enemy Radar Sets

   Answer: How Tinsel Tricked Radar
   
The answer given was:  right  wrong
LESSON IX...A   CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask him the questions below. Check the answer he gives. If it's correct, place a check after right. If it's wrong, place a check after wrong.

1. Question: Which of these titles best fits the main thought of the poem?
   - A Ride in a Coach
   - Farewell to the Farm
   - Fun in a Hayloft

   Answer: Farewell to the Farm
   The answer given was: right  wrong

2. Question: Which of these titles gives the main thought of the poem?
   - A Welcome
   - New Games
   - Swinging

   Answer: A Welcome
   The answer given was: right  wrong

3. Question: Which of these titles tells the main thought of the poem?
   - A Painting on the Window
   - Frost Pictures
   - The Morning Sun

   Answer: Frost Pictures
   The answer given was: right  wrong
To Pupil Checking Answers: After your partner has looked at the picture, ask him the questions which go with it. Check the answer he gives. Place a check after right or wrong.

1. Question: Which of these titles best fits the thought of the story told by the picture?

The Jack-o-Lanterns
Ducking for Apples
A Party

Answer: Ducking for Apples.

The answer given was: right wrong

2. Question: Which of these titles best fits the thought of the story told by the picture?

Three Little Kittens
A Saucer of Milk
Feeding Their Pets

Answer: Feeding Their Pets

The answer given was: right wrong
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write the numbers that are beside the pictures in the order he gives them. Check beside right or wrong.

1. Question: There are three pictures in the story you just read. Here are the pictures. Put them in the order in which they are described in the story.
   1. Lincoln Reading Beside a Plow
   2. Lincoln at School
   3. Lincoln Reading by the Fire

   Answer: The right order is: 2, 1, 3.
   The order my partner gave was: 2, 3, 1. right wrong

2. Question: There are three pictures in the story you read. Here they are. Put them in the order in which the story gave them.
   1. Mrs. Ross Sewing the First Flag
   2. Mrs. Ross Making Dresses
   3. The Visit of George Washington

   Answer: The correct order is: 2, 3, 1.
   The order my partner gave was: 2, 3, 1. right wrong

3. Question: There are four pictures in the story. After they are named, tell in which order the story gave them.
   1. A Soldier Tying a Message to the Pigeon’s Leg
   2. Taking the Pigeon from the Home Loft
   3. An Officer Reading the Message
   4. Soldier Carrying the Case of Pigeons

   Answer: The correct order is: 2, 4, 1, 3.
   The order my partner gave was: 2, 4, 1, 3. right wrong
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write down the number in front of each picture as he names the order. Check the space after right or wrong.

1. Question: There are three pictures that can be made for this story. After they are named, tell the order in which the story gave them.

   1. Rolling Person on Floor
   2. A Friend's Clothes Catching Fire
   3. Wrapping Rug Around Him

   Answer: The correct order is: 2, 3, 1. right

   The order given by my partner was: 3, 2, 1 wrong

2. Question: Four pictures are given in this story. Name them in the order they are found in the story. They are:

   1. Young Men Praying Before the Alter
   2. Squire Taking Care of Horses
   3. Young Men Being Made a Knight
   4. Page Waiting on the Ladies

   Answer: The correct order is: 4, 2, 1, 3. right

   The order my partner gave was: 4, 2, 1 wrong

3. Question: Four pictures are given in this story. After they are named, tell the order in which they came.

   1. The American Army Defeats the British
   2. Lydia Darragh Travels to Warn Washington
   3. British Officers Make Plans
   4. Lydia Darragh Listens at the Door

   Answer: The correct order is: 3, 4, 2, 1. right

   The order my partner gave was: 3, 4, 2, 1 wrong
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write down the order he gives as in the last two lessons. Check after right or wrong.

1. Question: Four pictures could be painted to describe the main events in the story you read. After the pictures are named, tell the order in which the story gave them.

   1. The Japanese Signing a Treaty with the United States.
   2. Perry's Flag Flying Over the "Missouri"
   3. Perry Giving the President's Message to the Prince
   4. Perry Sailing into a Japanese Harbor

Answer: The correct order is: 4, 3, 1, 2
The order given by my partner was: 3, 4, 1, 2

2. Question: Here are the four pictures in the story. Give them in the right order.

   1. Making a Test Flight Before the President.
   2. Building Model Planes
   3. Playing With Flying Toy
   4. Trying Out Their First Machine at Kitty Hawk

Answer: The correct order is: 3, 2, 4, 1
The order given by my partner was: 3, 2, 4, 1

3. Question: Here are the four pictures in the story. Tell the order in which they belong.

   1. Byrd's Flight Over the South Ploe
   2. Sailing to the Bay of Whales
   3. Sending Radio Messages to the Outside
   4. Building Little America

Answer: The correct order is: 2, 4, 3, 1
The order given by my partner was: 2, 4, 3, 1
LESSON XIV...A  CHECK PAGE

To Pupil Checking Answers: Ask the questions below as you did in the lessons before this. Check your partner's answers, by writing the order he gives.

1. Question: The four pictures in the story are given below. After they are named, tell them in the right order.

1. Pizarro Makes the King Prisoner
2. Pizarro and His Soldiers Land in Peru
3. Pizarro Kills the King
4. The Incas Give Pizarro a Roomful of Gold

Answer: 2, 1, 4, 3

My partner's answer was: 2 1 4 3  right

2. Question: Here are the four pictures in the story. Name them in the right order.

1. Watt Studies the Steam Engine at His Shop
2. The First Successful Steam Engine
3. Watching the Steam Kettle
4. People Laugh at His Failures

Answer: 3, 1, 4, 2

My partner's answer was: 3 1 4 2  right

3. Question: Here are the four pictures in the story. Name them in the right order.

1. King John Signs the Magna Charta
2. King John Burns the Baron's Castles
3. The Barons Draw Up Their Own Laws
4. The Barons Send a Messenger to the King

Answer: 2, 4, 3, 1

My partner's answer was: 2 4 3 1  right
LESSON XV...A
CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask him the questions below. Write down the order of the pictures as he gives them. Check after right or wrong.

1. Question: Four pictures are described in the poem. After you are told what they are, you are to name the order in which the poem gave them.

   1. Sparrows flying
   2. A bare tree in a backyard
   3. Rain shining on house roofs
   4. Little clouds in the sky

   Answer: 3, 1, 4, 2
   The order given by my partner was: 3 1 4 2

   right
   wrong

2. Question: Here are four pictures given in the poem. Tell the order in which they should go.

   1. Father and children marching to the game room
   2. The family leaving the supper table
   3. Playing dominoes by the fire
   4. The children gathered around father

   Answer: 2, 4, 1, 3
   The order given by my partner was: 2 4 1 3

   right
   wrong
Lesson XVI...A Check Page

To Pupil Checking Answers: Read the questions below to your partner. After you read the sample question and answer, name one picture at a time and check the answers given on the line after each one.

1. Question: Here are the names of pictures that could be painted to tell the story. As each picture is read, you tell what you would put into it. For example, the first picture is Raleigh Sailing on the River. You might put in "The queen's boat waiting at the dock". Here are the other pictures. Tell what things to put into them.

   Raleigh at the Castle Gate
   Raleigh Meets the Queen
   Raleigh at Court

---

   Answers
   Soldiers on guard
   A mud puddle
   The queen walking toward him

---

   Spreading his cloak on ground
   The queen walking over cloak

---

   The queen on her throne
   Raleigh kneeling before her


2. Question: Here are the names of pictures in the story. Tell what goes into each picture.

   Washington Sees the Soldiers
   Washington Helps the Soldiers
   Washington Seals the Officer

---

   Soldiers trying to lift a log
   A pile of logs
   An officer standing by
   Washington on his horse

---

   Washington lifting the log
   The soldiers lifting part of log
   Washington's horse standing near

---

   The officer with his head down
   Washington talking to the officer


3. Question: Here are the pictures. Tell what you would put into each picture.

   Bruce Escapes from the British
   Bruce Watching the Spider
   Bruce Fights Again

---

   Bruce running through fields
   A barn
   British soldiers firing guns

---

   Inside of the barn
   Spider hanging from web
   Bruce sitting in a corner

---

   The battle
   British soldiers running away
To Pupil Checking Answers: Read the questions below to your partner. Check the answers as he talks, as in the last lesson.

1. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   **Answers**
   - Joan Herrs'r Voice: The little peasant girl, Joan.
   - Joan leads the French Army: Joan wearing armor, her white horse, the French soldiers.
   - Joan Asks to Go Home: Joan looking sad, King Charles.
   - Joan is Put to Death: Joan tied to a stake, the fire beneath her, the cruel English soldiers.

2. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   - The Kidnapping: Mrs. Dustin and the nurse, the Indians, the woods.
   - Planning to Escape: Mrs. Dustin and the nurse hiding knives, the campfire.
   - The Escape: The dead Indians, the canoes, Mrs. Dustin and the prisoners.

3. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   - Clara Barton at the Battle Front: Clara Barton nursing the soldiers.
   - Working in Europe with the Red Cross: Clara nursing the sick, feeding the poor.
   - Beginning the Red Cross in America: A group of people, Clara elected its president.
To Pupil Checking Answers: Read the questions below to your partner. Check the answers as he talks as you did in the other lessons.

1. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Capture of Daniel Boone</td>
<td>Indians seizing Boone</td>
</tr>
<tr>
<td></td>
<td>The woods</td>
</tr>
<tr>
<td>Boone Plans Escape</td>
<td>Boone hiding balls and powder</td>
</tr>
<tr>
<td></td>
<td>The woods</td>
</tr>
<tr>
<td></td>
<td>The Indians hunting</td>
</tr>
<tr>
<td>Escaping from the Indians</td>
<td>Boone running in forest</td>
</tr>
<tr>
<td></td>
<td>The busy Indians</td>
</tr>
<tr>
<td>Indians Attacking Boonesborough</td>
<td>Battle with the settlers</td>
</tr>
<tr>
<td></td>
<td>Indians being defeated</td>
</tr>
</tbody>
</table>

2. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magellan Asks the King's Help</td>
<td>The king and his court</td>
</tr>
<tr>
<td></td>
<td>Magellan kneeling before the king</td>
</tr>
<tr>
<td>Magellan Names the Pacific Ocean</td>
<td>Magellan looking at ocean</td>
</tr>
<tr>
<td></td>
<td>His five ships</td>
</tr>
<tr>
<td></td>
<td>The calm sea</td>
</tr>
<tr>
<td>The Death of Magellan</td>
<td>The fighting natives</td>
</tr>
<tr>
<td></td>
<td>Magellan lying on ground</td>
</tr>
<tr>
<td></td>
<td>His men stand around hi</td>
</tr>
<tr>
<td>The Return to Spain</td>
<td>Magellan's men landing on shore</td>
</tr>
<tr>
<td></td>
<td>The king coming to greet them</td>
</tr>
</tbody>
</table>

3. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Androclus in the Cave</td>
<td>The inside of the cave</td>
</tr>
<tr>
<td></td>
<td>Taking thorn from the lion's foot</td>
</tr>
<tr>
<td></td>
<td>Lion licking Androclus's hand</td>
</tr>
<tr>
<td>Soldiers Capturing Androclus</td>
<td>Androclus being bound</td>
</tr>
<tr>
<td></td>
<td>The soldiers with guns</td>
</tr>
<tr>
<td>The Meeting of the Two Friends</td>
<td>Androclus in the circus</td>
</tr>
<tr>
<td></td>
<td>The lion coming from the cage</td>
</tr>
<tr>
<td></td>
<td>The lion licking man's hand</td>
</tr>
</tbody>
</table>
LESSON XIX...A  CHECK PAGE

To Pupil Checking Answers: Read the questions and the names of the pictures, one at a time, to your partner. Check his answers as he gives them.

1. Question: Here are the pictures that could be drawn to tell the story of the poem. Tell what you would print in each picture so that it would look just as the poem described it.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
<th>Paintings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Picture: A Ship Sailing on the Sea</td>
<td>Answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gold masts</td>
<td>ivory decks</td>
</tr>
<tr>
<td></td>
<td>silk sails</td>
<td>silver shrouds</td>
</tr>
<tr>
<td></td>
<td>a white sea</td>
<td>waves</td>
</tr>
<tr>
<td>2nd Picture: The Gallant Captain</td>
<td>velvet coat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>white ruffles</td>
<td>diamond rings</td>
</tr>
<tr>
<td></td>
<td>pearls on his neck</td>
<td>standing on deck</td>
</tr>
<tr>
<td>3rd Picture: The Sailors</td>
<td>bowing low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gold buttons on their jackets</td>
<td>long cutlasses</td>
</tr>
<tr>
<td>4th Picture: The Ship Passes from Sight</td>
<td>the setting sun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the back of the ship</td>
<td></td>
</tr>
</tbody>
</table>
To Pupil Checking Answers: Allow your partner one minute to look at each graph. After he has looked at the first one and turned the page over, ask him the first group of questions. Do the same with the second graph. Check his answers.

1. Questions:
(a) What country sent us the most sugar before the war? 
   Answers: (a) Cuba

(b) Where did we get more sugar from, the Philippines or Puerto Rico? 
   (b) Philippines

(c) Where did the smallest supply of our sugar come from? 
   (c) Cane States

(d) Name the six sources of sugar in the order of the amount we received. Begin with the place from which our largest supply came. 
   (d) Cuba Beet States Philippines Hawaii Puerto Rico Cane States

(e) Which source sent us one million tons? 
   (e) Philippines

(f) Where did we get one and nine-tenths million tons? 
   (f) Cuba

(g) Where did we get only 1/2 million tons? 
   (g) Cane States

---

2. Questions:
(a) What caused the sinking of the largest number of Japanese ships during the war? 
   (a) submarines

(b) What sank the smallest number of Japanese ships? 
   (b) mines

(c) What caused 879 ships to be sunk? 
   (c) air attacks

(d) How many ships were sunk by submarines? 
   (d) 1750

(e) How many ships were sunk by all other causes? 
   (e) 264

---

No. of answers right:
LESSON XXI...A

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answers he gets right as he talks.

1. Question: Name two pictures that you could draw to tell the main thought of the story.

   Answer: Massasoit visits Governor Carver
           Massasoit and the Governor make a treaty

   No. right: 2

2. Question: Name four pictures that you could draw to tell the main thought of the story. Name them in the order given in the story.

   Answer: The inn
           Monks training St. Bernard dogs
           A lost person in the snow
           A dog rescuing the lost person

   No. right: 4

3. Question: Name three pictures that you could draw to tell the main thought of the story. Name them in the order given in the story.

   Answer: Peter finds a leak in the dike
           He stops the hole with his finger
           Peter is found the next morning

   No. right: 3
LESSON XXII...A

CHECK PAGE

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answers he gets right.

1. Question: Name four pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: Edison looks for work in New York. He fixes the machine. The inventor gives him a job.

No. right: __________

2. Question: Name four pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: Haym Solomon helps the colonists in New York. He escapes to Philadelphia. He loans money to the colonists.

No. right: __________

3. Question: Name five pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: Rodger Young teaches the soldiers to shoot. His ears are hurt. He goes overseas with his men. He asks to be made a private. He kills a Jap gunner as he himself is killed.

No. right: __________
To Pupil: Checking Answers: After your partner has read each story ask him the questions below. Check the answers he gets right.

1. Question: Name five pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

   Answer: The two scientists come to America
           They experiment with uranium
           Einstein writes to President Roosevelt
           Roosevelt meets the scientists
           The atomic bomb is made

   No. right: 1

2. Question: Name four pictures that you could draw to tell the main points of the story. Name them in the order given in the story.

   Answer: The OSS studying German stationery
           Our airmen bombing German factories
           The OSS studying pictures on harmonicas
           Our men bombing airplane factories

   No. right: 4

3. Question: Name five pictures that you could draw to tell the main points of this story. Name them in the order given in the story.

   Answer: The two friends tossing a coin
           Durer studying painting in Venice
           Hans working as a blacksmith
           Durer returns to his friend in Germany
           Durer painting picture of his friend's hands

   No. right: 5
To Pupil Checking Answers: After your partner reads each poem ask the questions below. Check his answers.

1. Question: Name six pictures that you saw in the poem. Name them in the order given in the poem.

   Answer: The child and the bird running on the beach
           Child gathering driftwood
           The waves reaching for the wood
           The black clouds in the sky
           The lighthouses
           Ships at sea

   No. right: ___

2. Question: Name six pictures that you could draw to tell the things that you saw as you read this poem.

   Answer: Armies marching with spears and lances
           Knights and ladies
           Desert sands
           Hunting in the jungle
           Sailing the ocean
           Climbing mountains

   No. right: ___
LESSON XXV...A  
CHECK PAGE

To Pupil Checking Answers: After your partner has read each of his stories, he is going to tell you the story as he remembers it. While he is talking, check the ideas he tells you in the list below. Give him credit if he gives the main thought of the idea, even if he leaves out little words.

---

1. The famous singer had just arrived in the small town where he was going to give a concert. Having some time before the theater would open, he took a walk along the main street to see if there were any notices posted advertising his concert. Seeing only one, he walked into a fruit store and asked the storekeeper if there was anything going on in the town that evening. The storekeeper said, "Well, I guess somebody's going to sing in the theater, because all the men have gone into the city on business."

3. Everyone who knew Abe Lincoln admired his honesty. One day, when he was working as a clerk in the village store, a woman came in and asked for a half pound of tea. Lincoln weighed out the tea and the woman left. As it was getting late, he then closed the store and went home. The next morning, when he opened the store, Lincoln noticed that the wrong weight was on the scales, and he saw that he had given the woman two ounces less than a half pound. At once, he closed the store and walked several miles to the woman's house to give her the rest of the tea.

---

2. After the last war, an American soldier in Paris was sketching a picture near the banks of the Seine River, when a man who was passing by stopped and admired his work. The GI said that he really could do better, but that the crayons he was using were very poor. The man said that he would give him some better crayons if the soldier would call at his house. He wrote his name and address on a piece of paper, which the boy put in his pocket.

---

After he returned to camp, the soldier pulled out the paper, read it, and hurried to get the crayons. The name of Picasso, the famous artist, was on the paper.

---

No. of memories

---

No. of memories

---

No. of memories
LESSON I...B

LISTING WHAT YOU REMEMBER

To the Pupil: These exercises will help you to train your memory, so that you will remember better the things you read about. Your teacher will help you to choose a partner with whom to work. You and your partner will do one exercise at a time. First he will read a story, then you will ask him the questions on the Check page. After you have checked his answers, you will read your first story and he will check your answers. Continue until the lesson is finished.

Directions: Read the story once, silently, trying to remember the things mentioned—musical instruments, animals, etc. After you have finished, turn your page over and get ready to answer the questions.

1. Last year my friends and I formed an orchestra, and many happy evenings were spent playing music of all kinds. In addition to a piano, violin, drum, banjo and trumpet, our instruments included a sliding trombone and a tuba, owned by two boys who moved from New York to live in our town.

2. During World War II, almost as many kinds of animals traveled in airplanes as are found in a circus. There was at least one animal mascot with nearly every company of flyers. These mascots often flew with their masters. In a period of two months, flyers of the Eighth Air Force in England flew thirty dogs, six monkeys, two parrots, a kitten and a honey bear. Even burros were flown from Africa to England in planes.

3. On bright autumn days the sixth grade pupils in our school take field trips with their teacher. They gather cat-tails, rushes, and huge armfuls of goldenrod to take back to class. They explore for nuts under tall hickory trees, spreading chestnut trees, walnut trees, and beneath acorn-bearing oaks. On such trips the children are as busy as squirrels.

4. Nathaniel Hawthorne was a real playmate to his children. He himself loved outdoor life and he taught them to enjoy it, too. He used to make them kites to fly and boats to sail in. He taught them to swim and to skate. Many times they would set out early in the morning for an all-day fishing trip, or on a flower-gathering hike through the fields. It was a happy life for them all.
LESSON II...B

LISTING WHAT YOU REMEMBER

Directions: Read the story once, silently. Try to remember the things mentioned, such as animals, products, etc. Work with your partner, doing one story at a time.

1. The people who traveled to the Far East on the Crusades brought back thrilling stories of the wonderful new things they had seen. They told of beautiful silks and jewelry. They had learned how windmills worked and they had learned how to make glass. They also told of a new system of counting, and brought back with them spices and perfumes that were strange to the people of Europe.

2. Dogs are not only man's best friend, but they are his best helpers, too. All over the world, dogs help man with his work. In the North they pull sleds carrying food and people. In the mountains they guard sheep against wolves. In the forests they help in hunting wild birds and animals. Even during wartime they do their part by guarding frontiers, carrying messages and finding the wounded.

3. The soil of Ireland is very fertile. Although the country is small, it grows millions of bushels of oats, barley and wheat. Because the grass is sweet, the cows give rich cream which is made into butter. The climate is just right for growing turnips and cabbages, and there is no country where potatoes grow better. The rich grass feeds so many fine animals that one-third of England's meat is supplied by this little island.

4. The people of Italy make many things which are valuable because of the skill and good taste used in making them. Among these are the beautiful glassware made in Venice, laces and embroideries made by Italian women, and red coral jewelry. They also make fine straw braid from which hats are made. Most of these articles are exported to other countries.

5. Many boys and girls are interested in working in aviation when they grow older. Some of them are now building model planes that can be flown by radio. This is a good hobby and will help them later if they want to become radio operators in aviation work. A radio operator must go to high school as he must know mathematics, touch typing and the Morse code. He also must learn about electricity and airway traffic control. Knowing the meaning of weather signals is also important.
LESSON III...B

LISTING WHAT YOU REMEMBER

Directions: Read the story once, aloud, to your partner. Try to remember the things mentioned. Then place your paper face down on your desk and answer the questions which your partner will ask. You will each do one exercise at a time, working together until the lesson is finished.

1. In the older countries across the seas, people have found many buildings that were built by people of long ago, such as temples, castles, cathedrals and pyramids.

In these places were found boat models, pictures, beautiful furniture, lovely vases, statues, rugs, tapestries and chariots which tell us about life in those far-off times.

2. Long ago, in the time of Columbus, rubber was discovered. The early explorers found the natives of Central America playing with rubber balls. Today we use rubber for many things. Garden hose, tires for automobiles, erasers, raincoats, elastic bands and heels and soles for shoes are made of this material.

The largest supplies of the world's rubber come from Brazil, Central America and Africa.

3. The birch tree is very useful to man. He uses the wood of the red, yellow and white varieties for fuel, furniture and inside woodwork. Napkin rings, baskets and canoes are made of the outer bark of the American paper birch. In Russia, where vast areas are covered with white birch, the peasants make wine out of its sap, shoes from its bark, and plates and spoons out of its wood.

4. Vitamins are the magic materials in certain foods which keep you healthy and make you grow. Milk, cream, butter and cheese all contain these magic materials. They are also found in spinach, lettuce, cabbage, celery and in nearly all fruits. The coarse outside coat of grains are rich in vitamins, also.

5. Although Benjamin Franklin is sometimes best known for his discovery that lightning is electricity and for his invention of the lightning rod, he did many other important things for the people. He started the first public library in America at Philadelphia; he invented the open stove; he founded a hospital and was the father of the University of Pennsylvania; and he organized a police force and a fire department.
LESSON IV...B

LISTING WHAT YOU HAVE ENTERED

Directions: Read the poem aloud to your partner. Then turn this page face down and answer the questions which he will ask.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be,
We plant the house when we plant the tree.
--Henry Abbey

May is building her house.
Of petal and blade,
Of the roots of the oak, is the flooring made,
With a carpet of mosses and lichen and clover,
Each small miracle over and over,
And tender, traveling green things strayed.

Her windows, the morning and evening star,
And her rustling doorways, ever ajar
With the coming and going
Of fair things blowing,
The thresholds of the four winds are.
--Richard Le Gallienne

Smells

Why is it that the poets tell
So little of the sense of smell?
These are the odors I love well:

The smell of coffee freshly ground;
Or rich plum pudding, holly crowned;
Or onions fried and deeply browned.

The fragrance of a fumy pipe;
The smell of apples, newly ripe;
And printer's ink on leaden type.

Woods by moonlight in September
Breathe most sweet; and I remember
Many a smoky camp-fire ember.

Camphor, turpentine, and tea,
The balsam of a Christmas tree,
These are whiffs of grammar*--
A ship smells best of all to me!
--Christopher Morley

*an ancient word meaning "magic"
LESSON V...B

NAMING THINGS YOU SEE

Directions: Look at each picture carefully. Then turn your page over. Answer the questions your partner will ask.
LESSON VI...B

CHOOSING THE PAIN IDEA

Directions: Read each joke once, silently. Then choose the title that best fits it from the list which your partner will give you.

1. A man in a restaurant was asked by the waitress what he wanted. "I feel like a sandwich," said the man.
   "Well," said the waitress, "just give me your order. Don't blame me if the place is crowded."

2. An employer was talking with a man who wanted a job. "You ask a high salary for a man who hasn't had any experience," said the employer.
   "Well," said the man, "it's much harder work when you don't know anything about it."

3. A housewife sent her best tablecloth and two napkins to the laundry and they came back faded. She stormed into the laundry and told the clerk that her set was ruined.
   "If you'll bring in the other napkins, madam," the clerk said, "we'll be glad to fade them to match the rest of your set."

4. The class was having a geography lesson. "Now, Freddy," said the teacher, "why does a polar bear wear a fur coat?"
   "Well," answered Freddy, "I suppose he would look funny in a tweed one."

5. After an accident, the policeman went up to the man driving one of the two cars. "You saw this lady driving toward you. Why didn't you give her the road?" he asked.
   "I was going to," said the man, "as soon as I could discover which half she went to."
LESSON VII...B

CHOOSING THE MAIN IDEA

Directions: Read each story once, silently. When you have finished, you will be asked to choose the main thought of the story.

1. A new invention that was made during World War II is now helping all of us in our war against disease. It is a powder called DDT, which kills mosquitoes, flies and other insects which are harmful to men and animals. The reason DDT is more useful than other insect powders is that its killing power lasts such a long time. When walls of a barn are sprayed with this new powder, no flies will live there to bother the animals for several months. DDT can also be mixed with paint, to protect homes and factories from moths and flies. At least men have found a good way to free themselves from insects which carry disease germs.

2. Drums have always been important in Indian life. The ordinary Indian drum was made of a wooden frame shaped like a wide hoop, with deerskin stretched tightly over each end. The players pounded the ends with two sticks. The Indians played their drums when they danced and sang around the camp fire. They also used them to send messages from one tribe to another, or to warn their own warriors of danger. The early colonists would tremble with fear when the beating of drums told them that unfriendly tribes were on the warpath. Indians said that their drums could even tell them what kind of weather was coming, a clear sound meaning fine weather and a dull sound meaning rain was near.

3. Long ago, people's houses didn't have any chimneys through which smoke could escape. The first chimney was invented in England in the days when a castle was heated by an open fire in the middle of the great hall. The smoke pouring through a hole in the castle roof used to annoy the soldiers who were on the roof, guarding the castle. To stop that, someone built the fire near a wall and placed a metal hood over it, to lead the smoke up through the opening. Later, a huge fireplace was built in the wall, with a wide pipe leading to a stone chimney on the roof. In some homes, the chimneys were built of short logs, plastered inside with clay. Much of the heat, however, went along with the smoke up through those early chimneys, and not until the stove was invented could houses be kept warm.
LESSON VIII...B
CHOOSING THE MAIN IDEA

Directions: Read each story aloud to your partner. When you have finished, you will be asked to choose the main thought of the story.

1. Long ago, before men knew anything about cotton or woolen cloth, people used the skins of animals to make clothing to keep them warm. When the men brought home wild animals which had been killed for food, they took off the skin and dried it. Then the women would rub the dried skin with their hands until it was soft. They sewed pieces of the skin together with a needle carved from a little bone, and thus made clothes for the whole family. Sometimes the fur would be left on the skin to make the clothing warmer. When skin without fur was wanted, they used the skins of deer and buffalo, and the women would chew them to make them soft. The Indians used skin clothing made in this way and often sewed colored beads on it to make it pretty.

2. We all know how important it is to take care of our teeth, since we only grow two sets of teeth in our lifetime. We should know, then, what a tooth is made of, in order to care for it properly. A tooth is a piece of bone that is covered on the outside with enamel. This enamel is very hard, but it can be cracked if we bite on something that is too hard. Inside the enamel is bone, and inside the bone are tiny blood vessels and nerves. When the enamel of the tooth is cracked, bits of food get into the softer bone part and decay quickly, making a larger hole in the tooth. When the hole reaches the nerves, the tooth begins to ache. We must take care of any cracks in our teeth by going to the dentist at least twice a year.

3. At Morristown, New Jersey, is a famous school for dogs. It is the Seeing Eye School, where German shepherd dogs are trained to be guides for blind men and women. The dogs are chosen for their courage and intelligence while they are puppies. They are given months of training with their teachers and their blind masters before they leave the school to live with their masters. They learn to be the "eyes" of the blind person and to protect him from danger. A Seeing Eye dog wears a harness with a strap held by his master and walks closely beside him. He is trained to stop for traffic lights and to guide his master safely across the street. He takes him around manholes or objects on the street that might trip his friend. Never does the dog forget that he has an important job to do, for he knows that his blind master depends upon him.
LESSON IX...B

FINDING TITLES FOR POEMS

Directions: A good title should tell the main thought of a poem or story. Below are some poems. Read each one aloud to your partner, then choose the title that you think best fits the story told in the poem.

1. When I awoke the ground was white--
   It had been snowing all the night--
   And looking through the frosted pane,
   On which a crescent drift was lain,
   I saw two little sparrows brown
   Half hid in twigs of tattered down.

   The winter had been cold and hard,
   And ice had covered street and yard
   For many days; and these poor things
   With ruffled breasts and nestling wings
   Perched in the icy twigs, had found
   No food upon the frozen ground.

   ---John Henry Boner

2. A shepherd boy beside a stream
   "The wolf, the wolf," was wont to scream,
   And when the villagers appeared,
   He'd laugh and call them silly-eared.
   The wolf at last came down the steep--
   "The wolf, the wolf--my legs, my sheep!"
   The creature had a jolly feast,
   Quite undisturbed, on boy and beast.

   For none believes the liar, forsooth,
   Even when the liar speaks the truth.

   ---William E. Leonard

3. Lying by the fireside,
   Looking at the fire,
   Lots of things can happen
   As the flames leap higher!

   A warrior leads a fiery band
   Down to a royal, shining bark
   That flies the flag of the Fire-elf Land;
   And it goes sailing to the Dark
   Country behind the Big Black Log
   Where a host awaits in grim array.

   For the gallant vessel of flame
   Bears what to them is a hated name.

   Then--there's a crash, as of a fray!
   A great flame from the town!
   And the Big Black Log fellid down.

   ---Emma Rounds
LESSON X...B

NAMING THE PICTURE

Directions: Look at the picture carefully. Then turn it over when you are ready to answer your partner's questions.
LESSON XI...B

REMEMBERING THE ORDER OF THE STORY

Directions: Remembering the order in which things happened in a story is one way to help you to remember it. After you have read each story, your partner will read a list of the pictures that might be painted to tell the story. You will be asked to put them in the order in which they should go. Read each story once, silently.

1. Sometimes we hear nurses called "Florence Nightingales". That is because the most famous nurse in history was Florence Nightingale. Although she was a very rich girl, she studied to be a nurse because she wanted to help people who were sick. Then, when the British were fighting in the Crimean War in 1854, Florence took a group of nurses to the battlefront. They took wonderful care of the wounded soldiers. Florence Nightingale's courage and tenderness in caring for the sick and dying men made her the heroine of the war. The soldiers loved her so for her unselfish work that they called her "The Lady with the Lamp".

2. When our soldiers and sailors returned to America from Europe after World War II, the most welcome sight that met their eyes was a beautiful lady standing in New York Harbor. The lady is the famous Statue of Liberty, which was given to the United States by the people of France in 1886, as a sign of friendship. Lady Liberty is dressed like a Greek goddess. In her right hand she holds up a torch that stands for the light of the New World, welcoming strangers to our shores. In her left hand she holds a book of laws as a sign that in our country all people, rich and poor, will be justly treated. At night, the statue is lighted, and guides the ships that have crossed the ocean safely into the harbor.

3. Our national anthem, "The Star Spangled Banner", was written during a battle between the British and the Americans in the War of 1812. One evening, the British sent some ships to attack Fort McHenry which was built to protect the harbor of Baltimore. The Americans, however, heard the noise of the British oars in the darkness and fired upon the British ships, sinking nearly all of them. During the battle, a young lawyer, Francis Scott Key, was sent to the British ships with a message. The British held him on a boat until the fighting was over. Key couldn't tell whether our fort was still safe until he saw the American flag flying over it early the next morning. Then he was so happy that he took an envelope from his pocket and wrote on it the words of the "Star Spangled Banner". Later that day, he finished the poem on his way back to Baltimore.
LESSON XII...B

REMEMBERING THE ORDER OF THE STORY

Directions: Read the story once to your partner. As you read, think of the pictures the story describes. When you have finished each story, your partner will ask you to name the pictures in the order in which the story gave them.

1. Sometimes children get skin poisoning from plants such as poison ivy, when playing in the woods. If you have been near poisonous plants, it is well to know what to do to stop the spread of the poison. First, wash your skin as soon as possible with plenty of hot water and soap. Make a thick lather and wash five or six times. Then wash well with rubbing alcohol. If you still get a rash, make a paste by heating soap with a little water until it's like lard and spread it over your skin. Let it dry and leave it on over night.

2. Children in ancient Sparta lived very strict lives, because their parents were very stern, spoke very little, and didn't believe in having fun. Unless a baby was born well and strong, the old men of the city wouldn't let it live. When a boy was seven years old, he was taken away from home and put in a camp. There he was taught all kinds of exercises and sports like running and boxing. He often was whipped, but he was trained that he must never cry out, even if he were badly hurt. When he was twenty, a Spartan boy had to join the army and stay in it until he was an old man. He could marry but he could not live at home with his wife. This training made good soldiers of the Spartans, but it didn't help them to live happily.

3. One of the bravest women in our history lived during the Revolutionary War, when the colonists were fighting to be free from England's rule. She was Molly Pitcher. During a fierce battle between the Americans and the British at Monmouth, Molly, the wife of one of the gunners, ran back and forth over a hill to carry water to the fighting soldiers. Once, while she was making one of her trips with water, she saw her husband shot to death by the enemy. She ran to his side and held his head in her lap. Then she heard an officer tell some soldiers to take her husband's cannon to the rear, because there was nobody to fire it. Molly seized the cannon and said she would take her husband's place. She did so and fought until the battle was over. General Washington was so pleased with her courage that he made her an officer, and everybody called her "Captain Molly".
LESSON XIII...B

REMEMBERING THE ORDER OF THE STORY

Directions: Many people who write stories have pictures drawn to show the things that happened in the story. After you have read each story below, your partner will tell you what pictures might be painted to tell the ideas in the story. You will be asked to name the pictures in the right order.

1. Many years ago, the people of Britain were upset for a long time because they couldn't find a rightful king to rule them. An old and famous story tells how the people found a king. In a churchyard, there appeared a huge stone in which a sword was half buried. On the stone were the words, "Whoso can draw forth this sword is the rightful king of Britain". Many knights tried to draw the sword but couldn't. So a contest was held to see if a knight could be found who was able to remove the sword. A young man named Arthur was riding to the contest with his friend, Sir Ector, when Sir Ector's son remembered that he had forgotten his sword. Arthur said that he would ride back for it. On his way he saw the sword in the stone, so Arthur pulled it out and brought it to Sir Ector's son. When it was learned that Arthur had pulled the sword from the stone in the churchyard, the people called off the contest and named Arthur their true king.

2. Maps played an important part in World War II. Without the maps made by the men in the Army Map Service, our generals would have been like men in the dark trying to lead their men into strange countries. New kinds of maps, such as we have never yet seen, were used by our armies. There were waterproof maps that could be wrung out and dried when they became wet. Some maps used by our fliers could be folded up into one-inch cubes to save space. Then there were maps that were printed on special paper that wouldn't make any sound when they were unfolded, so that enemy ears could not hear any sound when our men read the maps near the front lines. The most interesting maps, however, were those that glowed in the dark, so that no light was needed to read them.

3. The story of how Robert E. Peary succeeded in reaching the North Pole is a thrilling tale of a man who wouldn't give up. He was an explorer who had made several trips to northern Greenland to find out what that country was like. He built a camp there among the Eskimos who lived farther north than any people in the world. Peary made up his mind to travel to the North Pole, where no man had ever been. So he fitted out a ship called the "Roosevelt" and sailed from New York in 1905 for Greenland. He and his party went as far north as they could go in the ship. Then they set out in dog sledges to try to reach the Pole. Many times they failed because of the ice fields cracking beneath them or their food giving out. Finally, in April, 1909, after a long, dangerous journey through blinding snowstorms and freezing weather, Peary reached the roof of the world. Later, a tower was built in his honor in the Far North. On it is a flag on which Peary's motto is written: "Find a way or make one."
When the telescope came to be used, a storm would blow it away. He noticed this. He took it a little yellow speck in the mud. He picked them up and looked at them carefully. He had discovered gold. When people from all over the world heard of this, they traveled with their families to this wonderful place, loading their furniture and belongings into covered wagons. It was a long, hard journey across lonesome, wild country, but they were eager for the gold, so they didn't mind much. Many of them found gold when they reached California and many others did not. However, the "Gold Rush", as it was called, caused many new towns to be settled in the West where few people had lived before.

2. Over three hundred years ago lived an Italian named Galileo who was a great inventor. One of his greatest inventions was the telescope. He had heard that there was an instrument in Flanders that allowed people to see things far away. So he set to work to make such an instrument. His first telescope was made of a pair of lenses and an old organ pipe. He took a telescope to Venice, and the senators and nobles looked through it from the top of a tall tower. When they saw ships that were far away brought back as though they were close to the shore, they were excited and thrilled. They realized that the telescope would help make sailing ships safer. The rulers of Venice gave Galileo a fine salary and he was put to work to make many other telescopes. Later, Galileo made a telescope that was strong enough so that he could study the heavens. He was the first man who was able to see how the moon really looked.

3. More than six hundred years ago, Switzerland was ruled by men from Austria who were very cruel to the Swiss people. One of these cruel rulers was named Gessler. He set his hat on a pole in the market place of a Swiss town and said that everyone who passed by must bow to the hat. One bold hunter, William Tell, refused to do so. When Gessler heard about it he was very angry and said that Tell must die. However, he said he would spare Tell's life if he would shoot an apple from his young son's head. Tell was a good shot with the bow and arrow and he hit the apple, but Gessler noticed that he had another arrow. When Tell said it was to kill Gessler if he had hurt his son, the ruler ordered him taken to prison in a boat. A storm came up as they were in the water and Tell escaped back to shore and killed the cruel ruler. To this day, William Tell's bravery is remembered by the Swiss people.
LESSON XV...B

PICTURES FOUND IN POEMS

Directions: A poet paints pictures with words just as an artist paints with a brush. While you read each poem to your partner, think of the pictures that the poet made. When you have finished, you will be asked to tell the order in which the pictures were given.

1. A NAME IN THE SAND

Alone I walked the ocean strand;
A pearly shell was in my hand:
I stooped and wrote upon the sand
   My name—the year—the day.
As onward from the spot I passed,
One lingering look behind I cast;
A wave came rolling high and fast,
   And washed my lines away.

---Fannah F. Gould

2. ABOU BEN ADHEM AND THE ANGEL

Abou Ben Adhem (may his tribe increase)
Awoke one night from a deep dream of peace,
And saw, within the moonlight of the room,
Making it rich, and like a lilly in bloom,
An angel writing in a book of gold:
   Exceeding peace had made Ben Adhem bold,
   And to the presence in the room he said,
"What writest thou?" The vision raised his head,
   And with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
   Replied the angel. Abou spoke more low,
   But cheerly still; and said: "I pray thee then,
Write me as one who loves his fellowmen."

The angel wrote, and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed,
   And lo! Ben Adhem's name led all the rest.

---Leigh Hunt
LESSON XVI...B

PICTURES IN THE STORY

Directions: Read the story once aloud to your partner. Your partner will ask you to tell what goes into the pictures he names.

1. Once there was a little girl named Grace Darling who was the daughter of a lighthouse keeper. She had always lived in the lighthouse, and her old father kept the light burning to guide the sailors from the rocks in the sea. One night, during a terrible storm, Grace was awakened by screams. She couldn’t see through the darkness but she knew that a ship had been driven upon the rocks. She woke her father and they both dressed. He said that they would have to wait until morning to help the people, as it was pitch dark and stormy. At last when daylight came, she and her father saw a ship broken on the rocks and people in the water clinging to the wreck. Although the sea was dangerous, Grace insisted on saving the people, and she and her father rowed out, risking their lives, and brought the poor sailors back to shore. Although she has now been dead a long time, people still remember Grace Darling’s bravery.

2. One morning when George Washington was out riding, he saw an old woman weeping in the doorway of her house. He stopped and asked her what the matter was. She told him that her husband was sick and some American soldiers had stolen all the food from their garden. They were British people and their two sons were in the British army in Boston. Washington was very kind and gave her some money. Then he said that he would tell General Washington about the soldiers. The woman said that Washington was their enemy and would be glad, but George just smiled. Then he went back to his headquarters and found out who the soldiers were who had robbed the woman. He made them pay the woman for the things they had taken. Later, the old woman went to visit the general and was surprised to know that he was the man who had helped her. She thanked him, and in a few months her sons left the British and joined Washington’s army.

3. Long ago, a war was fought between Greece and ancient Troy, which lasted for ten years. The Greeks sailed in their ships and tried to capture the city of Troy but they couldn’t get inside the high city walls. So they set up tents and stayed outside the city, hoping that some day they would get in. An old story tells us that they finally succeeded by a clever trick. The Greeks had about decided to give up when one of their leaders had some men build a large horse of wood. The horse was put on wheels and was hollow inside. It was big enough to hold twelve men. They set up the horse outside the city gates and then twelve Greeks got in it, while the others sailed away in their ships. The next morning the men of Troy saw that the Greeks had gone so they opened the city gates. Finding the wooden horse, they took it inside the city. That night, the men in the horse got out and opened the gates for their comrades who had come back. Then the Greeks rushed into the city and conquered it.
LESSON XVII...

PICTURES IN THE STORY

Directions: Read the story once, silently. Your partner will tell you the titles of pictures in the story. You are to tell what things go into each picture.

1. Many years ago, the Austrians tried to conquer Switzerland. A famous story is told about the most important battle of that war between the Swiss and the Austrians. The Austrians had sprang from their horses and stood ready to fight with their long sharp spears. The Swiss had only short spears and swords and could not reach their enemies. As the Austrians began to curve their lines to surround the Swiss, a brave Swiss soldier cried out to his comrades that he would take all their way for them to break through. Arnold Von Winkelreid, for that was his name, threw himself forward upon the Austrian spears, cleaping as many as he could in his arms. While the brave men lay dying from the wounds caused by the sharp spears, the Swiss army rushed into the opening he had made and defeated the Austrians.

2. During the Indian war of 1655, a brave boy of fifteen, named Goodman, lived with his family in the northwest, where few white people then lived. The Indians were afraid that the white people would take all their land, so they began to massacre white families. The Goodmans heard that the Indians were coming near so they gathered their neighbors together and built a fort where all could stay together. Soon afterward, a large fleet of Indian canoes landed on the shore near the fort and a terrible battle was fought. That night, the Indians stopped fighting for a while and set up a camp where they ate and danced their war-dance. Young Goodman had the idea that if he could destroy the Indian fleet the Indians would go away. Knowing that he would be killed if he were caught, he stole through the woods to the Indian camp, then waited for the savages to go to sleep. At midnight, he swam quietly into the water and cut the ropes of all the canoes, then pushed them out to sea. When the Indians found their boats gone they retreated into the woods and never returned.

3. At the beginning of the American Revolution the colonies had very few ships to fight England with. So the colonists who owned ships were allowed by our government to go out and capture British ships. Captain John Perry was one of these colonists. He captured many British ships and brought them back. The British offered him money and honors if he would desert the colonists and fight with them, but Perry refused. Once, while he was on his way home after carrying Benjamin Franklin to France, he met two British warships and started to battle with them. He was wounded severely and lost many men but he wouldn't surrender. He captured both ships. As a reward for his bravery, General Washington made him a commodore. John Perry is known today as the Father of the American Navy.
LESSON XVIII...B

PICTURES IN THE STORY

Directions: Read the story once, silently. You will be told the titles of pictures in the story. Then your partner will ask you to tell what goes into each picture.

1. At once time during the Revolutionary War, General Washington wanted to learn what the British army was planning to do. He asked if anyone would volunteer to go as a spy inside the British lines to get the information he wanted. Captain Nathan Hale, a brave soldier, said that he would go. It was a dangerous thing to do because a spy is always put to death if he is caught. Yet, Hale rowed across the river to Long Island where the British were camped. He was disguised as a schoolmaster and went from place to place without any difficulty. When he had learned all that he could, he returned to the place where he had hidden his boat. Just as he was getting into it, he was arrested. A friend of the British who knew who he was had seen him and told the British officers. He was taken to General Howe, the British leader, who ordered Hale to be hanged the next day. Just as the rope was being placed around his neck, the brave patriot said, "I regret that I have but one life to give for my country."

2. After the Crusades had taught the people of Europe about the wonderful riches to be found in the East, traders went back and forth to India by caravan, bringing home the spices and silks of India. Traveling by caravan was very dangerous, however, as robbers used to attack the traders in the desert. So people wanted to find a water route from Europe to India. The king of Portugal sent out many ships to find a way, but the sailors would become afraid and turn back. One young nobleman, Vasco da Gama, went to the king and offered to try. So the king gave him four ships and Da Gama set out on his journey. He sailed south to the Cape of Good Hope and then turned northward into the unknown ocean. Ten months later, he reached India, where he filled his ship with goods. Then he sailed home to Portugal. He had found at last an all-water route from Europe to India.

3. Once there lived in Italy a good man named Francis who was so kind to everyone that people called him a saint. He called even the birds and animals his brothers. One day, a fierce wolf seized a little boy outside the city gates and killed him. The people were so afraid to go outside the city after that that they went to Saint Francis and asked him to help them. Saint Francis went out to the road outside the city, followed by the people. When the wolf came near, Francis talked to him gently. The fierce wolf calmed down and made peace, raising his paw to promise that he would do no more harm. Then Francis brought the wolf into the city and the people promised to treat him kindly. They kept their word and the tamed wolf lived peacefully in the city until his death.
LESSON XIX...B

PICTURE-STORIES IN POEMS

Directions: The story told in the poem below could also be told in pictures. Read the poem to your partner. Then he will tell you the titles of the pictures that might be printed. You will be asked to tell what things you would put into each picture.

THE LOST PUP

He was lost!—not a shade of a doubt of that;
For he never berk'd at a slinking cat,
But stood in the square where the wind blew raw,
With a drooping ear and a trembling paw
And a mournful look in his pleading eye
And a plaintive sigh at the passer-by
That begged as plain as a tongue could sue:
"O Mister—please may I follow you?"

A torn wee waif of a tawny brown
Adrift in the roar of a heedless town.
Oh, the saddest of sights in a world of sin
Is a little lost pup with his tail tucked in!

Well, he won my heart (for I set great store
On my own red Bute—she is here no more),
So I whistled clear, and he trotted up,
And who so glad as that small lost pup?

Now he shares my board, and he owns my bed,
And he fairly shouts when he hears my trend.
Then, if things go wrong, as they sometimes do,
And the world is cold and I'm feeling blue,
He asserts his right to soothe my woes
With a warm, red tongue and a nice, cold nose.
And a silky head on my arm or knee
And a paw as soft as a paw can be.

When we rove the woods for a league about,
He's as full of pranks as a school let out;
For he romps and frisks like a three-months' colt,
And he runs me down like a thunderbolt.
Oh, the happiest sight in the world so fair
Is a gay little pup with his tail in the air!

—Arthur Guiterman (adapted)

* A league is three miles.
LESSON XX...B

STORIES TOLD BY GRAPHS

Directions: Study the first graph for a minute, trying to remember all that it tells you. Then turn your page over. Your partner will ask you questions to see what you can recall of the story the graph told. Do the same with the second graph.

### THE BIG FIVE SUGAR USERS

<table>
<thead>
<tr>
<th>Country</th>
<th>Tons Used Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>6.9</td>
</tr>
<tr>
<td>India</td>
<td>2.9</td>
</tr>
<tr>
<td>Germany</td>
<td>2.8</td>
</tr>
<tr>
<td>Britain</td>
<td>2.7</td>
</tr>
<tr>
<td>Russia</td>
<td>2.4</td>
</tr>
</tbody>
</table>

### Gallons of Gasoline Used in Passenger Cars Each Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Gallons</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>1942</td>
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<tr>
<td>1943</td>
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<td>1944</td>
<td></td>
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<tr>
<td>1945</td>
<td></td>
</tr>
<tr>
<td>1946</td>
<td></td>
</tr>
</tbody>
</table>

Gallons of Gasoline Used in Passenger Cars Each Year
Directions: Read the story once, silently. After you have finished, you will be asked to tell what pictures you would make to illustrate the things that happened.

1. Some of the Indians were unfriendly to the Pilgrims. The chief of one of the unfriendly tribes was Canonicus. One day Canonicus decided to attack the colonists. He sent a messenger to the Pilgrim governor with a bundle of arrows wrapped in the skin of a rattlesnake. When the colonists asked Massasoit, a friendly Indian Chief, what the bundle meant, he told them "War". At once the Pilgrims filled the skin with gunpowder and sent it back to Canonicus. When Captain Miles Standish and his men marched to fight the unfriendly tribe and defeated them. The colonists then had peace for a while.

2. The winner of the 1945 Nobel Prize in medicine was Sir Alexander Fleming who discovered the new wonder drug called penicillin. The story of his great discovery is very interesting. One day Dr. Fleming was busy studying influenza in his office in a London hospital. He was growing influenza germs in little glass dishes filled with gelatine. Suddenly the glass cover fell off one of the dishes, and a mold blown in by a breeze settled in the open dish. The mold, like that found on a piece of stale bread, began to grow on the gelatine. When Dr. Fleming found the mold, he started to throw it away. Then he saw that the mold had settled in the middle of the dish and around it was a clear liquid. He noticed that the influenza germs which got into the liquid could not live, but disappeared. Dr. Fleming had found a new medicine which could stop germs from growing.

3. During the Revolutionary War lived a brave little girl named Elizabeth Zane. The Indians who were fighting on the side of the British had attacked the village where she lived and so all the villagers fled to live in a large fort. When the Indians attacked the fort, all the men went out to fight them. Soon there were only twelve men left to protect the women and children, as all the others had been killed. During the fighting, the colonists found that they had almost no powder left to hold off the Indians. The captain called his men together and asked for someone to offer to go to his house to get a keg of powder. Several men said they would go, even though it was dangerous. Then the captain's sister, Elizabeth Zane, a girl of fourteen, said that she would go as the men were badly needed. Then through the streets she ran to her brother's house, bringing back the powder in her apron. Although the Indians fired many arrows at her, she reached the fort in safety and the colonists were able to hold out until help came.
LESSON XXII...B

CHOOSING PICTURES TO TELL THE STORY

Directions: Artists often tell stories by painting a series of pictures. Read each of these stories to your partner. Then you will be asked to tell what pictures you would make to tell the story, if you were an artist.

1. After many experiments, Robert Fulton succeeded in making the first boat that could be run by steam instead of sails. He named it the "Clermont". On August 17, 1807, Fulton made his first trip in the steamboat up the Hudson River from New York City to Albany. Only twelve people were aboard because most people were afraid to ride in a boat that had a puffing engine inside. Crowds of people were at the water's edge, ready to laugh when the boat started, as they thought it would be a failure. However, when the boat moved up the river, everyone cheered. It made a successful trip to Albany and back, going at about five miles an hour. That voyage was the wonder of the time and was long remembered.

2. Eymie Epstein, a young Jewish boy from Nebraska, was one of the bravest heroes in World War II. As a medical aide whose work was to care for the wounded on battlefields, Eymie was not allowed to carry arms. One time in New Guinea, as Eymie's company was crawling through the jungle to carry food to another company, the Japs opened machine gun fire on the Americans. A soldier eight feet ahead of the Jewish lad was hit by a bullet. With guns firing all around him, Eymie crawled to the man and bandaged his wound. All night long through the heavy battle, Eymie continued to crawl through the mud and bullets to help the wounded. At dawn, while he was caring for one of the soldiers, Eymie was spotted by the Japs. They began firing at him. He could have got back at first, but he wanted to finish fixing the soldier's wounds. He stayed too long. The men in his company will never forget his courage. He had given his life in helping others.

3. One of the many brave English heroes of World War II was David Lazarus, 17 years of age. He was a soldier in Britain's Home Guard during the bombing of London. One evening as he was on his way to guard duty in London, an enemy bomb hit a house which he was passing. Lazarus pushed and dug his way through the ruins and rescued four persons from the burning building. As he was trying to save a fifth victim, a wall collapsed and fell on him, burying him under wood and bricks. He was badly hurt when help came, and later died in a hospital. But he lived long enough to be given the King's Medal for his heroic deed.
LESSON XXIII...

CHOOSING PICTURES TO TELL THE STORY

Directions: Read each story once, silently. Then your partner will ask you to tell what pictures you would make to tell the story.

1. Walter Reed, for whom the famous hospital in Washington was named, did more perhaps than any other man to help the fight against yellow fever. That terrible disease used to kill many people through the world every year, but no one knew what caused it. When yellow fever broke out in Havana in 1900, Reed went there to fight it. He made many experiments to find out what caused the fever and finally discovered that mosquitoes carried the germ. To be sure that he was right, he set up a camp and some brave men went to live in it. There they let mosquitoes bite them. Thirteen men caught the disease, but they were cured. Then Reed was certain he had found the cause. As a result of his work, people were put to work to rid the city of mosquitoes and in a couple of years, yellow fever was wiped out.

2. During World War II, the officers at the border between Canada and the United States solved a very difficult problem, like story-book detectives. There were some Americans who wanted to escape being drafted into the army, so they would pretend to be Canadians and run over the border into Canada. Also, some Canadians used to slip into the United States by pretending that they were Americans, as they didn't want to fight in the Canadian army. Since these men carried forged papers, and because the Americans looked like the Canadians, the officers on the border had a hard time telling them apart. Finally, they hit on a good method. They asked the men to say the last letter of the alphabet. Americans pronounced it "zee", but Canadians called it "zed".

3. Once there was a poor farmer who owned a horse whom he loved very much. The horse loved his master, too, because he was kind and good. Whatever the master wished, the horse was glad to obey. One day, the two friends were traveling by the sea when a terrible storm arose. The sky turned black and the angry waters roared. Through the darkness the farmer saw a white ship which the waves had dashed against the rocks some distance away from shore. Hearing the cries of the sailors calling for help, the man knew that he must try to save them. He tied a rope to the horse's tail and leaped upon his back. The horse, at his master's command, then dashed into the angry sea and swam to the ship. Some of the sailors grasped the rope and the horse pulled them safely to shore. Without resting, the horse and his master made many trips back and forth, saving the people. On the last trip, however, the horse was very tired and could hardly swim. However, she wanted to get her master back safely to shore, so she tried with all her strength. It was too much for her old heart, however, and halfway to shore she sank into the water with her load. Her master sank with her. Bravely they died as they had lived, together.
LESSON XXIV...

PICTURES FOUND IN POEMS

Directions: As you read each poem to your partner, think of the pictures the poem describes. After you have finished, you will be asked to tell what pictures you saw.

1. BREAK, BREAK, BREAK

Break, break, break
On thy cold grey stones, 0 Sea!
And I would that my tongue could utter
The thoughts that arise in me.

O well for the fisherman's boy,
That he shouts with his sister at play!
O well for the sailor lad,
That he sings in his boat on the bay!

And the stately ships go on
To their haven under the hill.

--Alfred L. Tennyson

BARTER

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold,
And for your spirit's still delight,
Holy thoughts that star the night.

--Sara Teasdale
Directions: Read each story once, silently. Then turn the paper over and tell your partner the story without looking at it again.

1. General Robert E. Lee was the great leader of the southern army during the Civil War. He was well liked by everyone and often people gave dinners in his honor. At one of these dinners, many men gave long speeches, telling what a fine man the general was. The speeches lasted for hours. Finally, General Lee grew tired of hearing about himself. He turned to the man in charge of the dinner and asked, "How many more men are going to speak?"
   "Just five more," answered the man.
   "I wonder," asked the general, "if you would ask them to all speak at once?"

2. Once there was a farmer who was very kind to his neighbors, and helped them in any way that he could. One day, he heard that a man who had just moved to the next farm had a fine library. As he liked to read, the farmer went to his new neighbor and asked if he might read one of his books. The neighbor said that he would be glad to let him read one, but that he never allowed the books to leave his house, so the farmer would have to read it there.
   A short time later, the neighbor broke his plow and asked the farmer if he could use his plow. "With pleasure," said the farmer, "but since I never allow my plow off my land, you will have to use it here."

3. Once, when Lincoln was out riding with some friends in the woods, the men noticed that he had left them. They wondered where he had gone. Then a man who had been riding beside Lincoln said that he had found two baby birds that had fallen from their nest, and had stopped to look for the nest to put them back. Soon Lincoln caught up to his friends and they joked with him about his soft heart. Lincoln just smiled and said, "I couldn't have enjoyed my ride until I returned those baby birds to their mother."
To Pupil Checking Answers: After your partner has finished reading a story, have him turn his Lesson Page face down, and ask him the questions below. Check his answers as he talks. Don't interrupt him or help him in any way. Write the number of things he remembered in the space provided, below the answers. Then read your next story. Keep this page face down on your desk when you are not checking.

1. Question: What musical instruments were named in the story?
   Answer: piano  banjo  trombone
           violin  trumpet  tuba
   No. remembered:

2. Question: Name the animals mentioned in the story.
   Answer: dogs  parrots  a bear
           monkeys  a kitten  burros
   No. remembered:

3. Question: Name the plants and trees mentioned in the story.
   Answer: cat-tails  hickory trees
           rushed  chestnut trees
           goldenrod  walnut trees
           No. remembered:

4. Question: What outdoor activities were named in the story?
   Answer: flying kites  skating
           sailing boats  fishing
           swimming  hiking
           flower-gathering
   No. remembered:
To Pupil Checking Answers: After your partner has read each story, ask him the questions below and check his answers as he talks. Write the number of things remembered in the space given below the answers.

1. Question: List all the new things learned about by the Crusaders.
   Answer: silks glass
ejewelry system of counting
windmills spices
   No. remembered: 6

2. Question: What are the ways in which the story says dogs help men in their work?
   Answer: pull sleds carry messages
guard sheep find wounded
help in hunting guard frontiers
   No. remembered: 7

3. Question: What food products of Ireland are named in the story?
   Answer: oats cream cabbages
        barley butter potatoes
        wheat turnips meat
   No. remembered: 7

4. Question: Name the articles which the story tells you are made in Italy.
   Answer: glassware embroidery laces
        corals crimson straw braid
   No. remembered: 7

5. Question: What things must a boy or girl know if they wish to become radio operators in aviation?
   Answer: Morse code airway traffic control
        touch typing meaning of weather signs
        electricity mathematics
   No. remembered: 7
LESSON III...B  CHECK PAGE

To Pupil Checking Answers: After your partner has read his story, ask him the questions below. Check his answers as he talks. When two questions are given on a story, ask one question at a time.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What buildings, built by people of long ago, are found in the older countries? (2) Name things found in these buildings.</td>
<td>temples castles cathedrals pyramids (2) boat models vases tapestries pictures furniture statues chariots rugs</td>
</tr>
<tr>
<td></td>
<td>(1) temples cathedrals pyramids (2) boat models vases tapestries pictures furniture statues chariots rugs</td>
</tr>
<tr>
<td></td>
<td>No. Remembered:</td>
</tr>
<tr>
<td>2. What uses of rubber were named in the story? From what places does most of the world's rubber come?</td>
<td>balls hose erasers raincoats heels (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>(1) balls hose erasers raincoats heels (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>No. Remembered:</td>
</tr>
<tr>
<td>3. Name the things made from birch trees mentioned in the story.</td>
<td>fuel furniture napkin rings wine (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>(1) fuel furniture napkin rings wine (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>No. Remembered:</td>
</tr>
<tr>
<td>4. What foods contain vitamins?</td>
<td>milk cream cheese cabbage (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>(1) milk cream cheese cabbage (2) Brazil Central America Africa</td>
</tr>
<tr>
<td></td>
<td>No. Remembered:</td>
</tr>
<tr>
<td>5. Name the things we remember Franklin for.</td>
<td>lightning is electricity first public library lightning rod open stove university</td>
</tr>
<tr>
<td></td>
<td>(1) lightning is electricity first public library lightning rod open stove university</td>
</tr>
<tr>
<td></td>
<td>No. Remembered:</td>
</tr>
</tbody>
</table>
LESSON IV...B

CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask him the questions below. Check his answers as he talks.

1. Question: Name the parts of a house which are made from a tree, which the poem mentions.

   Answer: rafters
   shingles
   floors
   studding
   lath
   doors
   beams
   siding

   No. remembered

2. Question: a) What does Nay build the flooring of her house of?

   Answer: petals
   blade
   roots of the oak
   small green things
   mosses
   lichen
   clover

   Question: b) What else does she use to build her house?

   Answer: morning and evening star
   trees (rustling doors)
   (for windows)

   No. remembered:

3. Question: Name all the odors that the poet loved to smell.

   Answer: freshly ground coffee
   plum pudding
   fried onions
   a pipe
   ripe apples
   a Christmas tree
   printer's ink
   woods
   camp-fire embers
   camphor
   turpentine
   tea
   a ship

   No. remembered:
To Pupil Checking Answers: After your partner has looked at each picture, ask him the questions below. Check his answers as he talks.

1. Question: Name all the things that you saw in the picture.

   Answer: a cat
   a rabbit
   a dog
   a cage
   a boy
   a girl
   a table
   a sign reading "Fluff"
   a sign reading "Ted"

   No. remembered:

2. Question: Name all the things that you saw in the picture.

   Answer: a girl telephoning
   a burning house
   smoke
   a curtain
   window
   a cat
   telephone
   telephone book
   table

   No. remembered:
To Pupil Checking Answers: After your partner has read each joke, ask him the questions below. Check the answer he gives. If it's right, check the space after right. If it's wrong, check the space after wrong.

1. Question: Which of these titles fits the main thought of the joke you read?  
   The Hungry Man  
   A Sandwich  
   Not What He Meant

   Answer: Not What He Meant
   His answer was: right wrong

2. Question: Which of these titles best fits the main ideas in the joke?  
   Harder Work  
   Looking for a Job  
   The Bad Employer

   Answer: Harder Work
   His answer was: right wrong

3. Question: Choose the best title for the joke.  
   The Ruined Tablecloth  
   The Angry Women  
   Service at the Laundry

   Answer: Service at the Laundry
   His answer was: right wrong

4. Question: Which of these titles is best for the joke?  
   The Polar Bear  
   The Wrong Answer  
   A Geography Teacher

   Answer: The Wrong Answer
   His answer was: right wrong

5. Question: Which title best fits the thought of the story?  
   An Accident  
   A Lady Hurt  
   Hard to Tell

   Answer: Hard to Tell
   His answer was: right wrong
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answer he gives. If it's correct, check the space after right. If it's wrong, check the space after wrong.

1. Question: Which of these titles gives the main thought of the story?
   A New Invention
   A Weapon to Fight Germs
   How We Catch Diseases

   Answer: A Weapon to Fight Germs
   The answer given was: right____  wrong____

2. Question: Which of these titles gives the central thought of the story?
   The Importance of Drums to Indians
   Around the Camp Fire
   How Drums Are Made

   Answer: The Importance of Drums to Indians
   The answer given was: right____  wrong____

3. Question: Which of these titles gives the main thought of the story?
   The Invention of the Stove
   An English Fireplace
   Early Chimneys

   Answer: Early Chimneys
   The answer given was: right____  wrong____
LESSON VIII...B CHECK PAGE

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answer he gives. If it's correct, place a check after right. If it's wrong, check the space after wrong.

1. Question: Which of these titles gives the main thought of the story?
   Early Sewing
   Clothing of Skins
   How Skins Were Softened

Answer: Clothing of Skins
The answer given was: right  wrong

2. Question: Choose the title which tells the main thought of the story.
   Visiting the Dentist
   How Teeth Are Cracked
   What a Tooth Is Made Of

Answer: What a Tooth Is Made Of
The answer given was: right  wrong

3. Question: Which of these titles gives the main thought of the story?
   Eyes for the Blind
   A Seeing Eye School
   How Seeing Eye Dogs Are Chosen

Answer: Eyes for the Blind
The answer given was: right  wrong
To Pupil Checking Answers: After your partner reads each poem, ask him the questions below. Check the answer given. If it's correct, place a check after right. If it's wrong, place a check after wrong.

1. Question: Which of these titles best fits the main thought of the poem?

   Winter Streets
   Hungry Sparrows in the Snow
   A Snow Storm

Answer: Hungry Sparrows in the Snow

The answer given was: right [ ] wrong [ ]

2. Question: Which of these titles gives the main thought of the poem?

   The Shepherd Boy
   The Wicked Wolf
   A Liar's Punishment

Answer: A Liar's Punishment

The answer given was: right [ ] wrong [ ]

3. Question: Which of these titles tells the main thought of the poem?

   Fire Pictures
   By the Fireside
   The Warrior

Answer: Fire Pictures

The answer given was: right [ ] wrong [ ]
To Pupil Checking Answers: After your partner has looked at each picture, ask him the questions below. Check the answer he gives. Place a check after right or wrong.

1. Question: Which of these titles best fits the thought of the story told by the picture?

    - Coasting
    - Danger
    - The Train

Answer: Danger

The answer given was: right ___ wrong ___

2. Question: Which of these titles best fits the thought of the story told by the pictures?

    - A Rainy Day
    - The Twins
    - Shopping in the Rain

Answer: Shopping in the Rain

The answer given was: right ___ wrong ___
LESSON XI...B CHECK PAGE

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write the numbers of the pictures in the order that he gives them. Check beside right or wrong.

1. Question: There are three pictures in the story you just read. Here are the pictures. Give them in the order in which they are described in the story.
   1. Florence Nightingale Travels to the Battle Front.
   2. Florence Studies to be a Nurse.
   3. She Takes Care of the Wounded Soldiers.

   Answer: The right order is: 2, 1, 3.
   The order my partner gave was: 2, 1, 3

2. Question: There are three pictures in the story you read. Here they are. Put them in the order in which the story gave them.
   1. France Presenting Statue to the United States
   2. The Lighted Statue Guiding Ships at Night
   3. Returning Soldiers Greeting Miss Liberty

   Answer: The correct order is: 3, 1, 2.
   The order my partner gave is: 3, 1, 2

3. Question: There are four pictures in the story. After they are named, tell in which order the story gave them.
   1. Key writing the Star Spangled Banner on an Envelope
   2. Francis Scott Key Goes Aboard British Ship
   3. Battle Between the British and American Ships
   4. Key sees American Flag Still Flying Over Fort

   Answer: The right order is: 3, 2, 4, 1.
   The order my partner gave was: 3, 2, 4, 1
LESSON XII...B  CHECK PAGE

To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write down the number of each picture as he names the order. Check the space after right or wrong.

__________________________________________________________________________

1. Question: The directions given in the story could be told in three pictures. After the pictures are named, tell the order in which they belong:

1. Spread a paste of soap on the skin
2. Wash with hot soapsuds
3. Wash with rubbing alcohol

Answer: The correct answer is: 2, 3, 1.

The order my partner gave was: __________ wrong

__________________________________________________________________________

2. Question: Four pictures are given in this story. After they are named, tell the order in which they belong.

1. A Spartan Boy Being Whipped
2. A Spartan Boy Joining the Army
3. A Spartan Boy Learning to Box
4. Leaving Home at Seven Years

Answer: The correct order is: 4, 3, 1, 2.

The order my partner gave was: __________ wrong

__________________________________________________________________________

3. Question: Four pictures are given in this story. After they are named, tell the order in which they belong:

1. Polly Firing Her Husband's Cannon
2. Polly with Her Dying Husband
3. General Washington Making Her an Officer
4. Polly Carrying Water to the Soldiers

Answer: The correct order is: 4, 2, 1, 3.

The order my partner gave was: __________ wrong
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Write down the order he gives you as in the last two lessons. Check after right or wrong.

1. Question: Four pictures could be painted to describe the main events in the story you read. After the pictures are named, tell the order in which the story gave them.

1. Arthur Gives the Sword to His Friend
2. Many Knights Try to Draw the Sword
3. The Sword Appears in the Churchyard
4. Arthur is Crowned King

Answer: The correct order is: 3, 2, 1, 4

The order given by my partner was: 3 2 1 4

2. Question: Here are the four pictures that could be made for this story. Name them in the order that is given in the story.

1. Unfolding Soundless Maps Near Enemy Lines
2. Soldier Wringing Out Waterproof Map
3. Soldier Reading a Map that Glows in the Dark
4. Soldier Holding Map Folded into an Inch Cube

Answer: The correct order is: 2, 4, 1, 3

The order given by my partner was: 2 4 1 3

3. Question: Here are the four pictures in the story. Tell the order in which they belong.

1. Traveling in Dog Sleds
2. Peary Arriving at the North Pole
3. Peary's Ship Leaving New York
4. Leaving the Ship in the Far North

Answer: The correct order is: 3, 4, 1, 2

The order given by my partner was: 3 4 1 2
Lesson XIV...E  
Check Page

To pupil checking answers: Ask the questions below as you did in the lessons before this. Check your partner's answers, by writing the order that he gives.

1. Question: The four pictures in the story are given below. After they are named, tell them in the right order.

   1. Travel in Covered Wagon
   2. Two 'en Digging in the Mill Stream
   3. Building New Towns
   4. Marshall Discovers Gold

   Answer: 2, 4, 1, 3
   My partner's answer was: 1, 3, 4, 2
   right
   wrong

2. Question: Here are the four pictures in the story. Name them in the right order.

   1. The Rulers of Venice Give Galileo Money
   2. The Nobles Look at the Ships
   3. Galileo Makes a Telescope
   4. Galileo Studies the Moon

   Answer: 3, 2, 1, 4
   My partner's answer was: 1, 2, 4, 3
   right
   wrong

3. Question: Here are the four pictures in the story. Name them in the right order.

   1. Tell Escapes from the Boat
   2. The Hat on the Pole
   3. Tell Shoots the Arrow from His Son's Head
   4. Tell is Arrested

   Answer: 2, 4, 3, 1
   My partner's answer was: 3, 4, 1, 2
   right
   wrong
LESSON XV...B  CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask him the questions below. Write down the order of the pictures as he gives them. Check after right or wrong.

1. Question: Four pictures are described in the poem. After you have been told what they are, name the order in which the poem gave them.

   1. Child looking back at the sand
   2. Child walking on the seashore
   3. A wave washing away the writing
   4. Writing in the sand with a seashell

Answer: 2, 4, 1, 3

The order given by my partner was:   right   wrong

2. Question: Here are five pictures given in the poem. Tell the order in which they should go.

   1. An angel writing in a golden book
   2. The angel showing the book to Ben Adhem
   3. Ben Adhem awakening in the moonlight
   4. The angel comes back in a blaze of light
   5. Abou and the angel talking together

Answer: 3, 1, 5, 4, 2

The order given by my partner was:   right   wrong
To Pupil Checking Answers: Read the questions below to your partner. After you read the sample question and answer, name one picture at a time and check the answers given on the line after each one.

1. Question: Here are the names of pictures that could be printed to tell the story. As each picture is read, you tell what things you would put into it. For example, the first picture is The Home in the Lighthouse. You might put in "The Lighthouse"; "Grace Darling at play"; and "Grace's father watching the sea". Here are the other pictures. Tell what goes into them.

   **The Shipwreck**
   - The ship on the rocks
   - People crying
   - A rough sea

   **The Rescue**
   - Grace and her father in a boat
   - Taking people from the wreck

2. Question: Here are the names of pictures in the story. Tell what goes into each picture.

   **Washington Meets the Woman**
   - The woman's house
   - The woman crying in the doorway
   - Washington giving the woman money

   **Washington Scolds the Soldiers**
   - General Washington talking
   - The sorry soldiers
   - The camp

   **The Grateful Woman**
   - The General's office
   - The woman thanking Washington

3. Question: Here are the names of pictures in the story. Tell what you would draw in each picture.

   **The Greeks Outside Troy**
   - Tents of the Greeks
   - Greek soldiers
   - The walls of the city

   **They Leave the Wooden Horse**
   - The wooden horse
   - The twelve men in the horse
   - The Greek ships leaving the city

   **Inside the Gates**
   - Men getting out of the horse
   - Men opening the gates
   - Greek soldiers entering the gates
To Pupil Checking Answers: Read the questions below to your partner. Check the answers as he talks, as in the last lesson.

1. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   The Austrians Meet the Swiss  
   The Austrians surrounding the Swiss 
   Austrians holding long spears 
   Swiss holding short spears 

   Von Linkelreid’s Pravery  
   Von Linkelreid falling, as he claps spears 
   Swiss soldiers breaking through Austrian line 

   Answers

2. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   The Indians Land at the Settlement  
   The settlers’ fort 
   Indians leaving canoes 

   The Battle with the Indians  
   Indians with bows and arrows 
   Settlers firing guns 

   Goodman Watching the Indian Camp  
   The boy in the woods 
   Indians round campfire 

   Setting the Canoes Free  
   Sleeping Indians 
   Boy loosing the canoes 

3. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   Parry Brings Home Captured Ships  
   Parry aboard his ship 
   Captured English ships 

   Parry Refuses the English Offer  
   Parry saying “No” 
   English officers asking him to desert colonists 

   The Battle at Sea  
   Perry’s ship 
   Two English ships 
   Parry wounded, lying on deck 
   Guns firing 

   Washington Rewards Parry  
   General Washington making Parry a Commodore
CHECK PAGE

To Pupil Checking Answers: Read the questions below to your partner. Check the answers as he talks as you did in the other lessons.

1. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   Nathan Hale Offers to Help Washington
   Washington
   Nathan Hale
   soldiers

   Nathan Hale Crosses the River
   Hale dressed as a schoolmaster
   His rowboat
   The British camp

   Hale's Arrest
   Hale getting into his boat
   British soldiers

   Hale About to be Hanged
   Hale with a rope on his neck
   Hale speaking his last words
   British soldiers

2. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   Robbing a Caravan
   A caravan filled with goods
   The desert
   Robbers holding up traders

   The King Gives Vasco Da Gama Ships
   The king
   Vasco Da Gama
   Four ships
   The sea

   Da Gama Reaches India
   Da Gama greeted by natives
   Loading ships with goods

3. Question: Here are the names of the pictures in the story. Tell what you would draw in each picture.

   The Wolf Killing the Boy
   The fierce wolf
   The dead boy
   The city gates

   St. Francis Going to the Wolf
   St. Francis
   The people following him
   The wolf

   The Wolf's Promise
   The wolf raising his paw
   St. Francis

   The Wolf in the City
   The wolf walking in the streets
   The kind people
To Pupil Checking Answers: Read the questions to your partner. Check his answers as he gives them.

Question: Here are the pictures that could be drawn to tell the story of the poem. Tell what you would paint in each picture so that it would look just as the poem described it.

1st Picture: The Lost Pup
- Answers: a brown dog standing in the square ears drooping trembling paws mournful look pleading to be taken home tail tucked in

2nd Picture: The Man Calls the Pup
- The man whistles The dog trots to the man The dog looks glad

3rd Picture: The Dog Soothes His Master
- The man sitting down Dog's head on his arm Dog's paw on his knee Red tongue

4th Picture: Fun in the Woods
- Dog romps about Runs his master down Happy little dog Dog's tail in the air
To Pupil Checking Answers: Allow your partner one minute to look at each graph. After he has looked at the first one and turned the page over, ask him the first group of questions. Do the same with the second graph. Check his answers.

1. Questions:

(a) Name the five countries that use the most sugar, in the order of the amount each uses.

(b) How many millions of tons of sugar is used in the United States each year?

(c) How many millions of tons does India use each year?

(d) How many millions of tons does Germany use each year?

(e) How many millions of tons does Britain use?

(f) How many millions of tons does Russia use?

Answers:

(a) United States, India, Germany, Britain, Russia

(b) 6.9

(c) 2.9

(d) 2.8

(e) 2.7

(f) 2.4

No. of answers right:

2. Questions:

(a) In what two years was the most gasoline used in passenger cars?

(b) In what year was the smallest amount of gasoline used?

(c) How many gallons were used in 1941?

(d) How many gallons were used in 1942?

(e) How many gallons were used in 1943?

(f) How many gallons were used in 1944?

(g) How many gallons were used in 1945?

Answers:

(a) 1941 and 1946

(b) 1943

(c) 700

(d) 500

(e) 400

(f) 450

(g) 600

No. of answers right:
LESSON XXI...B CHECK PAGE

To Pupil Checking Answers: After your partner has read each
story, ask him the questions below. Check the answers he gets
right as he talks.

1. Question: Name three pictures that you could draw to tell the
main thought of the story. Name them in the order
given in the story.

   Answer: The messenger gives the bundle of arrows to the
       Pilgrim governor.
       The Pilgrims send back the skin filled with powder.
       The Pilgrims defeat the Indians.

   No. right: ___

2. Question: Name three pictures that you could draw to tell
the main thought of the story. Name them in the order
given in the story.

   Answer: Dr. Fleming studying in his office.
       The mold settles on the dish.
       Dr. Fleming looks at the dish and finds a new medicine.

   No. right: ___

3. Question: Name four pictures that you could draw to tell the
main thought of the story. Name them in the order
given in the story.

   Answer: The villagers flee to the fort.
       The fight with the Indians.
       Elizabeth tells the captain that she'll go for the
       powder.
       Elizabeth brings back the powder.

   No. right: ___
To Pupil Checking Answers: After your partner has read each story ask him the questions below. Check the answers he gets right.

1. Question: Name three pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: Fulton makes the first steamboat.
The crowds watch the boat start on its first trip.
The boat moves up the river to Albany.

No. right: ___

2. Question: Name three pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: Soldiers crawling through the jungle.
Eymie helping the wounded men.
He is killed while fixing a soldier's wounds.

No. right: ___

3. Question: Name five pictures that you could draw to tell the main ideas in the story. Name them in the order given in the story.

Answer: David Lazarus on his way to London.
A house hit by a bomb.
Lazarus rescuing four people.
A wall falling on him.
Lazarus receiving the King's Medal.

No. right: ___
To Pupil Checking Answers: After your partner has read each story, ask him the questions below. Check the answers he gets right.

1. Question: Name four pictures that you could draw to tell the main points of the story. Name them in the order given in the story.

   Answer: People dying of Yellow Fever
           Walter Reed discovers that mosquitoes carry germ
           Ten in the camp letting mosquitoes bite them
           People ridding the city of mosquitoes

   No. right: __________

   Answer: People dying of Yellow Fever
           Walter Reed discovers that mosquitoes carry germ
           Ten in the camp letting mosquitoes bite them
           People ridding the city of mosquitoes

   No. right: __________

2. Question: Name three pictures that you could draw to tell the main points of the story. Name them in the order given in the story.

   Answer: People slipping over the border
           Officers looking at the men's papers
           Officers asking the men to pronounce "Z"

   No. right: __________

3. Question: Name five pictures that you could draw to tell the main points of the story. Name them in the order given in the story.

   Answer: The farmer riding his horse by the sea
           The ship on the rocks
           The farmer tying rope to the horse
           Rescuing the sailors
           The tired horse sinking into the sea with his master

   No. right: __________
LESSON XXIV...B CHECK PAGE

To Pupil Checking Answers: After your partner has read each poem, ask the questions below. Check his answers.

1. Question: Name four pictures that you saw in the poem. Name them in the order given in the poem.

Answer: The sea breaking on the stones
A fisherman's boy playing with his sister
A sailor lad singing in his boat
Ships sailing into a harbor

No. right: ______

2. Question: Name eight lovely things that the poem mentioned. Give the order as the poem gave them.

Answer: blue waves against a cliff
a soaring fire
children's faces
golden music
smell of pine tress in the rain
loving eyes
arms that hold you
holy thoughts in the night

No. right: ______
To Pupil Checking Answers: After your partner has read each of his stories to himself, he is going to tell you the story as he remembers it. While he is talking, check the ideas he tells you in the list below. Give him credit if he gives the main thought of the idea, even if he leaves out little words.

1. General Robert E. Lee was the great leader of the southern army during the Civil War. He was well liked by everyone and often people gave dinners in his honor. At one of these dinners, many men gave long speeches, telling what a fine man the general was. The speeches lasted for hours. Finally, General Lee grew tired of hearing about himself. He turned to the man in charge of the dinner and asked, "How many more men are going to speak?" "Just five more," answered the man. "I wonder," asked the general, "if you would ask them to all speak at once?"

No. of memories

2. Once there was a farmer who was very kind to his neighbors, and helped them in any way that he could. One day, he heard that a man who had just moved to the next farm had a fine library. As he liked to read, the farmer went to his new neighbor and asked if he might read one of his books. The neighbor said that he would be glad to let him read one, but that he never allowed the books to leave his house, so the farmer would have to read it there. A short time later, the neighbor broke his plow and asked the farmer if he could use his plow. "With pleasure," said the farmer, "but since I never allow my plow off my land, you will have to use it here."

No. of memories

3. Once, when Lincoln was out riding with some friends in the woods, the men noticed that he had left them. They wondered where he had gone. Then a man who had been riding beside Lincoln said that he had found two baby birds that had fallen from their nest, and had stopped to look for the nest to put them back. Soon Lincoln caught up to his friends and they joked with him about his soft heart. Lincoln just smiled and said, "I couldn't have enjoyed my ride until I returned those baby birds to their mother."

No. of memories