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An Evaluation of the Effect of Illustrations on Comprehension in the Second Grade

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Thesis

AN EVALUATION OF THE EFFECT OF ILLUSTRATIONS ON COMPREHENSION
IN THE SECOND GRADE

Submitted by
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Many thanks go also to Dr. Helen Sullivan without whose guidance this study could not have been completed.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Justification of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>II Summary of Previous Research</td>
<td>3</td>
</tr>
<tr>
<td>III Plan of the Study</td>
<td>17</td>
</tr>
<tr>
<td>IV Analysis of Data</td>
<td>19</td>
</tr>
<tr>
<td>V Summary and Conclusions</td>
<td>26</td>
</tr>
<tr>
<td>Suggestions for Further Study</td>
<td>28</td>
</tr>
<tr>
<td>Bibliography</td>
<td>29</td>
</tr>
<tr>
<td>Appendix A Test Materials, Numbers 1, 2 and 3</td>
<td></td>
</tr>
<tr>
<td>Appendix B Sample Tests, Numbers 1, 2 and 3</td>
<td></td>
</tr>
<tr>
<td>Appendix C Scores of Tests and How Figures Were Computed</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

Introduction:

The following is an attempt to determine the effect of textbook illustration on comprehension in grade two.

Much research has been carried out to determine the child's preference in pictures. Visual aids have been established as a definite part of the elementary school curriculum. The author wishes to determine how much these illustrations effect the comprehension of second grade pupils.

These illustrations are expensive. Much money is spent annually to make these illustrations interesting and appealing to the child. Consideration of color and color relationship, line and perspective have been successively and collectively the object of research in this direction. The results of such studies to determine the child's preference are very helpful to both publisher and illustrator. Based on the assumption that the illustrations preferred by children will be of great value in aiding comprehension, textbooks have been extensively expanded to include such pictures and other aids.
Statement of the Problem: This study was undertaken to determine:

1. the extent of comprehension with illustrations,
2. the extent of comprehension without illustrations,
3. sex differences as related to the extent of comprehension,
4. those children who prefer illustrations, and those who do not.

The problem is to determine the effect of illustrations on comprehension in Grade Two.

Justification of the Problem: Several studies have been conducted on the evaluation of the effect of illustration upon comprehension. Gilchrist ¹ did hers on first and second grade levels, while Richards ² and Galliher ³ did theirs on fifth and sixth grade levels. These previous studies were conducted with illustrated stories not of the basal reading textbook variety. Therefore, this study is to be conducted using the McKee Basal Reading Series for testing the effect of illustrations on comprehension.

CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

For some time illustrations have been a very controversial aspect of comprehension in reading. Few studies have been undertaken to determine the amount of help illustrations give to comprehension. Pictures have always been an important aid to teaching reading. In the past, basic readers were illustrated with wood cuts, line drawings, and half-tones in black and white.

Illustration for children is not a recent development. It goes back to the past when cave men scratched crude pictures on stone. According to an article by Good \(^1\) the first illustrated textbooks appeared about 1460, shortly after printing came into general use. With these early beginnings, illustrations have apparently always been an integral part of most school books. Color processes in photography and printing make it possible to reproduce exact and lifelike pictures which vividly portray their purpose.

In 1945, King stated, "It is interesting to note the discrimination with which modern textbooks select pictures. They are definitely a part of the text itself and are used as teaching devices. There possibly will be wider and even more discrimination in the use of photographs and other illustrative material".

Zisman says that illustrations should be functional in subject content and functional in visual arrangement. "Illustrations should be the means of making more concrete whatever may be difficult or elusive in comprehension because of abstraction or vagueness." Zisman feels that pictures should be organically related to the story. He also states that illustrations of quality should be:

1. Illustrations of human interest
2. Illustrations of environment
3. Illustrations of quantity
4. Illustrations of processes.

For the illustrations to be useful, the author, publisher and artist should integrate their capabilities. Illustrations are tools in teaching. Pictures should be chosen for a purpose and according to the mental age of the pupil.

"Textbook Illustrations - a Visual Aid",
1 Howard, A. B., Educational Screen 26: 27-8, January 1947
2 Zisman, S. B., "Improving Illustrative Material in Textbooks", Educational Screen 17: 218-19, September 1958
Williams 1 states that:

1. Illustrations should have one general theme and should avoid details that detract from it.
2. Illustrations should be rich in thought content.
3. Illustrations should supplement the textual material and aid in its interpretation and clarification.
4. The illustration should be clear, distinct and artistic.
5. The illustration should furnish a vicarious experience which corresponds closely with a real situation.
6. Titles and sources should be given for each illustration.
7. Teachers must orientate and introduce new materials to their pupils in a manner that connects the materials with the pupils' experience.

Stutz 2 concludes that a useful picture should arouse interest, serve to introduce a subject, stimulate thought, provide a basis for discussion and facilitate review or summarize a subject. Illustrations should be carefully reproduced close to the written passages and be accompanied by meaningful captions. Efficient use of illustrations may result in increased interest, better habits of study, and increased understanding.

1 Williams, P. T., "Textbooks Need Better Pictures", Nation's School 30: 50-54, June 1944.
Pictures should be authentic and relevant. They should contain a minimum of detail.

Miller \(^1\) discovered in his study on "What 100 Children See in Pictures in Grade 3" that:

1. Children see relatively few items in pictures.
2. Items are seen in isolation, rather than as parts of a unified whole.
3. The most important item often escapes notice.
4. Children with higher I.Q. identify more than those with lower I.Q.
5. The chronological age is not important in grade 3.
6. There are no significant sex differences in ability to see items in pictures.
7. If pictures are to aid the understanding of printed material, teachers will need to direct the attention of children to important items in pictures and to develop interpretation of those items.

Somewhere along the way, the function of the picture changes. Instead of teaching, it becomes largely a motivating and entertainment device.

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Through the years there has been an increase in the use of illustration. Miller says that it is possible that the reading material is so simple that pictures are not necessary to assist the child in interpreting the contents. The children fail to interpret the picture properly. Children see items of the picture in isolation. Sometimes the items of the picture escape unnoticed. The teacher should direct the attention of children to important items in pictures, and develop the interpretation of these items.

Goddykoontz 1 says, "The pre-primer picture book develops a background of experience that ensures reading readiness and eagerness to read." Pictures are said to enrich experience, supply visual imagery, contribute to the text, ensure meaningful reading, add to understanding and pleasure. Pictures are read as the text is read; thus they should be motivating. Pictures are accepted as integral parts of a book's subject matter.

Halbert 2 concluded:
1. Children get more relevant ideas from reading a story with pictures.
2. From the standpoint of stimulating and arousing a variety of ideas, pictures are superior to reading matter alone, or reading matter with pictures.

3. The majority of the ideas reported from pictures alone were irrelevant to the story or to the ideas extended in the pictures.

4. From the standpoint of stimulating ideas which are directed toward some specific goal, pictures alone are inferior to reading matter with or without pictures.

5. When the stimulating effect of pictures is directed by reading matter, there is an increase in their relevant ideas.

6. There should be a careful study of the background and experience of the children for whom instructional materials are prepared.

7. To the extent that memory for ideas is a measure of comprehension, pictures contribute to the comprehension of reading materials.

Miller \( ^1 \) in *Elementary English Review* states reasons why pictures fail to aid comprehension:

1. Children do not read pictures accurately.

2. Verbalism may exist in picture reading as well as in printed material.

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\( ^1 \) Miller, William A., "The Picture Crutch in Reading", *Elementary English Review* 14: 263-64, Nov. 1937.
3. Children may get only general impressions if they have no training in reading pictures.

4. Some children get erroneous meanings from pictures because of limited experiences.

5. Pictures are not always focused on the parts of the reading matter most difficult to understand.

"It is possible that in the matter of illustration, we have used adult standards in judging what we call the interests of children without distinguishing between the appeal of brightly colored pictures and the appeal of well-written story material that has intrinsic worth."

Miller also found in his study that children who read a given piece of material comprehended just as well as those with a picture.

Carboneau\(^1\) concluded that illustrations did not greatly influence the comprehension of material read though they did arouse discussion.

One story showed a difference to be in favor of the non-illustrated material.

The other scores, though not statistically significant, showed the difference to be in favor of illustrated material.

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The children were not concerned whether or not they had pictures, but discussions occurred only when illustrations were present.

Kuivila found in her study that illustrations did not seem to have any great effect on the comprehension scores in any of the stories. The differences on the illustrated and non-illustrated stories were not statistically significant.

The results of Gilchrist's study seem to indicate that:
1. Illustrations are not necessary in order to comprehend the printed material in grades one and two.
2. The slow reader is distracted by illustrations.
3. The good reader pays little attention to the illustrations and seems to comprehend as readily with or without illustrations.

Richards concludes that:
1. Illustrations have little effect on comprehension scores.
2. Children with high intelligence had higher scores on the non-illustrated material.


3. The children with average intelligence quotients had slightly higher scores in the illustrated materials than in the non-illustrated materials in three out of four stories.

Galliher \(^1\) found that the illustrations seemed to have a great effect on comprehension scores. In four stories the difference was in favor of the illustrated group.

In order to determine the effect of illustrations on comprehension, it would be useful to find what type of picture the child himself prefers. Many studies have been undertaken to find the child's preference. Since the illustrations are for children, not adults, the preference of the child is of prime importance. All too readily we as adults forget this.

"It is evident that, as the level of the reader moves upward, the picture loses more and more of its importance." \(^1\)

Malter \(^2\) collected and analyzed eight preference studies. His conclusions were:

1. Children prefer colored illustrations.
2. Children are interested in a variety of things.
3. Children possibly do not like silhouettes.

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4. Children's preferences are subject to change. They must constantly be re-evaluated.

Ayer states the child likes large pictures better than small ones and those that add to his understanding of the book. His interest in decoration will develop but in the early stages he likes the characters and inanimate objects to look as he thinks they should look. For young children, pictures above the text are usually more effective than pictures below the text. Children like factual pictures of everyday things with the important figures centered. Second and third graders like pictures of elves, fairies and other fanciful creatures. Pictures with some minor details are more popular than those showing practically nothing but the major figures. The children prefer colored humorous pictures that show action and suggest a story. Animal pictures are popular; little children prefer domestic ones. Children with special training have the same tastes as those without special training.

In the group of pre-school to third grade children, Martin found:

1. Story-telling pictures are much more popular than those of decorative type.

1 Ayer, Jean, "Format and Reading Appreciation", Elementary English Review 17: 213-17, October 1940.

2 Martin, Helen, "Children's Preferences in Book Illustration", Cleveland, Ohio, 1931. (Western Reserve University Bulletin, Vol. 34.)
2. Pictures of animals are the most popular with both sexes, but only those animals with which children are familiar.

3. Pictures showing animals in distress, or being roughly handled were invariably left to the last choice.

4. Children take a keen delight in pictures showing humor, especially sharing in a situation of which the main character is unaware.

5. Children are greatly influenced by primary colors.


7. Preferences are often guided by minute details, at times entirely unnoticed by adults.

8. Size plays an unimportant role.

9. Familiarity plays an important part.

10. Kindergarten and first grade children are surprisingly alike in their preferences.

11. Differentiation or emergence of individual opinion occurs in the second grade.

12. Children can almost always give a reason for their choices, but sometimes are honestly frank in saying, "I just don't like it", or much more logically, "'cause it's the last one".

13. It is difficult to hold the attention of children after the first choice has been made.
Bamberger 1 found that:

"(a) Numerous illustrations make a book acceptable to children. 25% of the book space seems the minimum amount of space devoted to pictures to make a book acceptable for little children. Large, full-page pictures are preferred to smaller ones inserted irregularly in the text.

(b) Colors preferred by the younger children are rather crude and elementary, having a high degree of saturation and a great deal of brightness. Older children gradually grow into preference for softer tints and tones.

(c) Humor and action in pictures make an appeal to primary children.

(d) Pictures that have a story-telling quality have a high attraction.

(e) A fair number of stories in a familiar field attract children to a book."

The median size of illustrations of the favored books is 4½ by 4 inches, or 16 square inches.

Rudisill 2 in "The Elementary School Journal" says that:

1. Children prefer realistic colored pictures.


2 Rudisill, M. F., Elementary School Journal 52: 444-51, April 1952. "Children's Preferences for Color versus Other Qualities in Illustrations".
2. Realism.

3. Photographs are good because they are realistic.

Martin, Mellinger and Bamberger's research agree that favored pictures seem to have:

1. story-telling qualities,
2. familiar subject matter,
3. somewhat crude and elementary coloring.

90% preferred the colored pictures to the uncolored.
80% preferred the saturated colors to the unsaturated.
71% preferred the many colored pictures to single color.
72% preferred large color masses to broken ones.
85% preferred the strong outline to weak.
52% preferred the picture with detail to that with none.
62% preferred the picture with a border to that with none.
55% preferred the small central figure to the large one.

The research shows that illustrations have a definite interest to the child. However, the aid given to comprehension by illustrations at the present time seems to be relatively insignificant. This may be caused by many factors; the major factor appears to be the child does not comprehend the picture as a whole nor does he associate the picture with the story.

1 Freeman, Graydon LaVerne, "The Child and His Picture", Chicago: Northwestern University Press, 1933.
Statistical studies have indicated little difference between scores obtained from illustrated and non-illustrated material.

The following study is an attempt to measure the effectiveness of illustrations on comprehension in grade two.
CHAPTER III

Sixty second-grade children from one school were tested. Twenty children were tested on two stories from the McKee book, "On We Go". The illustrated story was, "The Hurdy Gurdy Man". The unillustrated story was "Room Enough". These children were from the A reading division.

The second group tested were twenty children from the B reading group. They were tested on two stories from the McKee Reader, "Come Along". The illustrated story was "Curious George". The unillustrated story was "How Sam Got Good Sense".

The third group tested were twenty children from the low reading group. These children were tested on the McKee Reader, "Up and Away". The illustrated story was "Who Wants to Run Away"; the unillustrated, "Wait for Andy".

Each child was tested individually. He was asked to read the story silently. Help was given on any unknown words. Specific directions were not given to observe the illustrations. The two stories were not read at one sitting. Samples of the stories may be found in the Appendix, Exhibit A.

Each test consists of twenty-five questions of the question-answer multiple choice, sequence and true-false types. Specific directions are written at the top of each test. Samples of the three tests may be found in the Appendix, Exhibit B. The tests were
mimeographed so that each child had his own test booklet. The answers were checked either right or wrong. The highest possible score was 25. The chronological ages range from seventy-nine months to one hundred thirteen months.

The Intelligence Quotients were the results of the Detroit Intelligence Test administered at the first grade level; they range from 77 to 135.
CHAPTER IV

ANALYSIS OF DATA

TABLE I

Mean Chronological Age and I.Q. of Children Taking Test No. 1

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>Mean CA.</th>
<th>S.D.</th>
<th>Mean I.Q.</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>91.65</td>
<td>4.33</td>
<td>111.85</td>
<td>10.79</td>
</tr>
</tbody>
</table>

The mean I.Q. of 111.85 shows that the children are in a high intelligence group. The I.Q.'s ranged from 92 to 135, which are slightly above normal distribution.

The derivation of all statistics used in this report may be found in the Appendix, Exhibit C.
Table II

Mean Chronological Age and I.Q. of Children Taking Test No. 2

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>Mean CA.</th>
<th>S. D.</th>
<th>Mean I. Q.</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>90.2</td>
<td>7.85</td>
<td>107.25</td>
<td>12.18</td>
</tr>
</tbody>
</table>

The mean I.Q. of 107.25 shows the group to be slightly above the normal. The range of test scores is greater with this group than the group taking test No. 1, ranging from 77 to 134.
### TABLE III

Mean Chronological Age and I.Q. of Children Taking Test No. 3

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>Mean CA.</th>
<th>S. D.</th>
<th>Mean I. Q.</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>92.25</td>
<td>5.63</td>
<td>102</td>
<td>8.38</td>
</tr>
</tbody>
</table>

The mean I.Q. of 102 shows this group to be about normal. The I.Q.'s ranged between 86 and 116.
TABLE IV
Comparison of Total Scores on Test No. 1

<table>
<thead>
<tr>
<th>Material</th>
<th>No.</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.K.</th>
<th>S.D.</th>
<th>Mean Diff</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated</td>
<td>20</td>
<td>18.25</td>
<td>19.5</td>
<td>19.6</td>
<td>4.078</td>
<td>3.84</td>
<td>.86</td>
<td>1.06</td>
</tr>
<tr>
<td>Non-Illustrated</td>
<td>20</td>
<td>19.1</td>
<td>20.1</td>
<td>20.4</td>
<td>- .47</td>
<td>2.73</td>
<td>.62</td>
<td></td>
</tr>
</tbody>
</table>

The mean score shows the non-illustrated material is slightly higher than the illustrated. The median and the mode strengthen this finding by showing that the middle item and most frequently appearing score are slightly higher for the non-illustrated stories. The skewness figures show that the exams were fairly equal, neither being greatly skewed in the results.

The standard error of the mean applies to the distribution of averages around the true average of the universe, or the true average of the scores of all children on a like test. This figure is used in obtaining the Standard Error of the Difference to determine probability.
The Standard Error of the Difference and the Critical Ratio shows the difference on these two exams to be insignificant.

The probability that this difference is caused by chance and is not a true difference between the two exams is 79 in 100, showing the difference to be insignificant.
TABLE V
Comparison of Scores on Test No. 2

<table>
<thead>
<tr>
<th>Material</th>
<th>No.</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.K.</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated</td>
<td>20</td>
<td>15.55</td>
<td>18.67</td>
<td>18.75</td>
<td>-.5</td>
<td>6.34</td>
<td>1.42</td>
<td>1.68</td>
</tr>
<tr>
<td>Non-Illustrated</td>
<td>20</td>
<td>16.8</td>
<td>17.33</td>
<td>17.67</td>
<td>-.87</td>
<td>4.15</td>
<td>.93</td>
<td></td>
</tr>
</tbody>
</table>

The mean shows that the scores obtained were slightly higher on the non-illustrated material, but since the spread of scores was greater on the illustrated material, the median and mode are higher on this exam. The mean here is shown to be affected by the extreme items.

The skewness shows both exams to be of approximately equal validity.

The Standard Error of the Difference and the Critical Ratio show the difference to be insignificant. The probability that the difference is caused by chance, and is not a true difference between the two exams is 82 in 100.
TABLE VI
Comparison of Scores on Test No. 3

<table>
<thead>
<tr>
<th>Material</th>
<th>No.</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.K.</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated</td>
<td>20</td>
<td>18.45</td>
<td>18.5</td>
<td>18.67</td>
<td>-.077</td>
<td>2.85</td>
<td>1.13</td>
<td>.71</td>
</tr>
<tr>
<td>Non-Illustrated</td>
<td>20</td>
<td>20.05</td>
<td>21</td>
<td>21.5</td>
<td>-.35</td>
<td>4.14</td>
<td>.93</td>
<td></td>
</tr>
</tbody>
</table>

The mean, median, and mode here all show that the scores obtained were higher on the non-illustrated material than on the illustrated material. This table shows the largest difference between any two tests. This is probably caused by the greater range of items in the illustrated scores.

The skewness shows that there is a slight difference between the exams; the illustrated is negatively skewed (or the scores are generally lower), slightly less than in the non-illustrated exam.

However, the difference is shown to be relatively insignificant, and caused by chance, by the Standard Error of the Difference and the Critical Ratio.

The probability that the difference between the two exams is caused by chance, and is not a true difference is 52 in 100.
SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the effect of illustration on comprehension in Grade Two.

Sixty children were divided into three groups of twenty each. Each group read one illustrated and one non-illustrated story on their respective levels. The stories were cut from the books and mounted on Oak Tag. The children were tested individually.

The children appeared to enjoy reading both stories. They also seemed to enjoy being tested.

The Intelligence Quotients of the children in these groups ranged from 77 to 135, showing that the distribution of the children's I.Q.s was normal or slightly above normal.

The comparison of scores of the illustrated and non-illustrated stories shows little difference. On the illustrated story tests the scores were spread over a wider range. This causes the mean to fluctuate more, being affected by the extremes. This may explain in part the general tendency for slightly higher means on the non-illustrated story exams. However, the probabilities and the low critical ratio indicate that the differences were not truly significant but were caused by chance factors. The slight true difference between
the stories is in favor of the non-illustrated story test.

The children spent little if any time examining the pictures. This may be due to the fact that they were given no specific directions to observe the illustrations. When asked which story they preferred, forty-two of the sixty tested preferred the illustrated story.

The author would conclude from the results of this study that illustrations are relatively neutral in their effect upon comprehension in reading on the second grade level. The illustrations do not appear to aid nor hinder the child's comprehension in reading.
SUGGESTIONS FOR FURTHER STUDY

1. Repeat this study on a larger population with children from high and low intelligence groups.
2. Do a similar study giving specific directions to observe the illustrations.
3. Do a similar study on a different grade level.
4. Do a similar study using different basal readers.
5. Do a study to find how well the illustrations correlate with the text.
One day Andy was out for a ride in his wagon.
Up ran Dick and Jack.

“Put away your wagon!” said Dick.
“We want you to go with us.
Hurry up, Andy.
Take your wagon home.
We will wait here for you.”

“Where will we go?” asked Andy.

“To the circus parade,” said Jack.
“We will have to hurry or the parade will be gone.
Take your wagon home.
Get back here as fast as you can!”

“Wait for me,” said Andy, and away he went with his wagon.
Andy put away his wagon.
Soon the boys saw him coming back.
But he was not coming very fast.
The boys wanted him to hurry.

“Hurry up, Andy!” cried Jack.
“Hurry up, or we will never get down to see the circus parade.
We want to get to First Street before the parade gets there.”

“We can’t wait,” cried Dick.

“Hurry up!”

Off Comes a Shoe!

“Wait!” cried Andy.
“My shoe is coming off!”

“We can’t wait!” said Jack.
“The circus parade will be gone!”

“Hurry up!” said Dick.
“We want to get to First Street before the circus wagons come!”

His shoe was about to come off, but Andy began to run.
Then the shoe did come off.
There was Andy with one shoe off and one shoe on.

"Wait for me!" he cried.
"My shoe has come off.
I can't run with one shoe off!"

Andy was so far behind the boys that they did not hear him.
So they did not wait.
They were in a hurry to see the circus wagons on First Street.

Andy sat down and put on his shoe.
Then he looked up the street and down the street.
He was so far behind the boys that he could not see them at all.
Andy was all alone.

"They did not wait for me," he said.
"I will have to go on alone.
I can't see the parade here."

Then Andy heard something.
It was far away, but it was coming down his street.
What could it be?
Andy had heard the circus band.  
Now the parade was not far off.  
And there he stood all alone!  

First came the big circus horses.  
Behind them came the circus band.  
The band was what Andy had heard.  

    Behind the band came a man  
on a big elephant.  
    Andy stood there all alone  
    and looked up at the man.  
    The man looked down at Andy.  
    Then Andy heard the man say,  
    "Boy, do you want a ride?"  

    "Yes, I do!" said Andy.  

Look at Andy Now!  

    "Up you go!" said the man.  

    And there Andy sat all alone  
on the back of an elephant.  
    Soon the band began to play again.  
    The parade came to First Street.  
    And Andy went riding an elephant  
down First Street in the parade!
It was fun to be riding all alone on the back of an elephant.

Andy looked down — far down — at the man with the elephant.
He looked down at the band.
It was riding in the band wagon.
He looked down at the boys and girls who had come to see the parade.

Down there he saw Dick and Jack.
How far away they were!
He called down to them.

Dick and Jack looked up — far up — and saw Andy riding an elephant.
He was riding behind the band in the parade!

"Look at Andy!" called Dick.
"He is riding an elephant!
He is riding it all alone!"

"Look at Andy!" called Jack.
"He is riding behind the band!"

Andy heard all they said.
Riding an elephant was fun!
The parade went up Green Street. Then it came down High Street. Soon it was back on the street where Andy began his ride.

"I have to get off here," Andy called down to the man.

"I will tell the elephant to let you off," said the man.

The band and the horses had gone on. The man and the elephant were about to go on, too.

"Thank you for the ride," said Andy. "Riding an elephant is fun."

"I like it too," said the man. Then he went away with the elephant.

"I want to thank the elephant, too," Andy called to the man.

"I will tell him," the man called back.
The boys and girls wanted to hear Andy tell about riding an elephant.

"Tell us all about it," said Dick.

"I can't tell you now," said Andy.
"My shoe is coming off."

"We will wait," said Dick.

Andy put on his shoe.
Then he did tell them about riding alone on an elephant.
Who Wants to Run Away?
The circus was now far away, but pictures of it were still around. Day after day Andy looked at them.

"There is the picture of the elephant I had a ride on," he said. "Some day I am going to be an elephant man in a circus. When the circus comes again, I am going away with it."
Then one day Dot saw Andy going down the walk all alone. He was in a big hurry.

"Where are you going?" Dot called.

"The circus is here," said Andy.
"I am going to run away.
I am going with the circus.
Do not tell Mother and Daddy."

"In those clothes?" asked Dot.
"Can't you get circus clothes?"

"Yes, I can," said Andy.
And back he went to get them.
Soon Andy came down the walk again. He had on his circus clothes, and he had on new black shoes.

"You can't walk around the circus in those new shoes," Dot said. "You had better take time to get shoes you can walk in. Put those shoes in your wagon."

"I am in a hurry, but I had better do that," said Andy.

And back he went again.
Down the walk Andy came again.
"I am going now," he said.

"Why don’t you get Tip?" Dot asked.
"She can do tricks in the circus."

"I had better do that," said Andy.

"Why don’t you take time to get circus clothes for Tip, too?" asked Dot.

"I will," said Andy.
"Wait and see how she looks."

And off he went to get Tip.
"How about Tip now?" Andy asked. "How do you like her clothes?"

"She looks like a circus dog now," said Dot. "But what is the little pail for?"

"For my work," said Andy. "I am going to water the elephants."

"Why don't you get a big pail for that work?" asked Dot.

"Maybe I had better take time to do that, too," said Andy.
"This big pail will be better for my work," said Andy.

"What will you use for a bed after your work is done?" asked Dot.

"You are going to work hard. You will want a good bed when you have done all that work. Why don't you take something to use for beds for you and Tip? You had better take time to get another wagon to put them in."

"I had better do that," said Andy.
"That wagon is too big for that little string," said Dot.

"Why don't you use a strong rope? Strong rope is better for that work. Go back and get a strong rope. Get some clean clothes, too. You will want some clean clothes to put on after your work is done."

"I have all I can take," said Andy.

"I have shoes, and beds, and a pail."

But Andy went back for clean clothes and a strong rope to use on the wagons.
Andy put his clean clothes into the big wagon.

"Now I am done, and I am going on!" he said.

"Wait, Andy," said Dot. "Can't you get a good, strong broom? You will have to clean the cages. You had better have a good, strong broom to use for that work. Then you can get it done in a hurry."

"I will get a broom," said Andy. "I know I will have to clean cages."
"Now I am going," said Andy.
"I have circus clothes, new shoes, two beds, a pail, and clean clothes. I have a strong broom to use when I clean the cages."

"What about some cakes?" Dot asked. "Mother just made some for us. Can't you take time to stop and eat some cakes?"

"I am in a big hurry, but I will stop for cakes," Andy said.
Soon Dot came back with the cakes that her mother had made. She gave Andy a cake. "These are better than anything you will get in the circus," she said. "Take time to eat one."

Andy did that and said, "I like cake better than anything."

"Have another cake, Andy," Dot said. "Mother made them for us. You have to be strong to clean cages and water elephants."

"Put one in my pocket," said Andy. "I can't stop to eat another cake."
Down the walk Andy went.
The wagons were hard to pull.
Dot laughed to see him work so hard.

“He will stop and come back,”
she said to herself.
“He does not have much to eat.
He has no money.
He can’t get anything to eat.
He will find out that home
is much better than the circus.
It will not be fun to clean cages.”

But this time Andy did not stop.
The two wagons were hard to pull. It made Andy hot to work so hard. Soon he had to stop.

“We will stop here, Tip,” he said. “These wagons are hard to pull. It is much too hot to work so hard. We will stop and eat the cake. I like cake better than anything.”

Andy gave some cake to Tip. Then he sat down. “The cages can wait,” he said. Soon he went to sleep.
Andy heard somebody call, "Get up, Andy! Get up!"

"Don't you know better than to sleep all day?" he heard a man ask.

"How much work have you done? Have you done anything at all? Why don't you get your broom and use it to clean those cages?"

"I can't clean the cages all alone!" Andy said — and then he looked up. There stood his daddy and Dot.
"How did you find me?" asked Andy.

"Tip came home alone," said Daddy.
"She made us come back with her."

"Do you want to go on?" Dot asked.
"It will be fun to clean cages."

"I want to go back," said Andy.
"It is too far to pull these wagons."

"Going back is much better than going on to clean cages," said Daddy.

"Anything is better than that," said Andy.
Sam worked hard. He was never afraid of work as some boys are. Sam liked work. But sometimes Sam did not use very good sense about doing his work. You will soon find out how that was.

Mr. Banks owned a farm and he wanted a boy to help him.

One day Sam came and asked for work. "I will always work hard," said Sam. "Will you always do just what I tell you?" asked Mr. Banks.

"Yes, I will," said Sam.

"All right," said Mr. Banks. "You may begin work right now. Take the dog and get the cows from across the road. Always use good sense."

Any farm boy with good sense would send the dog to get the cows. But not Sam! He got a rope to pull the dog along behind him.

The dog had always gone alone to get the cows. He did not like being pulled on a rope.

He pulled one way while Sam pulled the other.

"Come on here!" Sam called to the dog. "Mr. Banks said to take you."
After a long while, Sam came back.

"What is the rope for?" asked Mr. Banks.

"To take the dog," said Sam.

"Use some sense!" said Mr. Banks.

"Next time send the dog after the cows. He always goes after them alone.

It is no trouble to send him, and he can get them faster than you can."

"But you said to take him," said Sam.

"I can't take him and send him too."

"Maybe not," said Mr. Banks. "But I'll tell you something. Always remember that four legs can go faster than two legs."

"Yes," said Sam. "I'll always remember that four legs go faster than two legs."

"Always use good sense and you will not get into trouble," said Mr. Banks.

"Now you clean the pig house while I take the horses to water."
One day Mr. Banks said to Sam, "I must send you to town for a table. It will not take you long. Run now!" 

Sam ran to town and got the table. He put it on his back. The table was big and the day was hot. 

"This will never do," said Sam. He put the table down and looked at it. 

"That table has four legs," he said. 

"What was I to remember about four legs? Four legs always go faster than two legs. This time I'll use good sense."

So Sam left the table there in the road. 

"Run, now!" he said to the table.
When Mr. Banks saw that Sam was back without the table, Sam was in trouble.

"And where is that table you were to bring from town?" asked Mr. Banks.

"Isn't it here?" asked Sam. "You said that four legs go faster than two legs. I remembered that. So I did not take the trouble to bring the table with me."

"I was thinking of legs that can run," said Mr. Banks. "Will you ever get any sense? Next time don't be so silly! Get the horse and wagon and bring that table home in a hurry. Always use a wagon to carry big things like tables in a hurry."

So Sam got the horse and wagon and went back to town for the table.

"Four legs don't always go faster than two legs," said Sam. "I'll remember that."
Soon the girl who worked for Mrs. Banks had to send Sam to town for matches.

“If I send you for a box of matches, will you hurry?” she asked. “Will that be too much trouble?”

“No trouble at all,” said Sam.

Then he said to himself, “This time I will show Mr. Banks that I am not silly. I’ll bring the matches home in a hurry.”

So Sam took the horse and wagon and went to town for the matches.

After a while he came back with the little box of matches in the big wagon.

“Where did you go?” asked Mr. Banks.

“I went to town to get a box of matches in a hurry,” said Sam.

“A box of matches!” cried Mr. Banks. “You didn’t need a wagon for that! Why didn’t you carry them in your pocket? When we send you for some little thing, bring it home in your pocket.”

“I’ll remember,” said Sam to himself.

“Remember to get some sense into your silly head, too,” said Mr. Banks. “Then you won’t get into trouble.”
"Bring those matches here," called the girl.
Sam ran to her with the matches.
"Now run over and ask Mrs. Brown if she can let us have a little cream. And you won't need the horse and wagon. "I'll bring it back in the right way," said Sam.
Mrs. Brown didn't get the cream for Sam. She told him to help himself. "You will find the cream in a jar in the milk house," she said.

Sam went to the milk house. There was the jar of cream, just as Mrs. Brown said. "I won't be silly this time," said Sam to himself. "How should I carry cream? Let me see. Four legs go faster than two legs. But this cream has no legs. I should use a wagon to get big things like tables in a hurry. A little cream isn't big and I am not in any hurry. I should put little things in my pocket. I am glad I remembered that! I can take a little cream home in my pocket."
Sam thought Mr. Banks would be glad to see what good sense he had used. He whistled all the way home.

When Sam got home, Mr. Banks and the girl looked for the jar of cream. But Sam didn’t have any jar and he didn’t have any cream.

All he had was a wet pocket. Sam was in trouble again.

"Just look at that!" cried Mr. Banks. "Why did you put cream in your pocket?"

"You said I should bring little things home in my pocket," said Sam.

"But cream runs!" said Mr. Banks. "I never thought of that," said Sam.

"Won’t you ever get any sense into your silly head?" asked Mr. Banks. "Use a jar to carry things that run."

"I’ll remember that," said Sam.
One day Sam was painting the front gate. The girl heard him whistling as he worked. After a while she came out and said, "Sam, you always whistle while you work. You must like to work."

"I do," said Sam. "What do you want me to do now?"

"Mr. Brown has a puppy for me," she said. "I thought I would send you to get it."

"I'll be glad to go," said Sam. And off he went, whistling to himself.

As he went down the road, he thought, "I'll remember what Mr. Banks told me. I won't be silly again."

On the way to the farm, Sam saw Mr. Brown going to town. Sam asked about the puppy. "Take the black one," said Mr. Brown. "You will find it running around."

While Sam looked for the puppy, he thought, "How will I get it home? It has four legs, but it is too little to send alone.

Mr. Brown said the puppy was running around. Now I remember!

Mr. Banks said I should always use a jar to carry things that run. I am glad I thought of that!"

Then Sam saw the puppy and he saw a jar that he thought he could use. He whistled to the puppy and it came to him.
Sam tried to put the puppy into the jar. It was hard work, but Sam made him go in — all but his head and front feet.

“There!” said Sam to himself. “This is the way to carry anything that runs.”

When the girl saw that Sam had put her puppy into a jar, Sam was in trouble.

“What a silly way to carry a puppy!” cried the girl. “Get him out of that jar.”

Sam tried and tried to get the puppy out, but he could not do it.

“I can’t get it out,” said Sam.

“It will just have to go on two legs.”

Just then Mr. and Mrs. Banks came to see what the trouble was.

“Send the boy away,” said Mrs. Banks. “He has no sense at all. I’ll get the puppy out of the jar.”

And off she went with the puppy.

“Sam, won’t you ever learn anything?” asked Mr. Banks.

“That was no way to bring a puppy home. You should have put a string on it. Then you should have walked along and whistled to it to come after you.”

“I am glad I learned that,” said Sam.

“I wish I had tried it.”
For the next day or two Sam tried hard. He didn’t get into any trouble at all.

“Sam, I think you have some sense now,” said Mrs. Banks. “If I send you to town for a leg of lamb, can you bring it back?”

“I have learned how to bring things home,” said Sam. “I’ll get it for you.”

Sam went to town and got the leg of lamb. Then he said to himself, “How did Mr. Banks say to bring something home?”

Sam thought and thought.

“I know,” said Sam. “He told me to put a string on it and whistle to it.”

Sam put a string on the leg of lamb. He went off pulling it behind him. As he pulled, he whistled to it to come along.

A dog heard Sam whistle and came running. The dog was glad to find the leg of lamb, and he began to eat it.

Sam kept right on whistling. Soon all the dogs in town were running along behind Sam. Every dog tried to get some of the lamb for himself.

When Sam got home, the leg of lamb was about gone. You would never guess that it had been a leg of lamb.
When Mrs. Banks saw what had been a leg of lamb, Sam was really in trouble.  
"My leg of lamb!" she cried.  
"I'll hit your silly head with my broom!"
"Don't hit him," said Mr. Banks.  
"He has been good. He tried to get the lamb for you. I think he will learn."
"I don't believe it," said Mrs. Banks.  
"But we can find out.
Sam, run to town and get a bag of sugar."
"I'll be glad to," said Sam.  
"And this time don't let animals eat what you should eat," said Mrs. Banks.

Sam ran to town and got the sugar.  
On the way back, he sat down for a while.  
Some of the sugar began to run out of the bag.  
Soon there were flies all over the bag of sugar. Other little animals came to eat some sugar, too.  
"Look at that," said Sam to himself.  
"Mrs. Banks said not to let animals eat what I should eat. I must remember that. I don't want to be hit with a broom."
So Sam began to eat the sugar himself.  
Some boys and girls came along.  
Sam asked them to have some sugar too.  
Soon you would never guess that there had been sugar in the bag.
When Sam got home, he was in more trouble than ever before.

Mrs. Banks called him a silly boy and said that he had no sense at all.

Mr. Banks said that he didn't think Sam would ever learn anything.

"What should I have done?" asked Sam.

"The flies were eating all the sugar."

"Hit the flies," said Mr. Banks.

"I'll remember that," said Sam.

"There are two flies on your head right now," said Mr. Banks.

"I'll hit them," said Sam. And he did!

And they say that Sam hit the flies so hard that he put sense into his own head. After that, Sam never was silly again.
Curious George

George was a little monkey who was very curious. He was curious about everything that he saw.

It’s all right for monkeys to be curious. That’s the way they learn. But George was too curious.

He was so curious that he sometimes got into trouble.
George’s home was in a big tree.
One day as he sat in the tree, he saw something new and strange. It was a man with a big yellow hat.
George was very curious about that hat. He looked and looked at it. The man with the hat looked up at George.
“That monkey is curious about my hat,” thought the man. “I’d like to have him. I’ll play a trick on him and get him to come down from that tree.”
The man sat down and took off his hat.
In a little while he put it on again.
Then he took off the hat and put it down where Curious George could get it.

After that he went behind a tree to wait.

Soon George came down from his tree.
He walked all around the hat.
He took hold of it and turned it over.
Then he put the hat on his head.

The hat was much too big for George.
It came down over his head. George could not see what was going on.

The man ran out from behind the tree, caught George, and put him into a bag.
George had been happy in the trees.
Now he had been caught and put into a bag.
But even if he wasn’t happy, he was
still curious about the big yellow hat.

The man put George into a little boat
and took him on board a big boat.

As soon as they were on board, the man
took George out of the bag.

Then he sat down and said to George,
“I’m going to take you to a big city.
Even if you don’t know what a big city is,
you will like it.

Now play around on board the boat,
but don’t get into trouble.”

George looked as if he wanted to say,
“I won’t get caught again if I can help it.”
When George got off by himself, he soon forgot his troubles.

He forgot that he was on board a boat.
He forgot that he was going to a city.
He forgot the man and the big yellow hat.

He even forgot that he had played in trees and that he had been caught.

George forgot everything because he saw something that made him very curious.

George saw some big birds. They were flying all over and all around the boat. They were flying over the water. Some of the birds even sat on the water.

George was curious about those birds.
George sat on board the boat and watched the birds for a long time.

He thought he could fly. Flying didn't look hard. He forgot he was not a bird. He forgot what the man had told him.

“If birds can fly, so can I,” he thought.

The silly monkey stood up. He put out his arms and made them go up and down very fast. Then all at once he jumped off the boat.

Even the birds must have thought he was flying. They went right along with him. But George didn't fly far.
A big sailor happened to see George go overboard.

"Man overboard!" he cried out.
At once some sailors let down a boat.
All they could see was George's head.
Soon they had him on board again.

"What happened?" asked the man who had caught George.

"The silly monkey tried to fly like a bird," said the big sailor.
"I happened to see him go overboard."
"I'll have to watch him all the time," said the man. "I forgot him for a while. I'd better put him to bed now. He is wet and cold."
George tried to fly just once. He never watched the birds again. He watched the sailors at work and they watched him. He even tried to help.

When the boat got to land, George and the man said good-by to the sailors. Then the man took George by the hand and the two walked off the boat.

Down the street they went hand in hand. Everyone who happened to see them watched George. Some people even stopped working to watch the curious little monkey.

It took all day to get George home.

As the man put George to bed, he said, "I know what to do with you. Tomorrow I’ll call the zoo and ask them to take you."
The next morning the man telephoned the zoo. George watched everything he did.

“I’m going downtown, George,” the man said. “Be good while I’m gone.”

As soon as the man went out, George went to the telephone. With one hand he put part of the telephone to his head.

Then with the other hand, George began to play with the numbers.

He got his hand on number one. Around went his hand. Then he got his hand on number two. Then on number three, number four, and number five.

Then all at once things began to happen. George had called the fire station.
The telephone man at the fire station took up the telephone. He could hear strange sounds, but no one talked to him. “Who is this?” he asked. There were more funny sounds. “Who is this?” he asked once again. More funny sounds came in. The man called the chief who was in the next room. “Come here, Chief!” the man called. “See if you can make sense out of this.” He handed the telephone to the chief. “I can’t,” said the chief at once. “Sounds like the monkey house at the zoo. Find out where the call comes from.” The man called the telephone girl. “The call is not from the zoo,” she said. “It’s from Number Five High Street.”
“Hurry! Hurry!” called the fire chief.
“Trouble at Number Five High Street! Something has happened to the man who called. I guess it’s a bad fire.”

The firemen jumped onto their trucks. Away they went to Number Five High Street. They did not wait for anyone to open the door. They pushed the door open and ran right into a room.

They did not find any fire. They didn’t see anyone. They didn’t hear even a sound.

“This is very strange,” said the chief.
Then all at once the firemen heard funny sounds from the next room. A fireman opened the door. There sat George with the telephone in his hands.

“A monkey! Catch him!” cried the chief.

But George didn’t want to be caught. He jumped down, holding the telephone.

“Catch him!” cried the chief again.

George tried to run, but he could not. His hands and feet were caught in the telephone wires. Two firemen caught him at once.
The fire chief looked down at George.
“I guess you don’t know it,” he said,
“but you played a good trick on us.
It’s a good thing your feet got caught
in the wires. You would be hard to catch
if you could use both hands and both feet.
We will take you to the chief of police.
He will lock you up.”

The chief of police laughed when he heard the story. “I know what to do with that monkey,” he said.

He put George into a little room and locked the door.
George was all alone now. He tried to open the door. It was locked.

Then George saw a little window. A pipe went up by it. Up the pipe George ran.

The window wasn't locked. It was open. But George couldn't get out. Strong wires had been put across the window.

For a while George watched the birds in the trees and the people going by. He saw two sailors and tried to call them. The sailors didn't even look up.

Then George took hold of the wires with both hands. He pulled and he pushed. He hit his head on the wires, but it did no good. The wires were too strong.
A watchman saw George and came running. He was afraid George would pull the wires off the window.

The watchman opened the door and ran over to the window. He forgot to lock the door behind him.

George saw that the door was open. He looked at it just once. Then down on top of the watchman's head he jumped and bounced right off.

Out of the room he ran. The watchman couldn't catch him.
“Help! Help!” the watchman cried.

“Help me catch the monkey.”

Policemen came running, but they couldn’t catch George. Not once did they even get their hands on him.

George ran into a room at the top of the police station. There he saw an open window with no wires across it.

Out the window went George, and down a water pipe to some telephone wires. He ran along the wires on both hands and feet. Everybody was watching him. George thought that was fun.
A watchman saw George and came running. He was afraid George would pull the wires off the window.

The watchman opened the door and ran over to the window. He forgot to lock the door behind him.

George saw that the door was open. He looked at it just once. Then down on top of the watchman’s head he jumped and bounced right off.

Out of the room he ran. The watchman couldn’t catch him.
Then George looked down and saw something that made him very, very curious.

It was a balloon man with a big bunch of colored balloons. There were red balloons, green balloons, blue balloons, and purple balloons.

The bunch of balloons was so big that the man had trouble holding it.

Down George went and right over to where the balloon man stood. He stopped behind the bunch of balloons.
The bunch of balloons was higher than George’s head. It was so high that he couldn’t get hold of it.

For a little while George stood and looked up at the balloons. All at once he jumped on top of the balloon man’s head.

George got his hands on the strings of the balloons. He gave a big pull and the bunch of balloons was in his hands.

Then something happened that made everybody stop work and watch.
The bunch of balloons began to go up.  
Up and up — higher and higher they went.  
George was holding on with both hands.  
"Come back! Come down here!" called the balloon man. But George couldn't.  
Higher and higher went George and the bunch of balloons. Up over houses and over the tops of trees went George.
Cars and trucks and street cars stopped so that people in them could watch George.

As they watched, George went higher and higher. He went so high that he looked like a little black dot.

"Well, I guess he is gone for good," said the balloon man. Then something happened. The balloons began to pop.
The bunch of balloons began to go up.  
Up and up — higher and higher they went.  
George was holding on with both hands.  
"Come back! Come down here!" called the balloon man. But George couldn't.  
Higher and higher went George and the bunch of balloons. Up over houses and over the tops of trees went George.
Pop! went one balloon.
Pop! Pop! went two more.
Pop! Pop! Pop! went three.

The bunch of balloons began to come down. The people watched as the little black dot came down. They watched it get bigger and bigger and bigger.

And then George landed — right on top of a traffic light. He still had hold of the bunch of balloons.

George looked very funny on top of the traffic light. People stopped their cars to look at him. Soon cars were all around him.
Then George heard someone call, “George! Come down off that traffic light.”

George looked down. There in a car was the man with the yellow hat.

George jumped down off the traffic light and ran to the man. He was still holding the balloons in both hands.

Right after George came the balloon man.

“Give me my balloons!” he cried.

The man with the yellow hat gave him some money. The balloon man looked at the money, smiled, and took off his hat. George kept the bunch of balloons.
And what happened to George? When the light turned green, George and the man went riding off to the zoo. George was put into the zoo with the other little monkeys. At the zoo George can be as curious as he likes. Nobody thinks it’s strange. The other zoo monkeys are curious too.
Many years ago a wise old judge lived in a little town.

Often people went to the judge for help with their troubles. It seemed to them that the wise judge could always tell them what to do.

One day an old man who lived in a small house just outside the town came to see the judge.

"I've heard that you are very wise," he said to the judge. "I hope that you can help me."

"I'll help you if I can," said the judge. "Tell me what seems to be the trouble."

"My wife and I have been living all alone," said the old man. "Our house is very small, but we have been happy together. Some time ago my son and his wife and baby came to live with us. The house is now so full I can hardly walk around in it. And the baby seems to be always in my way."
“Doesn’t your son help with the work on your small farm?” asked the judge.
“Yes, he does,” said the old man.
“He does almost all the farm work. But the house is too small for the five of us. If I had money enough, I would build a bigger house.”

“Doesn’t your son’s wife do anything to help?” asked the judge.
“She is a good worker,” said the old man.
“She takes care of the baby and helps with the work around the house and farm.
If I could only build a bigger house, I would be happy to have them with us. But the one room in our house just doesn’t seem to be big enough for all of us.”

“Does your wife like to have five people in such a small house?” asked the judge.
“Does she want to build a bigger house?”
“The house doesn’t seem too small to her,” answered the old man. “She likes having our son and his wife and baby with us.”
“I see,” said the judge. “You want a larger house, but you don’t have money enough to build one. Maybe I can help you. Will you promise to do everything that I tell you to do?”
“I’ll promise,” said the old man.
“I really need a larger house.
Everybody gets in my way now.”

Then the wise judge said, “When you get home, go into the barn and get your cow and calf. Take them to live with you in your small house.”

“But will that make my house grow larger?” asked the old man. “That seems silly to me. It doesn’t make sense.”

“Did you come here for help?” asked the judge.

“Yes, I did, and I promised to do what you asked,” said the old man.

“I will take the cow and calf into our small house. I hope that this will make the house grow larger.
It doesn’t have room enough for me now.”

When the old man got home, he went right to the barn to get the cow and calf.
As he pulled them into the house, his wife said, "What are you doing with the cow and calf? Put them out in the barn where they belong! They are getting my clean floor all dirty!"

The old man told what the judge had said.

"If the judge said that taking the cow and calf into the house would make it grow, I believe it," said the old wife.

"The judge is a very wise man. We haven't enough money to build a new house anyway. If a dirty floor will help us to have a larger house, I'll put up with it."

Now things really did seem bad to the old man. The floor was always dirty. The little house was no longer neat and tidy.

Every time the cow turned her head, the bell on her neck would ring. The calf often knocked things off the table onto the floor.

No longer could the old man sit by himself while the others worked. He had to watch the cow and calf all the time to be sure they didn't get into trouble.

Sometimes the calf nearly walked on the baby as the baby played on the floor. Then the poor baby would cry.
One day the old man found the cow eating his food. He gave the poor cow a big push and she knocked the dishes and food off the table onto the dirty floor.

That was too much for the old man. "I can't have this cow putting her nose into my food," he said. "The house doesn't seem to be growing any larger. It seems to be growing smaller.

I'm going to see the judge again. That cow has her nose in everything. She puts her nose into my face at night when I'm in bed. I can't even sleep."

The old man started for town to see the judge.
The old man told the judge how the cow put her nose into everything. He told how the cow ate his food and knocked the dishes off the table onto the dirty floor.

Then he said, "I've kept my promise, but the house hasn't grown at all."

The wise judge heard everything. "It's too soon for the house to grow," he said. "Hasn't your poor wife said anything about the cow?"

"She hasn't said much," the old man answered. "She works so hard that she likes to have the cow in the house. Now she doesn't have to go to the barn to milk.

But that cow is more trouble to me than my son, his wife, and their baby. I can't sit still with her in the house, and she doesn't let me sleep at night."
"If you will keep your promise a little longer, you will see that I am right," said the judge. "Do as I say and you will not have to build a bigger house.

Go home now and take the sheep from the barn. Take the sheep into the house to live with you."

"But if the house hasn't grown with the cow and the calf, how can a sheep make it grow?" asked the unhappy old man.

"Just do as I say and everything will be all right," said the judge.

The old man said to the judge, "A promise is a promise." To himself he said, "If I were not so poor, I would build a larger house." Then he started home.
Soon the unhappy old man was home again. He went to the barn and got the sheep. His wife saw him coming with the sheep. "What! Are you going to bring the sheep in, too?" she asked.

"The judge said to do it," answered the old man. "He said that it would make our house grow larger."

"The judge must be right," said the old wife. "He is a very wise man."

Before night the sheep had jumped on the old man's chair and broken it. The cow had broken a jar with her tail. The calf had broken a pretty dish. The little house seemed smaller than ever.

When the old man told his wife how unhappy he was, she said, "Be patient a little longer. I'm sure the judge is right."
The old man found it hard to be patient.
The next day the sheep jumped up on the old man’s bed. Down went the bed to the floor, all broken!

That same day the cow put her nose into the cream that the old woman was making into butter. The cream had to be used to feed the pigs, and there was no butter to eat.

When the old woman was feeding the baby, the sheep knocked the dish of food right out of her hands onto the dirty floor.

“This can’t go on,” said the old man, looking at the pieces of the broken dish. “I am going to talk to the judge again.”
The judge came to the door when the old man knocked. "What now?" he asked.

The old man said, "My house hasn't grown at all! The sheep has broken my chair and my bed. Nearly all the dishes are broken.

My wife can't make butter because the cow keeps putting her nose into the cream. We have to feed the good cream to the pigs."

"Build a new chair and a new bed," said the judge. "Buy some new dishes. Help your wife make more butter.

Now, when you go home, you must do one last thing. Take the goat and the pigs into the house to live with you."

The old man was very unhappy. He knew that the pigs and the goat would really fill the small house.

At last he said, "If you think this will give me a larger house without building a new one, I'll be patient and do it. A promise is a promise."
As the old man walked slowly home, he thought of this last thing he had to do. "I hope that the house won't be so filled with animals that the people will have to sleep in the barn," he thought.

He walked more and more slowly as he came nearer home. He was tired of living in the dirty house with the animals. It was hard for him to be patient.

When he came to the house, he found his wife making butter. The cow was trying to get her nose into the cream again.

His son's wife was trying to feed the baby. The sheep was trying to get the poor baby's food. The house seemed filled with people and animals.

"What did the judge say?"

asked the old woman.

"He told me to bring the goat and the pigs into the house," said the old man slowly. "It doesn't make sense to me."
“Well, if he said that, do it and get it over with,” said the old woman. “The judge is a wise man. This time I am sure that our house will get larger. We can be patient a little while longer.”

So the old man went slowly to the barn. Soon he was back with the goat and the pigs.

The goat didn’t want to go into the house, but at last the old man got him in.

The pigs were glad to get in. They began to look around for some food.

The house was so filled now that the old man could find no place to rest.

That day the goat pushed the old woman right into the cream that she was making into butter. A pig put his dirty nose into the poor baby’s food. More dishes were knocked onto the floor and broken.

The old woman became very angry.

She said, “This can not go on. You must return to the judge. Tell him that we can no longer eat or sleep in the house. We can’t be patient any longer. We can’t work if we can’t rest.

The baby is sure to get hurt in a house filled with animals. This morning he cut himself on a piece of a broken dish.”

So the old man returned to the judge’s house and knocked on the door.
When the judge saw the old man, he said, "Well, why have you returned? Hasn't your house grown large enough for you?"

"No, it hasn't," said the old man.

"You must help us. My poor wife can no longer put up with the animals. I am afraid they will hurt the baby. The poor baby cuts himself on broken dishes. My son and his wife can't get any rest while the house is filled with animals. They have been patient, but our house hasn't grown any larger."

The judge smiled. "So at last you say it's your poor wife who can't stand the animals. And it's your son's wife and baby that you are thinking of. At last you are thinking of somebody else, not just yourself. Well, go home and return all the animals to the barn. Help your wife clean up the dirty house. See what will happen."
The old man hurried home to his wife. When he came to the house, his wife was trying to make butter.

"At last the judge says to return all the animals to the barn!" cried the old man. "Help me get them out."

The old man and his wife pushed and pulled at the animals until not one was left in the house. The animals seemed glad to get back where they belonged.

Then the old man and his wife started to clean the dirty house. They washed the floor. Then they washed all the windows. The old woman even washed the bed clothes.

Now the house began to look neat and tidy again. It seemed as if some magic were at work.

The old wife finished making the butter. Then she washed the new dishes and all the old ones that had not been knocked onto the floor and broken.

The son's wife made a fine dinner for the five of them, with food enough to feed twice as many. No one was unhappy. It all seemed like magic.
At last all the work was done. The dishes were washed, the house was clean, and the baby was sleeping soundly. The patient old man and his wife and the son and his wife sat down to rest. "Hasn’t this house grown!" said the old woman. "The judge was right. You kept your promise and the house really has grown larger. It seems like magic. We don’t need to build a new house. When you see the wise judge, thank him. Tell him that we are glad that we waited patiently for the house to grow." Never again were the old man and his good wife unhappy.
It was a fine spring morning in the town of Indian Hills. Trees were beginning to turn green. People were doing their spring house cleaning.

A hurdy-gurdy man walked along, looking for a place to get breakfast. He was hungry, but he still whistled happily as he looked around the town.
Soon the ragged hurdy-gurdy man came to a store that was open.

The woman who owned the store was out in front of it cleaning the windows.

"Good morning! May I get breakfast in your store, my good woman?" asked the hurdy-gurdy man. "I have walked a long way this spring morning, and I am very hungry."

The woman looked him over from head to foot. His clothes were ragged, but still he might have money to buy things.
The woman was about to say, "Yes," very politely. Then she saw a funny little monkey looking at her from behind the ragged hurdy-gurdy man.

The monkey didn’t make a sound. He just looked at the woman with his two black eyes.

"I will sell you something, but you can’t eat or drink anything in my store," said the woman. "I can’t stand monkeys!"

"Well, thank you!" said the man, very politely. "I’m sure someone else will sell us what we want." He walked away whistling. On this fine spring morning he just had to whistle.
The hurdy-gurdy man had not gone far when he came to a bakery. There was the baker in his white apron, putting newly baked bread out on the counter in his store. It smelled very good.

"Good morning," said the ragged man. "How good your bread smells! Will you sell us some of it and sell us something hot to drink for breakfast?"

When the baker saw the monkey, he wasn't as polite as the woman had been. "I will sell you some bread to take with you," he said, "but I won't sell you anything hot to drink. I can't have that monkey and you eating and drinking in my store."

"Then I won't take the bread," said the hurdy-gurdy man politely. "We'll find something to eat and drink somewhere else, thank you."
On he walked that fine spring morning and left the good-smelling bread behind.

Now it so happened that the hurdy-gurdy man had come to a town where everything was neat and tidy. The houses were neat and tidy and so were the streets.

All the people in the town worked so hard keeping things neat and tidy that they had no time for play.
The ragged and hungry man gave up trying to get something to eat. He left the stores and the neat and tidy houses and walked in a pretty green park.

Near one end of the park he saw two little houses side by side. They were not neat and tidy. They needed painting.

They were not the kind of houses that the people of Indian Hills liked to have in their neat and tidy town.

Still, there was something gay about the two houses. The strange man saw that at once.
The ragged hurdy-gurdy man left the park to get a better look at the two houses. As he came near them, he saw that there were signs in front of them. On one sign he read:

**Miss Gay**

**Dressmaking**

The other sign said:

**Mrs. Parks**

**Cleaning**

From Miss Gay’s house came the smell of new bread. The hurdy-gurdy man went through the gate and up to the side door. Miss Gay was looking through the window. She saw him and the monkey coming up the walk. She opened the door and came out to see the monkey.

“What a funny little monkey!” she said.
At that, the monkey jumped down and ran through the doorway right into Miss Gay’s kitchen. He jumped into a chair beside the table where Miss Gay had been eating her breakfast.

“See that!” cried Miss Gay. “He must be hungry. Maybe you are hungry, too. Would you like some of my fresh bread and something hot to drink?”

“I would, thank you,” said the man politely. “We have had no breakfast.”

He followed Miss Gay through the doorway. The kitchen was full of the smell of fresh bread and fresh apple cake.

Miss Gay put two more chairs at the table.
“Sit down in these chairs while I get you something to eat and drink,” she said.

She took from the oven the fresh bread and the freshly baked apple cake that smelled so good. She put them on the table and got a hot drink for the ragged man. She gave the monkey an apple to eat.

Then she thought of something. “I must call Tommy Parks who lives next door,” she said. “He likes monkeys too.”

She hurried out of the house calling, “Tommy Parks! Come and see who is sitting right here in my kitchen!”

Tommy came running through the doorway. How surprised he was to see a monkey!
The monkey liked Tommy right away and wanted to give Tommy pieces of his apple.

As the hurdy-gurdy man ate breakfast, he asked Miss Gay about the town.

"Many fine people live in Indian Hills," said Miss Gay. "They want to be polite and kind, but they don't know how.

Where I came from, people would often sit together and talk. Whenever there was music, they came from far and near to hear it. But here they are different.

They just sit in their chairs in their neat and tidy houses. They never have any fun when their work is through.

None of the people have learned how to make any music. They won't even go anywhere to hear music."

"They will come to hear my music," said the ragged hurdy-gurdy man.

"My music is as fresh as this spring air."

"Music is what they need," said Miss Gay.
Just then the queer little monkey jumped onto the back of the chair on which the hurdy-gurdy man was sitting.

“He thinks we should leave now,” said the man. “I’ll take him to the park. We’ll play some music there.”

“And you must leave for school, Tommy,” said Miss Gay.

“Thank you for the good breakfast,” said the man politely. “I don’t often eat or even smell fresh bread like yours. I don’t often have a good hot drink for breakfast.”

“My school is right by the park,” said Tommy. “I’ll go with you.”
As they were leaving the house, Tommy asked, "What music can you play?"

"I can play three different pieces," said the man. "But I don't often need to play more than two.

If I pull out this first stop and turn the handle round and round, the first piece of music starts to play. This second stop is for the second piece. This third stop is for the third piece. I do not often play that."

"Why not?" asked Tommy.

"It's a queer kind of music," the man said. "I like queer music," said Tommy. "I'd like to hear it before you leave."

When they came to the park near the school, the man stopped. He took the hurdy-gurdy off his back. The monkey, who had been sitting on it, jumped down to the ground.
The hurdy-gurdy man pulled out the first stop and began to turn the handle. The first piece began to play. It was merry music, not queer music as the man had said the third piece was.

Round and round went the handle, and on and on went the merry music.

No one came to hear the music at first. However, by the time the merry music was playing for the second time, many of the children were there.

The children of Indian Hills were not queer like the older people. They were like the children of any other town.
The children made a ring around the hurdy-gurdy man. They knew that they should go to school, but they couldn’t leave the merry music.

Round and round went the handle of the hurdy-gurdy. Bigger and bigger became the ring of children.

By the time the second piece of music began to play, all the school children were standing in the ring.

Round and round went the handle of the hurdy-gurdy. This piece was gayer faster, and merrier than the first. The children began to dance in the ring.
The monkey pulled off his cap and danced too. This made the children laugh so hard that they almost fell over one another as they danced.

Then the teacher began to ring the school bell. Not one of the merry children dancing in the ring heard the bell.

After the bell had been ringing for some time, the teacher came out of the school. She called to the children, but not one of them heard her call.
The handle of the hurdy-gurdy still went round and round. The children danced on and on to the merry music.

Such a thing had never happened before in Indian Hills. The teacher was angry. Such things should not happen on a school day. How could she teach the children if they didn’t come to school?

The mayor of the town could not think what had happened. The school bell had stopped ringing, but he had seen no children leave the park for school.

The mayor wanted to call the policeman, but the policeman was home in bed. He had a bad cold in his head. It wasn’t often that a policeman was needed in the town.

So the mayor got out of the big chair that the mayor always sits in and went to tell the queer man to leave town.
"Go away with your hurdy-gurdy!" called the mayor. "We can't have such music in this town. Such music is bad for children."

No one had heard the bell ring. No one had heard the teacher call. Now no one heard what the mayor said.

The handle of the hurdy-gurdy kept going round and round. The children danced faster and laughed more than before.

By this time the people of the town were coming to see what was happening. They were as angry as the teacher and the mayor.
Just then, the monkey danced right up to the mayor and climbed on his back. He took the mayor’s hat right off his head. Then the monkey put the mayor’s hat on his own head and climbed up a high tree.

“Get that monkey! Lock him up!” cried the mayor. “I can’t have such things happening here!”

The mayor was very angry, but the handle kept turning round and round.

Then Tommy Parks came up to the hurdy-gurdy man.
“Play the third piece! I want to hear the third piece!” called Tommy.

The hurdy-gurdy man looked at Tommy. He saw the ring of happy children. He also saw the angry fathers, mothers, and other people.

He stopped turning the handle of the hurdy-gurdy.

“Yes!” he said. “I think this is the right time to play the third piece.”

Quickly he pulled out the third stop on the side of the hurdy-gurdy. That was the one that had made Tommy so curious. Round and round went the handle again.

Out came the best, the merriest, the gayest, and also the strangest music that had ever been heard in Indian Hills or in any other town.
The people forgot the monkey and also
the mayor’s hat. Such surprised looks
had never been seen on faces before.

People started to wag their heads
in time to the music. Their feet began
to hop in the strangest kind of dance.

Before they knew it, they were dancing
as if they did such a thing every day.

Fathers and mothers danced as well
as the children. Miss Gay and also
Mrs. Parks danced with the mayor.

The policeman had climbed out of bed
to see what was happening in Indian Hills.
He was dancing with the woman who
would not have the monkey in her store.
The baker was dancing also. He was dancing with the schoolteacher.

The people were dancing as if they didn’t have a care at all. They looked like the gayest, merriest people that ever were.

“Stop that music!” cried the mayor as he danced round and round.

Then the teacher also called, “Please, stop that music!”

“Stop it, please!” cried the mothers and fathers. “Such dancing is bad!”

But no one could stop the music!
The monkey came down from the tree and sat on the hurdy-gurdy man’s back.

Then all at once the music did stop!
Down fell every dancer, one on top of another. The store woman fell over the policeman. Mrs. Parks found herself sitting on the mayor’s feet.

There they sat looking at each other, very red-faced.

How silly they all looked!
There was only one thing to do about it.
Everyone began to laugh. They laughed and laughed until their sides hurt.
The mayor was the first one who could stop laughing long enough to talk.

"Let's have a picnic!" he said.

"Yes! A picnic! A picnic!" cried the children. "And let's have sandwiches and ice cream and cake."

"I'll bring fresh bread for sandwiches," said the baker as he sat up.

The store woman got to her feet. "I'll bring things to put into the sandwiches," she said.

"Let the fathers make the sandwiches," a man said.

"That takes care of the sandwiches," said the teacher. "I'll make lemonade. We can't have a picnic without lemonade."

"We'll make ice cream and cake for all who come to the picnic," said the mothers.

"And I'll bring apples and oranges enough for everybody in town," said the judge.
“Hurry up and get things done,” the mayor said. “When everything is ready, the fireman will ring a bell. Be sure to wear old clothes to the picnic.”

Everyone worked fast. The sandwiches and cakes were put into boxes. The lemonade was put into jars, and the apples and oranges were put into bags.

It was to be the first picnic the town had ever had. The spring day was just right for it. The trees were green, the flowers were pretty, and the air smelled as fresh as the new bread in the sandwiches.
Soon the fire bell began to ring. At the very first sound of the bell, people came on the run from all over town. All were dressed in old clothes, and each one was carrying something to help make the picnic a merry, merry time.

What a fine picnic it was! No one kept count of how many sandwiches he ate or how many glasses of lemonade he drank. Never before had the children seen more sandwiches, ice cream, cake, oranges, and apples than they could eat.
The people were having so much fun that they forgot about the hurdy-gurdy man. Then all at once, Tommy Parks said, "Where's the hurdy-gurdy man?" Everyone looked around. The hurdy-gurdy man was nowhere to be seen. But you can be sure that, by this time, the queer ragged man was walking and whistling down some road, looking for another little town that needed his music.
APPENDIX B
Test 1

Name

I.C.

Chronological Age

Sex

Preference

Illustrated Unillustrated

Score

Illustrated

Unillustrated
Directions: Ask the child the question.

Circle whether: Right (R) or Wrong (W)

1. Why did the people go to the judge?
Answer: They want help for their troubles.
   R   W

2. Why did the man come to see the judge?
Answer: His house was too small.
   R   W

3. What did the judge tell the man to do?
Answer: Tell the cow and calf to come into the house.
   R   W

4. Why did the people do what the judge said?
Answer: They thought the judge was a wise man.
   R   W

5. What did the judge tell the man to do next?
Answer: Take the sheep into the house to live.
   R   W

6. What did the cow do to the cream?
Answer: She put her nose in it.
   R   W

7. What did the baby do with the broken dishes?
Answer: He cut himself.
   R   W
8. What did the judge tell the man to do at the end?
Answer: He told the man to return the animals to the barn and help the wife clean the house.

9. Were the people unhappy when the house was cleaned?
Answer: No, they were happy.

10. What was like magic?
Answer: The house seemed to grow when it was clean.
Directions: Draw a line under the word or words that complete each sentence.

1. The old judge was __________.
   a. silly.
   b. pretty.
   c. wise.

2. The old man's house was ________.
   a. clean.
   b. small.
   c. big.

3. The man did not have __________.
   a. money.
   b. food.
   c. clothes.

4. His wife thought the judge was ________.
   a. funny.
   b. queer.
   c. wise.

5. When the animals came the house was no longer ______.
   a. clean.
   b. dirty.
   c. small.
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. _______  The judge told the man to take the cow and calf in the house.
_______  The man went to see the judge.
_______  He told the judge his troubles.

2. _______  The woman said, "What are you doing with the cow and calf?"
_______  The man pulled the cow and calf into the house.
_______  The man went home.

3. _______  The man gave the cow a push.
_______  The cow knocked the dishes and food on the floor.
_______  The man found the cow eating his food.

4. _______  The man went to see the judge again.
_______  The man couldn't sleep.
_______  The cow put her nose in the man's face when he was in bed.
5. The judge said, "Take the sheep into the house."
   The sheep broke the man's chair.
   The man went to the barn and brought the sheep in.
Directions: Draw a circle around yes if the sentence is true.
Draw a circle around no if the sentence is not true.

1. The man liked the dirty house.
   Yes     No

2. The cream was used for the pigs after the cow put her nose in it.
   Yes     No

3. The man did everything the judge told him to.
   Yes     No

4. The sheep was always eating the baby's food.
   Yes     No

5. After the house was clean again the man was happy.
   Yes     No
Directions: Ask the child the question.
Circle whether: Right (R) or Wrong (W)

1. Why was the hurdy-gurdy man hungry?
   Answer:  He had no breakfast.
   R

2. Why wouldn't the woman let the man eat or drink anything in the store?
   Answer: She couldn't stand monkeys.
   R

3. Why did the people in the little town have no time for play?
   Answer: They worked so hard to keep things neat and tidy.
   R

4. What was different about the two little houses side by side?
   Answer: They needed painting.
   R

5. Why did Miss Gay call Tommy Parks?
   Answer: She wanted him to see the monkey.
   R

6. What did the people in Indian Hills need?
   Answer: They needed music.
   R
7. When did the children come?
Answer: They came when the man played the merry music.

8. What happened when the teacher rang the bell?
Answer: No one heard the bell.

9. Why was the mayor angry?
Answer: The monkey took his hat.

10. Where did the Hurdy-gurdy man go at the end of the story?
Answer: He went to another town that needed his music.
Directions: Draw a line under the word or words that complete each sentence.

1. It was a fine morning in the ________.  
   a. winter  
   b. spring  
   c. fall  

2. The houses in Indian Hills were ________.  
   a. dirty  
   b. neat  
   c. silly  

3. When Tommy saw the monkey he was ________.  
   a. surprised  
   b. afraid  
   c. hungry  

4. Tommy's school was ________.  
   a. near a house  
   b. on the beach  
   c. by the park  

5. Then the hurdy-gurdy man pulled the third stop, the music was ________.  
   a. the saddest  
   b. the merriest  
   c. the funniest
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. _____ The woman told the man she couldn't stand monkeys.
   _____ The hurdy-gurdy man asked if he could get breakfast in her store.
   _____ The hurdy-gurdy man walked away.

2. _____ The bread smelled good.
   _____ The baker said the man could not eat or drink in the bakery.
   _____ The man came to a bakery.

3. _____ The man walked to a green park.
   _____ There was something gay about the two houses.
   _____ He saw two little houses at the end of the park.

4. _____ Miss Gay saw the man and the monkey.
   _____ The monkey ran through the door.
   _____ Miss Gay opened the door.

5. _____ The children did not hear the bell.
   _____ The mayor told the hurdy-gurdy man to go away.
   _____ The teacher rang the school bell.
Directions: Draw a circle around yes if the sentence is true. Draw a circle around no if the sentence is not true.

1. The people in Indian Hills didn't need a policeman very often.
   
   Yes    No

2. The mayor told the hurdy-gurdy man to go away.
   
   Yes    No

3. The third piece was the merriest piece of music.
   
   Yes    No

4. No one wanted a picnic.
   
   Yes    No

5. It was a day in winter when they had the picnic.
   
   Yes    No
Test 2

Name __________________________________________
I.Q. __________________________________________
Chronological Age _____________________________
Sex ___________________________________________
Preference ___________________________________
Illustrated ________ Unillustrated ________

Score
Illustrated __________
Unillustrated ________
Directions: Ask the child the question. Circle whether the answer is Right (R) or Wrong (W).

1. Why did Mr. Banks want Sam to get the dog?
Answer: He wanted Sam to get the cows.
   R W

2. What did Mr. Banks tell Sam to do with the dog?
Answer: Send him after the cows.
   R W

3. Why did Sam leave the table in the middle of the road?
Answer: Mr. Banks said, "Four legs go faster than two legs".
   R W

4. Why did Mr. Banks tell Sam to take the wagon?
Answer: Mr. Banks wanted Sam to come back fast.
   R W

5. Why was Sam's pocket wet?
Answer: He put the cream in his pocket.
   R W

6. What did the girl say when she saw the puppy?
Answer: That a silly way to carry a puppy.
   R W

7. Why did the dogs follow Sam?
Answer: He whistled and they wanted the leg of lamb.
Directions: Draw a line under the word or words that complete each sentence.

1. Mr. Banks was ____________.
   a. a black dog.
   b. a truck.
   c. a monkey.

2. Mr. Banks said, "Always use good sense and you will not get into _________."
   a. the barn.
   b. trouble.
   c. the wagon.

3. The girl who worked for Mrs. Banks wanted some ________.
   a. apples.
   b. money.
   c. switches.

4. Sam put the puppy ________.
   a. in a box.
   b. in a barn.
   c. in a jar.

5. Then Sam—mistled, the puppy __________.
6. Mrs. Banks told Mr. Banks to __________.
   a. Send Sam away.
   b. Give Sam a penny.
   c. Hit Sam.

7. Sam was never silly again because ________________.
   a. He was a good boy.
   b. He got into trouble.
   c. He hit the flies on his head.
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. ______ Sam went to work for Mr. Banks.
   ______ Sam tried to pull the dog with a rope.
   ______ Mr. Banks told Sam to let the dog go after the cows alone.

2. ______ Sam went to town for the matches.
   ______ The girl wanted some matches.
   ______ Sam put the matches on the wagon and came home.

3. ______ Sam's pocket was wet.
   ______ Sam went to the milk house.
   ______ Sam put the cream in his pocket.

4. ______ Sam put a string on the leg of lamb.
   ______ Mrs. Banks sent Sam for a leg of lamb.
   ______ The dogs began to eat the lamb.

5. ______ Mr. Banks said, "I think Sam will learn".
   ______ Mrs. Banks wanted to hit Sam with a broom.
   ______ Sam ran to town for the matches.
Directions: Draw a circle around yes if the sentence is true.
Draw a circle around no if the sentence is not true.

1. Sam was never afraid of work.
   Yes       No

2. Sam told the title to stand still.
   Yes       No

3. Mr. Banks told Sam to get some sense into his head and he would not get into trouble.
   Yes       No

4. The cream was in Mrs. Brown's milk house.
   Yes       No

5. Sam put the puppy in the wagon.
   Yes       No
Directions: Ask the child the question.

Circle whether: Right (R) or Wrong (W).

1. How do monkeys learn?
Answer: They are curious.
   R   W

2. Why did the man with the yellow hat want to play a trick on George?
Answer: He wanted to catch George.
   R   W

3. How did the man catch George?
Answer: He caught George in the yellow hat.
   R   W

4. What did the man tell George to do on the boat?
Answer: He told George to play around and not get into trouble.
   R   W

5. Why did George forget everything after he was on the boat?
Answer: He was curious about the birds.
   R   W

6. Why didn't George fly far?
Answer: He didn't have wings.
   R   W
7. Why did the people stop working?
Answer: They wanted to catch the monkey.

8. Why did the fireman catch George?
Answer: He was caught in the telephone wires.

9. Why couldn't George get out of the room with the wires on the windows?
Answer: The wires were too strong.

10. Why can George be curious at the zoo?
Answer: All the other monkeys are curious too.
Directions: Draw a line under the word or words that complete each sentence.

1. George was a little __________.
   a. monkey.
   b. bunny.
   c. baby.

2. George lived in a __________.
   a. store.
   b. barn.
   c. tree.

3. The man wanted to take George __________.
   a. to a farm.
   b. to a party.
   c. to the city.

4. The sailor said George was __________.
   a. sad.
   b. silly.
   c. pretty.

5. The man wanted George to go to __________.
   a. a party.
   b. the zoo.
   c. back to a tree.
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. _______ George was tricked by a man.
   _______ The man took George on a boat.
   _______ George lived in a tree.

2. _______ George tried to fly.
   _______ George saw some birds.
   _______ George watched the birds.

3. _______ George put part of the telephone to his head.
   _______ George watched the man use the telephone.
   _______ George called the fire station.

4. _______ The watchman saw George pulling the wires.
   _______ The watchman was afraid George would pull the wires off the window.
   _______ George ran out when the watchman opened the door.

5. _______ Policeman came running.
   _______ The watchman cried help.
   _______ George ran along the telephone wires.
Directions: Draw a circle around yes if the sentence is true.
Draw a circle around no if the sentence is not true.

1. George was a curious monkey.
   Yes       No

2. George liked to be caught by the man.
   Yes       No

3. George was happy in the trees.
   Yes       No

4. The monkey could fly like a bird.
   Yes       No

5. The fireman thought the call came from the zoo.
   Yes       No
Test 3

Name ________________________________
I.D. ________________________________
Chronological Age ____________________
Sex _________________________________
Preference ____________________________
Illustrated Unillustrated

Score
Illustrated ____________
Unillustrated ____________
Directions: Ask the child the questions.
Circle whether: Right (R) or Wrong (W).

1. Why did Dick tell Andy to put his wagon away?
   Answer: He wanted Andy to go with him.
   R    W

2. Where were the boys going?
   Answer: They were going to the circus parade.
   R    W

3. Why couldn't Andy run fast?
   Answer: His shoe was coming off.
   R    W

4. Why didn't the boys wait for Andy?
   Answer: Andy's shoe was coming off and he was far behind.
   R    W

5. What did the man say to Andy?
   Answer: Do you want a ride on the elephant?
   R    W

6. Where was Andy during the parade?
   Answer: He was riding on the elephant.
   R    W
7. What did Dick and Jack see?
Answer: They saw Andy riding the elephant.

8. Where did the parade go?
Answer: It went up Green Street and down High Street.

9. What did Andy say to the man when he got off the elephant?
Answer: He said, "Thank you. Riding an elephant is fun".

10. At the end of the story was Andy's shoe still coming off?
Answer: Yes it was.
Directions: Draw a line under the word or words that complete each sentence.

1. Andy went for a ride _____________.
   a. in his wagon.
   b. in a car.
   c. in an airplane.

2. Andy took his wagon _____________.
   a. to school.
   b. to the parade.
   c. home.

3. The boys wanted Andy to _____________.
   a. stay home.
   b. hurry
   c. walk slower.

4. Andy could hear _________________.
   a. a big bell.
   b. a car horn.
   c. the circus band.

5. Andy sat on the back of _____________.
   a. a fish.
   b. an elephant.
   c. a rabbit.
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. ________ Andy put his wagon away.
   "Put away your wagon", said Dick.
   Andy's shoe was coming off.

2. ________ Andy's shoe was about to come off.
   Andy sat down and put his shoe on.
   Andy's shoe came off.

3. ________ Andy sat on the back of the elephant.
   The man asked Andy to ride on the elephant.
   Andy heard the circus band.

4. ________ Dick said, "Look at Andy".
   Dick and Jack saw Andy on the elephant's back.
   The man told the elephant to let Andy off.

5. ________ Andy thanked the man for the ride.
   Andy put on his shoe.
   Andy told the children about the ride on the elephant.
Directions: Draw a circle around yes if the sentence is true.
Draw a circle around no if the sentence is not true.

1. Andy's shoe never came off.
   Yes  No

2. The boys could wait for Andy when they were going to the parade.
   Yes  No

3. Andy heard the circus band.
   Yes  No

4. Dick and Jack saw Andy on the back of the elephant.
   Yes  No

5. The children wanted Andy to tell them about riding the elephant.
   Yes  No
Directions: Ask the child the question.
Circle whether: Right (R) or Wrong (W).

1. What was Andy going to do when the circus came again?
   Answer: He was going to go away with it.
   R    W

2. Why was Andy in a hurry when Dot saw him?
   Answer: He wanted to run away.
   R    W

3. Why did Andy go back home at first?
   Answer: He had to change his clothes.
   R    W

4. Who was Tip?
   Answer: Tip was Andy's dog.
   R    W

5. Why did Andy need two wagons?
   Answer: He needed one for his bed.
   R    W

6. Why did Andy need a broom?
   Answer: To clean the cages.
   R    W
7. Why did Dot tell Andy to eat the cake?
Answer: She said, "You have to be strong to clean the cages and water elephants.

8. Why did Andy stop and rest?
Answer: The wagons were hard to pull, and it was hot.

9. Who found Andy?
Answer: Daddy and Dot.

10. How did Daddy find Andy?
Answer: Tip showed him.
Directions: Draw a line under the word or words that complete each sentence.

1. Andy wanted to _________________.
   a. go on a picnic.
   b. stay home.
   c. run away.

2. Tip was _________________.
   a. a girl.
   b. a monkey.
   c. a dog.

3. Andy had a ride on _________________.
   a. an elephant.
   b. a merry-go-round.
   c. a boat.

4. Andy went home to get _________________.
   a. a cat.
   b. some clothes.
   c. a ball.

5. Daddy found Andy _________________.
   a. eating.
   b. sleeping.
   c. crying.
Directions: Write 1 in front of the sentence that happened first.
Write 2 in front of the sentence that happened second.
Write 3 in front of the sentence that happened last.

1. ____ Andy started to run away.
   ____ Andy went to get his circus clothes.
   ____ Andy met Dot.

2. ____ Andy went home to change his new shoes.
   ____ Andy changed his shoes.
   ____ Andy came back to Dot again.

3. ____ Andy came with Tip.
   ____ Andy brought a little pail.
   ____ Andy went back for a bigger pail.

4. ____ Andy put the bed in the other wagon.
   ____ Andy got two wagons.
   ____ Andy got some rope to tie the wagons together

5. ____ Andy was tired.
   ____ Daddy found Andy asleep.
   ____ Andy stopped to rest.
Directions: Draw a circle around yes if the sentence is true.
Draw a circle around no if the sentence is not true.

1. Andy wanted to stay home and not go in the circus.
   Yes  No

2. Andy never had a ride on an elephant.
   Yes  No

3. Andy liked the circus.
   Yes  No

4. Andy was hot when he pulled the wagon.
   Yes  No

5. Tip helped Daddy find Andy.
   Yes  No
Chronological Ages - Test No. 1

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\[ \bar{X} = A + \frac{\sum fx_i}{N} = 94 + \frac{-47}{20} \cdot 1 = 91.65 \]

\[ \sigma = \sqrt{\frac{\sum (fx_i^2)}{N} - \left( \frac{\sum fx_i}{N} \right)^2} = \sqrt{\frac{423}{20} - \left( \frac{-47}{20} \right)^2} = 4.33 \]
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\[
\overline{x} = A + \frac{\sum fx_1}{N} = 116 + \frac{-83}{20} \cdot 1 = 111.85
\]

\[
\sigma = \sqrt{\frac{\sum (fx_1^2)}{N} - \left(\frac{\sum fx_1}{N}\right)^2} = 1 \sqrt{\frac{2675}{20} - \left(\frac{-83}{20}\right)^2} = 10.79
\]
Chronological Age - Test No. 2

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\[ \bar{x} = A + \frac{\sum fx_1}{N} i = 88 + \frac{58}{20} i = 90.2 \]

\[ \sigma = i \sqrt{\frac{\sum (fx_1^2)}{N} - \left( \frac{\sum fx_1}{N} \right)^2} = 1 \sqrt{\frac{1404}{20} - \left( \frac{58}{20} \right)^2} = 2.85 \]
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\[
\overline{X} = A + \frac{\sum fx_1}{N}, \quad l = 105 + \frac{45}{20} \quad l = 107.25
\]

\[
\sigma = i \sqrt{\frac{\sum (fx)^2}{N} - \left(\frac{\sum fx_1}{N}\right)^2} = \sqrt{\frac{3023}{20} - \left(\frac{45}{20}\right)^2} = 12.18
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$20 \quad -51 \quad 436 \quad 647$

$$X = A + \frac{\sum fx_i}{N} \cdot i = 93 + \frac{-15}{20} \cdot 1 = 92.25$$

$$\sigma = i \sqrt{\frac{\sum (fx_i^2)}{N} - \left[ \frac{\sum fx_i}{N} \right]^2} = 1 \sqrt{\frac{647}{20} - \left[ \frac{-15}{20} \right]^2} = 5.63$$
## I. Q. Test - No. 3

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\[
\bar{x} = A + \frac{\sum fx_1}{N} \quad i = 100 + \frac{x_0}{x_0} \quad i = 102
\]

\[
\sigma = i \sqrt{\frac{\sum (fx_1)^2}{N} - \left[\frac{\sum fx_1}{N}\right]^2} = 1 \sqrt{\frac{1488}{440} - \left[\frac{492}{440}\right]^2} = 8.38
\]
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\[ \bar{x} = A + \frac{\sum fx}{N} \]
\[ \bar{l} = 21 + \frac{-55}{20} \cdot 1 = 18.25 \]

\[ \text{Mode} = L + \frac{f_2}{f_1 + f_2} \cdot 1 = 19 + \frac{3}{2} \cdot 1 = 19.5 \]

\[ \text{Median} = L + \frac{f_2}{f_1 + f_2} \cdot 1 = 19 + \frac{3}{2} \cdot 1 = 19.6 \]

\[ \sigma = \sqrt{\frac{\sum (fx)^2}{N} - \left(\frac{\sum fx}{N}\right)^2} = \sqrt{\frac{447}{20} - \left(\frac{-55}{20}\right)^2} = 3.84 \]

\[ s_F = \frac{\bar{x} - M_0}{\sigma} = \frac{18.25 - 19.6}{3.84} = -0.078 \]

\[ s_{\bar{x}} = \frac{\sigma}{\sqrt{N}} = \frac{3.84}{\sqrt{20}} = 0.86 \]
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\[ \bar{x} = A + \frac{\sum f x_i}{N} \]
\[ = 20 + \frac{18}{20} \cdot 1 = 19.1 \]

\[ M_e = \bar{x} \cdot \frac{f}{f_x} = 20 + \frac{0}{4} \cdot 1 = 20 + 0 = 20 \]

\[ M_0 = \bar{x} \cdot \frac{f_2}{f_1 + f_2} = 20 + \frac{0}{3 + 2} \cdot 1 = 20 \]

\[ \sigma = \left( \frac{\sum f (x_i - \bar{x})^2}{N} \right)^{1/2} = \sqrt{\frac{164}{20} - \left( \frac{18}{20} \right)^2} = 2.73 \]

\[ S_x = \frac{\bar{x} - M_0}{\sigma} = \frac{19.1 - 20}{2.73} = -0.47 \]

\[ \sigma_x = \frac{\sigma}{\sqrt{N}} = \frac{2.73}{\sqrt{20}} = 0.62 \]

\[ \overline{(x_1 - x_2)} = \sqrt{\frac{\sigma^2}{N} + \frac{\sigma^2}{N}} = \sqrt{\frac{862 + 62}{20}} = 1.06 \]

\[ C_R = \frac{\overline{(x_1 - x_2)}}{x_1 - x_2} = \frac{1.06}{0.85^{\text{viii}}} = 1.24 \cdot P = 0.21 \]
Test No. 2 - Illustrated

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\[ \bar{x} = A + \frac{\sum fx_1}{N} \cdot i = 18 + \frac{-49}{20} \cdot 1 = 15.55 \]

\[ M_{C} = L + \frac{P}{f} \cdot i = 18 + \frac{2}{3} \cdot 1 = 19.67 \]

\[ M_{o} = L + \frac{f_2}{f_1+f_2} \cdot i = 18 + \frac{3}{143} \cdot 1 = 18.75 \]

\[ \sigma = I \sqrt{\frac{\sum (fx_1)^2}{N} - \left[\frac{\sum fx_1}{N}\right]^2} = \frac{\sqrt{925^2 - (-49)^2}}{20} = 6.34 \]

\[ s_k = \frac{\bar{x} - M_{o}}{\sigma} = \frac{15.55 - 18.75}{6.34} = -0.58 \]

\[ \sigma_{x} = \frac{\sigma}{\sqrt{\frac{N}{2}}} = \frac{6.64}{\sqrt{20}} = 1.42 \]
## Test No. 2 - Non-Illustrated

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\[
\bar{x} = A + \frac{\sum f x_i}{N} = 17 + \frac{-4}{\frac{20}{132}} = 16.8
\]

\[
M_e = \frac{\sum f x_i}{\sum f} = 17 + \frac{1}{3} = 17.33
\]

\[
M_0 = \frac{\sum f x_i^2}{\sum f} = 17 + \frac{2}{1+2} = 17.67
\]

\[
\sigma = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{N}} = \sqrt{\frac{348}{20} - \frac{4}{20}} = 4.15
\]

\[
S_k = \frac{\bar{x} - M_0}{\sigma} = \frac{16.8 - 17.67}{4.15} = -0.87
\]

\[
\sigma_x = \frac{\sigma}{\sqrt{N}} = \frac{4.15}{\sqrt{20}} = 0.93
\]

\[
\sigma_{x_1-x_2} = \sqrt{\sigma_{x_1}^2 + \sigma_{x_2}^2} = \sqrt{1.5^2 + 0.93^2} = 1.68
\]

\[
CR = \frac{\sigma_{x_1-x_2}}{\sigma_x} = \frac{1.68}{0.93} = 1.34 \quad p = .18
\]
### Test No. 3 - Illustrated

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\[ x = A + \frac{\sum f x_i}{N} \]

\[ M_e = \frac{\sum f x_i}{N} \text{ i = 21} + \frac{-51}{20} \cdot 1 = 18.45 \]

\[ M_0 = \frac{\sum f x_i}{N} \text{ i = 18} + \frac{2}{1+2} = 18.67 \]

\[ \sigma = \sqrt{\frac{\sum (f x_i)^2}{N} - \left( \frac{\sum f x_i}{N} \right)^2} = \sqrt{\frac{293}{20} - \left( \frac{-51}{20} \right)^2} = 2.85 \]

\[ S_k = \frac{x - m_0}{\sigma} = \frac{18.45 - 18.67}{2.85} = -0.087 \]

\[ \sigma_x = \frac{\sigma}{\sqrt{N}} = \frac{2.85}{\sqrt{20}} = 0.64 \]

\( x_1 \)
Test No. 3 - Non-Illustrated

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<td></td>
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<td>140</td>
<td></td>
<td>365</td>
</tr>
</tbody>
</table>

\[ \bar{x} = A + \frac{\sum fx}{N} = 19 + \frac{21}{20} \cdot 1 = 20.05 \]

\[ M_e = \sum \frac{f}{f_i} i = 21 + \frac{0.4}{4} \cdot 1 = 21 + 0 = 21 \]

\[ M_o = \sum \frac{f}{f_1 + f_2} i = 21 + \frac{4}{4 + 4} \cdot 1 = 21.5 \]

\[ \sigma = \sqrt{\frac{\sum (fx_i)^2}{N} - \left( \frac{\sum fx_i}{N} \right)^2} = \sqrt{\frac{365}{20} - \left( \frac{21}{20} \right)^2} = 4.14 \]

\[ S_X = \frac{\bar{x} - M_o}{\sigma} = \frac{20.05 - 21.5}{4.14} = -0.35 \]

\[ \sigma_{\bar{x}} = \frac{\sigma}{\sqrt{N}} = \frac{4.14}{\sqrt{20}} = 0.93 \]

\[ \sigma_{\bar{x} - \bar{x}_2} = \sqrt{\sigma_{\bar{x}}^2 + \sigma_{\bar{x}_2}^2} = \sqrt{0.93^2 + 0.93^2} = 1.13 \]

\[ CR = \frac{\sigma_{\bar{x} - \bar{x}_2}}{\bar{x}_1 - \bar{x}_2} = \frac{1.13}{0.71} = 1.60 \text{ xii} \]

\[ p = 0.48 \]
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