1952

An evaluation of the effect of illustrations on comprehension in the first and second grades.

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Boston University

http://hdl.handle.net/2144/9528

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AN EVALUATION OF THE EFFECT OF ILLUSTRATIONS ON COMPREHENSION IN THE FIRST AND SECOND GRADES

Submitted by
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(ED.B., Worcester State Teachers College, 1933)
In partial fulfillment of requirements for the degree of Master of Education
1952
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ACKNOWLEDGEMENTS

The writer wishes to express her sincere thanks and appreciation to Miss I. Marie Ohrn, Principal of Andover Street School, Worcester, Massachusetts, for permitting this experiment to be carried on in her school.

Thanks are also due to Miss Naomi Clement and to Miss Lassey Griffin for their wonderful illustrations, and to Miss J. Helen Clapp for the mimeographing.

Thanks also go to Miss Alma L. Ward for the use of her original stories in this experiment.
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INTRODUCTION
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The following study is an attempt to determine the effect of illustration upon comprehension in reading in Grades one and two.

The primary books of a generation ago contained few illustrations. Some of them contained none at all.

Recent years have witnessed great changes in primary readers. As we examine the primary readers of today, we find that for the most part they contain page after page of illustrations, with but a small amount of printed material per page. While these illustrations are attractive, they are costly, and one wonders whether or not they really aid the primary child in acquiring a better understanding of what he reads.

The use of visual aids in teaching has already proven an effective and valuable source. Educators have therefore supposed that the use of illustrations would affect the reader's comprehension of the printed material.

Considerable research has been carried on in the field of illustrations, particularly in regard to the types of illustration that children prefer.
If an illustration is appealing to the child, it is likely that it will have a greater effect upon his comprehension than one which has no appeal.

Therefore, the purpose of this study is to determine the effect of illustration upon comprehension of the printed material in Grades one and two.
CHAPTER I

SUMMARY OF PREVIOUS RESEARCH
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SUMMARY OF PREVIOUS RESEARCH

Recent research in the field of illustrations has revealed some interesting facts. Concerning the informational aspects of illustrations in children's books Cunningham¹ says,

'It must be admitted that the child is an extremely keen observer, noticing details often more minutely than the adult. He sees what is placed before him, stripped of all the artificial associations which might become attached to the adult's observation of the same object.'

As we scan children's literature in general, we see a diminishing amount of illustrative material as we ascend along grade levels. This indicates the point that the informational factor as supplied by pictures seems to be needed less and less with the maturing child.

Some individuals have a visual memory which surpasses all other sensory qualities and for persons of this sort nothing can ever take the place of the diagrammatic presentation. We see this factor put into practice in the

¹ Cunningham, E. M. "Informational Aspects of Illustrations in Children's Books." Childhood Education 9: 319-22; March 1933.
cartoon and the comic strip, the motion picture, and the advertisements.

Richards, in her experiment on 103 pupils in grades five and six to determine the effect of illustrations on comprehension concludes that:

(1) The illustrations seemed to have little effect on the comprehension scores. In three out of the four stories, the differences noted were in favor of the illustrated material.

(2) The children with superior intelligence had higher scores on the non-illustrated material in three out of the four stories.

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

Denault, in her study of the effect of illustrations on mental imagery discovered that the differences in mental imagery between the illustrated and unillustrated stories were not statistically significant nor were the differences in the amount of retention.


Miller¹ says,

There are arguments both for and against the use of illustrations in primary readers. Unless there is only a line or two of reading material on a page, the illustration usually does not carry clues to all the ideas expressed on the page.

He reported a study done with children in grades one, two, and three to determine whether children who read a basal set of primary readers with the accompanying illustrations secure greater comprehension of the material read than do pupils who read the same material without the accompanying pictures.

The data secured in this study show that the children who read without pictures understood what they read as well as did the children who read the same material with the use of pictures. The absence of pictures did not cause the children to read the material with less comprehension.

This study indicates that the use of illustrations may not be necessary in order to teach children to comprehend the material in the basal reader.

Miller² made a study to determine what one hundred children in Grade III saw in six pictures without the sugges-

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¹ Miller, W. A. "Reading With and Without Pictures." Elementary School Journal 38: 676-82; May 1938.

tions or the stimulation provided by any definite direction or guidance. The results of this investigation showed that:

(1) Children reported seeing relatively few of the items which make up a picture.

(2) The items of a picture are seen in isolation rather than as parts of a unified whole.

(3) The most important items in a picture often escape the notice of the children.

(4) Children with higher I.Q.'s tend to identify more items in pictures than do children with lower I.Q.'s.

(5) In Grade III chronological age is not an important factor in the identification of items in pictures.

(6) There are no significant sex differences in the ability to identify items in pictures.

(7) If pictures are to be an aid to the understanding of the printed material which they accompany, teachers will need to direct the attention of children to the important items in pictures and to develop the interpretation of these items.

An examination of books suitable for young children reveals an extensive use of color, wide variety of illustrative materials, and marked differences in the technique of picture-making.

If illustrations are to serve a useful purpose, they must appeal to children, and no one is so well qualified to state the preferences of children as they are themselves.
The following conclusions were drawn from Miller's study to determine the type of illustrative technique preferred by primary grade children:

(1) Full color reproductions received more than half the total number of choices.

(2) Red was preferred as the predominant color.

(3) Boys preferred the photograph.

(4) The percentage of choices for red and blue tended to decrease as mental age increased.

(5) Girls preferred full-color pictures more frequently than the boys.

(6) The wash drawing, the line drawing, and the black and white pictures received insignificant percentages of the choices.

Bamberger in her study of what children prefer in illustrations discovered that children prefer:

(1) Brightly colored illustrations.

(2) Action and humor.

(3) Illustrations that suggest stories.

(4) Few details.

(5) Full page pictures.

(6) Blue, red and yellow - especially blue.


Freeman and Freeman\(^1\) in their study of the picture preferences of nursery school children found that these youngsters preferred pictures which contained:

(1) Story telling qualities.
(2) Familiar subject matter.
(3) Somewhat crude and elementary coloring.

Williams\(^2\) says,

> Pictorial illustrations in textbooks should play a more significant role than they are now doing in achieving educational objectives.

The extent to which illustrations serve their purpose depends in great part upon the care with which they are chosen and the attention paid to them by teachers and pupils. Illustrations are teaching tools.

Halbert,\(^3\) in her experimental study of children's understanding of instructional materials discovered that children get more relevant ideas from a story with pictures than from a story alone or pictures alone. She therefore concludes that to the extent that memory for ideas is a measure of comprehension pictures contribute to the comprehension of reading materials.

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Newton\textsuperscript{1} says,

It is very difficult to judge the emotional and aesthetic reactions of children by our own. To an adult a picture has the power of suggestion and associations and is reminiscent of years of seeing and living. For a child it has an almost purely objective interest; it is the story telling quality which appeals; the aesthetic qualities of line, colour, and form are a matter of education and development. The modern trend in book illustration for children, then, is an effort to get back to the simplicity of children's first conceptions of picture-making.

Miller\textsuperscript{2} says,

The evolution of the textbook is more evident in the primary grades than at some other grade levels.

Pictures have an appeal for adults. Adults prepare and choose the textbooks that children use. 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.

As long as it is not known what understandings children do or do not have when they read a given piece of material it is not possible to judge the ability of pictures to clear up the unknown. One of the reasons pictures often do not contribute to un-

\textsuperscript{1} Newton, L. "Modern Trends in Book Illustration for Children." \textit{Elementary English Review} 9: 89-94; April 1932.

\textsuperscript{2} Miller, W. A. "The Picture Crutch in Reading." \textit{Elementary English Review} 14: 263-64; November 1937.
derstanding may be that the pictures are not focused on the parts of the reading matter which is the most difficult to understand.

Most of the material in primary readers is of the child experience type. Such material has relatively few concepts which children do not understand.

Ayer\(^1\) in discussing to what extent the child is influenced by the format of his book says that the child apparently likes large pictures better than small ones. In recent years numerous studies have been made of children's reactions to pictures. From a summary of these, she cites the following findings:

(1) Children in nursery school and in first grade like factual pictures - pictures of familiar, everyday things.

(2) Pictures of fanciful things become popular in second and third grade.

(3) Children usually prefer the realistic type of illustration to the stylized or decorative type.

(4) Children like especially pictures that show action and suggest a story.

(5) Animals, humorous pictures.

(6) Colored pictures are preferred to those without color.

\(^1\) Ayer, Jean "Format and Reading Appreciation." \textit{Elementary English Review} 17: 213-17; October 1940.
Research indicates illustrations may be important in textbooks. This study is an attempt to measure the effectiveness of illustrations on comprehension in first and second grade reading.
CHAPTER II

PLAN OF THE STUDY
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PLAN OF THE STUDY

This study is an attempt to determine the effect of illustrations upon comprehension in reading in Grades one and two. Three original, humorous stories written by Miss Alma L. Ward for first grade reading level were selected.

The vocabulary of these stories consists of a prescribed word list of basic and supplementary words based on the following levels: Pre-Primer I, Pre-Primer II, Primer, Book I, and Book II-level 1.

An analysis of vocabulary levels follows.
## ANALYSIS OF VOCABULARY LEVELS

<table>
<thead>
<tr>
<th>Analysis of Vocabulary Levels</th>
<th>Monkey-Monkey</th>
<th>Little Black Kitten</th>
<th>Bing and the Snowman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primer I</td>
<td>19</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Pre-Primer II</td>
<td>20</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Primer</td>
<td>41</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Book I</td>
<td>44</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Book II-level I</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplementary</td>
<td>18</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>New Words</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Total No. of new words in each story</td>
<td>147</td>
<td>104</td>
<td>38</td>
</tr>
<tr>
<td>Total Times used in each story</td>
<td>581</td>
<td>413</td>
<td>233</td>
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First of all the illustrations were set up for the stories. It was decided to have three illustrations for each story. These were drawn in black and white by two professional artists.

The stories were then typed, using the Primer typewriter, and incorporated in booklet form. In booklet number one, story number one was illustrated, while story number two was not. Booklet number two contained story number one unillustrated, and story number two illustrated.

For the second part of the experiment, booklet number one contained story number two illustrated and story number three unillustrated. Booklet number two contained story number two unillustrated and story number three illustrated.

The stories were rotated so that each child read one story which was illustrated and one story which was not. The plan of rotation follows.
### PLAN OF ROTATION FOR EXPERIMENT

<table>
<thead>
<tr>
<th></th>
<th>Story #1</th>
<th>Story #2</th>
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<tbody>
<tr>
<td>Grade I</td>
<td>Bing and the Snowman</td>
<td>Little Black Kitten</td>
</tr>
<tr>
<td>Child #1</td>
<td>Illustrated</td>
<td>Unillustrated</td>
</tr>
<tr>
<td>Child #2</td>
<td>Unillustrated</td>
<td>Illustrated</td>
</tr>
<tr>
<td></td>
<td><strong>Story #2</strong></td>
<td><strong>Story #3</strong></td>
</tr>
<tr>
<td>Grade II</td>
<td>Little Black Kitten</td>
<td>Monkey-Monkey</td>
</tr>
<tr>
<td>Child #1</td>
<td>Illustrated</td>
<td>Unillustrated</td>
</tr>
<tr>
<td>Child #2</td>
<td>Unillustrated</td>
<td>Illustrated</td>
</tr>
</tbody>
</table>

A copy of the material is in the appendix.
Next comprehension questions were composed which could be answered either with or without illustrations. There were five questions for each story. These questions were mimeographed so that there was one sheet of questions for each child. Space was allowed for any comments which the child might make. The answers were checked either right or wrong.

A sample question sheet is in the appendix.

The subjects of this study were fifty children from one school. Thirty-five children were selected from Grade one and fifteen from Grade two. The chronological ages of these children range from six years seven months to eight years two months.

The Intelligence Quotients were the results of the Kuhlman-Anderson Test administered at Kindergarten level, and range from 94 to 127.

Each child was tested individually. The study was carried on over a period of approximately twelve weeks.
The mean I.Q. was 113.06, which showed that the children tested were in the high intelligence group. The I.Q.'s ranged from 94 to 127.

The analysis of the results are presented in the next Chapter.
CHAPTER III

ANALYSIS OF DATA
CHAPTER III

ANALYSIS OF DATA

The data were analyzed to study the effect of illustrations on comprehension of printed material in Grades one and two.

TABLE II

COMPARISON OF TOTAL SCORES

<table>
<thead>
<tr>
<th>Material</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E. M.</th>
<th>Diff.</th>
<th>S.E. Diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustr.</td>
<td>50</td>
<td>4.06</td>
<td>.84</td>
<td>.12</td>
<td>.02</td>
<td>1.09</td>
<td>.02</td>
</tr>
<tr>
<td>Non. Illustr.</td>
<td>50</td>
<td>4.04</td>
<td>.89</td>
<td>.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table II shows the comparison of scores on illustrated and non-illustrated materials.

The mean score of the illustrated stories was 4.06 compared to 4.04 for the non-illustrated stories. The critical ratio of .02 showed the difference not to be statistically significant. There is a slight difference in favor of the illustrated stories.
Table III shows the comparison of scores on Story one illustrated and not illustrated.

The mean score of Story one illustrated was 3.88 compared to 4.08 for the non-illustrated. The critical ratio of .77 showed the difference not to be statistically significant. There are 54 chances in 100 that this is a true difference in favor of the non-illustrated story.
TABLE IV

COMPARISON OF SCORES ON STORY II

<table>
<thead>
<tr>
<th>Story #2</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. M.</th>
<th>S.E. Diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustra.</td>
<td>25</td>
<td>4.16</td>
<td>.46</td>
<td>.09</td>
<td>.16</td>
<td>.14</td>
<td>1.14</td>
</tr>
<tr>
<td>Non-Illustra.</td>
<td>25</td>
<td>4.04</td>
<td>.57</td>
<td>.11</td>
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</table>

Table IV shows the comparison of scores on Story two illustrated and not illustrated.

The mean score of Story two illustrated was 4.16 compared to 4.00 for the non-illustrated. The critical ratio of 1.14 showed the difference not to be statistically significant.

There are 74 chances in 100 that this is a true difference in favor of the illustrated story.
Most of the children paid no attention whatsoever to the illustrations. Some children started right in to read without as much as glancing at the illustrations. Others looked at the pictures before starting to read and were much amused by them. No attention was called to the pictures before the children started to read.

The slow readers were definitely distracted by the illustrations. The tendency was to make up the story from the pictures instead of reading the printed words.

Some of the comments on the illustrated stories were as follows:

"Gee! I can read that story."

"I wish I had a little kitten like that."

"This is a funny story with pictures and words."

"The other story wasn't a picture story and now this one is."

"This looks like a good story from the pictures I saw."

Some of the comments on the non-illustrated stories were as follows:

"I'll bet they were apples. What would balls be doing in a dish on the table?"

"Oh! This is a good story. This is getting interesting. I wish I had a book like this."
In comparing the illustrated stories with the non-illustrated, Table II indicates a slight difference in favor of the illustrated stories.

In Table III the difference for Story I was in favor of the non-illustrated story. This story was a Pre-Primer story. It would appear that the story was so simple that the illustrations were not necessary to aid comprehension.

In Table IV the difference for Story II was in favor of the illustrated story. This story was a Primer level story. Possibly this story lends itself more to illustration.

The results of this study would seem to indicate three things:

(1) Illustrations are not necessary in order to comprehend the printed material in Grades one and two.

(2) The slow reader is distracted by the illustrations on the page.

(3) The good reader pays little attention to the illustrations, and seems to comprehend as readily with or without illustrations.
CHAPTER IV

SUMMARY AND CONCLUSIONS
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine to what extent illustrations affect the reader's comprehension of printed material in grades one and two.

To carry out this study, three stories were incorporated in booklet form. In the first booklet, story #1 was illustrated and story #2 was not. In the second booklet story #1 was not illustrated and story #2 was.

For the second part of the experiment story #2 was illustrated and story #3 was not. In the second booklet story #2 was not illustrated and story #3 was.

The stories were presented to fifty children, individually, thirty-five from grade one, and fifteen from grade two.

The Intelligence Quotients of these children ranged from 94 to 127 which showed that these children belonged to a superior group.

One of the limitations in evidence during this experiment was the fact that nearly all of the children were in the high intelligence group.
Conclusions:

(1) The comparison of the total results of illustrated and non-illustrated stories showed little difference. The critical ratio was .02. The slight difference was in favor of illustrations.

(2) The comparison of individual stories showed different results. Neither difference was statistically significant. One was in favor of illustrated and one non-illustrated.

(3) The slow reader was handicapped by the illustrations. The tendency was to make up the story to fit the illustration.

(4) The good reader paid no attention to the illustrations, except perhaps to be amused by them, but they did not aid him in any way in his comprehension of the printed material.
CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH

1. Repeat this experiment, with a large population selecting children from both the high and low intelligence groups.

2. Do a similar study giving specific direction to observe the illustrations.

3. Repeat this experiment using more illustrations.

4. Repeat this experiment using several stories in order to increase opportunities for measuring comprehension.

5. Use colored illustrations.
APPENDIX
Three Original Stories
by
Alma L. Ward
For Grade One

Copyright by
Alma L. Ward 1949
Bing and The Snowman.

See the snowman.
It is a big snowman.

Come see the snowman.
Come, Mother.
Come, come, come.
Come see the snowman.
Come see the snowman, Mother.
Come to the snowman.
It is a big snowman.
See the big snowman, Mother.
He is a big snowman.
He is big.
See the big, big snowman.
He is a big, big snowman.
Go get Father.
Go get Father, Teddy.
Go get Father, Tom.
Baby, baby, go to Father.
Run to Father, Tom.

Run to Father, Teddy.
Run, run, run.
Run and get Father.
Father, see the big snowman.
Mother and Father, see the
big snowman.
Where is Father?

Where is Tom?
Where is Teddy?
Where is Father?
Father, Father, come here.

Here, Father, here Father.
Come here, Father.
Here is Father.
Here is Mother
Here is Tom.
Here is Teddy.
Here is the big snowman.
See Tom and Teddy.
See Mother and Father.
See the big snowman.
Look, look, look.
Look, Mother.
Look, Father.
Look, look, look.
Here is Bing.

Bing, Bing, Bing.

The snowman is big.
Bing, get the snowman.
Get the snowman, Bing.
Go get the snowman, Bing.
Run, Bing.
Run, run, run.
Run to the big snowman.
Bing, Bing, run, run.
Down, down, down.

See Bing.
Down, Bing, down.
Look at Bing.

Look at Tom and Teddy.
Look at Mother and Father.
Look at the snowman.
Is it a big snowman?
Where is the snowman?
Here, Bing, here.
Sit down, Bing.
Sit down, sit down.
Up, up, up.

Up jumped Bing.

Bing jumped and jumped.
See the snowman, Bing.
Look, Bing, look.
Get the snowman.
Up jumped Bing.
Bing jumped up to the snowman.
Up, up, up.
Little Black Kitten.

Mother and Father lived in a big white house. Big Brother and Little Sister lived in a big white house. Little Black Kitten lived with them, too. They all lived in a big white house.

One day Mother and Father, Big Brother and Little Sister went away. They did not take Little Black Kitten with them. He played and played. By and by he was very, very hungry. He looked around for his dish of milk, but he could not see it. He looked and looked for it, but he could not see it.
Soon he saw something red on the table. It was very round and very red. "A new ball, I think." Up, up, up he jumped on the table. He saw many, many balls, one, two, three red balls in the dish on the table.

He began to play with one ball. It began to roll out of the dish. Soon the three red balls were rolling all over the table. Around and around they went.
What fun Little Black Kitten was having with the three balls. He ran after one ball, then another, and another. They rolled here. They rolled there. Soon he heard a thump, thump, thump.

No more balls to play with. They had rolled off the table. One ball was under the table. One ball was under the stove. And one ball was under the chair.

Just then Little Black Kitten saw his tail. Around and around he ran after his tail. Faster and faster he went. He ran and ran, faster and faster until thump, thump, thump down, down, down went Little Black Kitten off the table. Oh, oh, what a thump.
Into something white and something wet he went. Just then he heard the door open. In came Mother and Father, Big Brother and Little Sister. "Oh, oh," said Mother. "Oh, oh, oh," said Father. "Oh, oh, oh, oh," said Big Brother. "Oh," said Little Sister. What did they see? Mother saw one red apple under the table. Father saw one red apple under the stove. Big Brother saw one red apple under a chair and Little Sister saw Little Black Kitten in the dish of milk.

"You funny little Black Kitten," said Mother. Mother and Father, Big Brother and Little Sister laughed and laughed. They laughed at Little White Kitten in the dish of milk.
The children in school were going to have a circus. They had read a circus story. Some of the children had been to the circus. They told the other children all about it. The children had asked the other children in the school to come to see it. Everyone was happy about it.

The day had come for the circus. All the children were ready to watch it. Some of the children had on good things. Some of the children had on funny things. Some of the children had balloons. Red, yellow, green, blue balloons. Big balloons, little balloons, many children had balloons.

The circus parade had just begun when Bobby cried, "Look, look at the monkey." Oh, oh there was a monkey at the school window. "Open the window and let the monkey come in," said a big boy. Miss White went to the window. She did open it.
In jumped Mr. Monkey. He jumped up on Miss White's desk. He looked around. He looked here, and he looked there. He looked at the children. The boys and girls began to laugh.

Mr. Monkey took up a book. He looked at the children and tried to say, "I can read this book. I can read it very well."

Down he jumped from Miss White's desk. He ran up and down. Soon he jumped on Bobby's head. "Oh, oh, Mr. Monkey, please get off," said Bobby. "Mr. Monkey," said the children, "please get off." "This is fun," said the monkey. All the children were laughing, but Bobby did not like Mr. Monkey on his head. "Get off, get off, please," said Bobby.

Just then Mr. Monkey saw a banana on Betty's desk. "A big yellow banana for me," said the monkey. Over he jumped to Betty's desk. He began to eat the banana. "My lunch, my lunch," said Betty, but the monkey liked the banana.
Away he went with it.

Then do you know what Mr. Monkey did? Up, up, up he jumped. He jumped on a big brown chair. Then up, up, up he jumped. He jumped up on a big table. He ran around and around the table. Off went all the things on the table. Off went the books. Off went some toys. Off went a ball and a doll. Off went a pencil, too. Off went all the things on the table. "I like this. This is fun. I like to do this," said the monkey.

Then up, up, up he went. Jump, jump, jump, up to the clock. He sat there on the clock looking down at all the boys and girls and Miss White. "You funny children," he said. "Why don't you come up here? It is fun up here, I will swing for you. Over and back went Mr. Monkey. Swing, swing, swing.

"Where is my monkey?" asked a man at the door. But the children did not stop laughing. They were laughing at Mr. Monkey. "Where is my monkey?" said the man again.
When Mr. Monkey saw the man, he stopped.

When the children saw the man, they stopped laughing.
"You funny, funny monkey. Come here, come here," said the man. "You ran away from me. I did not know where you went. I heard the children laughing, so I came here. Come home now, come home. You must come with me."

When the monkey saw the man, he jumped down from the clock. Down. down, down to the table. Up he jumped on the man's shoulder. "Thank you," said the children. "You were very funny. Come back again some day and we will have another circus. Good-by, Mr. Monkey, good-by."
Bing and The Snowman.

See the snowman.
It is a big snowman.

Come see the snowman.
Come, Mother.
Come, come, come.
Come see the snowman.
Come see the snowman, Mother.
Come to the snowman.
It is a big snowman.
See the big snowman, Mother.
He is a big snowman.
He is big.
See the big, big snowman.
He is a big, big snowman.
Go get Father.
Go get Father, Teddy.
Go get Father, Tom.
Baby, baby, go to Father.
Run to Father, Tom.

Run to Father, Teddy.
Run, run, run.
Run and get Father.
Father, see the big snowman.
Mother and Father, see the big snowman.
Where is Father?

Where is Tom?
Where is Teddy?
Where is Father?
Father, Father, come here.

Here, Father, here, Father.
Come here Father.
Here is Father.
Here is Mother.
Here is Tom.
Here is Teddy.
Here is the big snowman.
See Tom and Teddy.
See Mother and Father.
See the big snowman.
Look, look, look.
Look, Mother.
Look, Father.
Look, look, look.
Here is Bing.

Bing, Bing, Bing.

The snowman is big.
Bing, get the snowman.
Get the snowman, Bing.
Go get the snowman, Bing.
Run, Bing.
Run, run, run.
Run to the big snowman.
Bing, Bing, run, run.
Down, down, down.

See Bing.
Down, Bing, down.
Look at Bing.

Look at Tom and Teddy.
Look at Mother and Father.
Look at the snowman.
Is it a big snowman?
Where is the snowman?
Here, Bing, here.
Sit down, Bing.
Sit down, sit down.
Up, up, up.

Up jumped Bing.

Bing jumped and jumped.
See the snowman, Bing.
Look, Bing, look.
Get the snowman.
Up jumped Bing.
Bing jumped up to the snowman.
Up, up, up.
Little Black Kitten

Mother and Father lived in a big white house. Big Brother and Little Sister lived in a big white house. Little Black Kitten lived with them, too. They all lived in a big white house.

One day Mother and Father, Big Brother and Little Sister went away. They did not take Little Black Kitten with them. He played and played. By and by he was very, very hungry. He looked around for his dish of milk, but he could not see it. He looked and looked for it, but he could not see it.

Soon he saw something red on the table. It was very round and very red. "A new ball, I think." Up, up, up he jumped on the table. He saw many, many balls, one, two, three red balls in the dish on the table.

He began to play with one ball. It began to roll out of the dish. Soon the three red balls were rolling all over the table. Around and around they went.
What fun Little Black Kitten was having with the three balls. He ran after one ball, then another, and another. They rolled here. They rolled there. Soon he heard a thump, thump, thump.

No more balls to play with. They had rolled off the table. One ball was under the table. One ball was under the stove. And one ball was under the chair.

Just then Little Black Kitten saw his tail. Around and around he ran after his tail. Faster and faster he went. He ran and ran, faster and faster until thump, thump, thump down, down, down went Little Black Kitten off the table. Oh,oh, what a thump.

Father saw one red apple under the stove. Big Brother saw one red apple under a chair and Little Sister saw Little Black Kitten in the dish of milk.

"You funny little Black Kitten," said Mother. Mother and Father, Big Brother and Little Sister laughed and laughed. They laughed at Little White Kitten in the dish of milk.
Monkey-- Monkey

The children in school were going to have a circus. They had read a circus story. Some of the children had been to the circus. They told the other children all about it. The children had asked the other children in the school to come to see it. Everyone was happy about it.

The day had come for the circus. All the children were ready to watch it. Some of the children had on good things. Some of the children had on funny things. Some of the children had balloons. Red, yellow, green, blue balloons. Big balloons, little balloons, many children had balloons.
The circus parade had just begun when Bobby cried, "Look, look at the monkey." Oh, oh there was a monkey at the school window. "Open the window and let the monkey come in," said a big boy. Miss White went to the window. She did open it.

In jumped Mr. Monkey. He jumped up on Miss White's desk. He looked around. He looked here, and he looked there. He looked at the children. The boys and girls began to laugh.

Mr. Monkey took up a book. He looked at the children and tried to say, "I can read this book. I can read it very well."
Down he jumped from Miss White's desk. He ran up and down. Soon he jumped on Bobby's head. "Oh, oh, Mr. Monkey, please get off," said Bobby.

"Mr. Monkey," said the children, "please get off."

"This is fun," said the monkey. All the children were laughing, but Bobby did not like Mr. Monkey on his head. "Get off, get off, please," said Bobby.
Just then Mr. Monkey saw a banana on Betty's desk. "A big yellow banana for me," said the monkey. Over he jumped to Betty's desk. He began to eat the banana. "My lunch, my lunch," said Betty, but the monkey liked the banana. Away he went with it.
Then do you know what Mr. Monkey did?
Up, up, up he jumped. He jumped on a big brown chair. Then up, up, up he jumped. He jumped up on a big table. He ran around and around the table. Off went all the things on the table. Off went the books. Off went some toys. Off went a ball and a doll. Off went a pencil, too. Off went all the things on the table. "I like this. This is fun. I like to do this," said the monkey.
Then up, up, up he went. Jump, jump, jump, up to the clock. He sat there on the clock looking down at all the boys and girls and Miss White. "You funny children," he said. "Why don't you come up here? It is fun up here. I will swing for you. Over and back went Mr. Monkey. Swing, swing, swing.

"Where is my monkey?" asked a man at the door. But the children did not stop laughing. They were laughing at Mr. Monkey. "Where is my monkey?" said the man again.
When Mr. Monkey saw the man, he stopped. When the children saw the man, they stopped laughing. "You funny, funny monkey. Come here, come here," said the man. "You ran away from me. I did not know where you went. I heard the children laughing, so I came here. Come home now, come home. You must come with me."

When the monkey saw the man, he jumped down from the clock. Down, down, down to the table. Up he jumped on the man's shoulder. "Thank you," said the children. "you were very funny. Come back again some day and we will have another circus.

Good-by, Mr. Monkey, good-by."
1. Who are the children in this story? R. ____ W. ____
2. How did the snowman look? R. ____ W. ____
3. Who came to see the snowman? R. ____ W. ____
4. What did the children tell Bing to do? R. ____ W. ____
5. Did Bing do it? R. ____ W. ____

Comments----

1. Where did Little Black Kitten live? R. ____ W. ____
2. What did he see? R. ____ W. ____
3. What happened to the red balls? R. ____ W. ____
4. What was he doing when he went thump, thump? R. ____ W. ____
5. What did the family see when they came home? R. ____ W. ____

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Comment:

1. What did the children see? R. ___ W. ___
2. What did the monkey see on Betty's desk? R. ___ W. ___
3. What did Mr. Monkey do up on the table? R. ___ W. ___
4. What did the monkey do to amuse the children? R. ___ W. ___
5. Who came to look for the monkey? R. ___ W. ___

Comment:
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