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Oral recall from reading and films.

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Thesis

ORAL RECALL FROM READING AND FILMS

Submitted by

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CHAPTER I

INTRODUCTION AND REVIEW OF THE PREVIOUS RESEARCH IN ORAL RECALL

Introduction

How much of a story that a child has read can he recall?

How much of a movie can he recall?

Does the combination of a story and a movie aid a child's recall?

This experiment with sixty children in the second grade has tried to answer these questions. The film readers used were the Let's Find Out series by D. C. Heath Co. and the films were produced by Encyclopaedia Britannica Films Inc. These materials were the first available with which to make a valid comparison. The medium is unlike but the content is practically identical.

Pertinent Previous Research in Recall

There have been few studies made of oral recall----in any phase. Potter's¹ study concluded that children in the third, fourth, fifth, and sixth grades reproduce easy material in writing as well and even better than they reproduce it orally; and that when these same children are given material difficult for their grade, their oral recall is superior to their written recall.

Bushnell's study² of tenth grade children showed that written

¹ Potter, Ruth, "Comparison of Oral Recall With Written Recall Of Silent Reading in the Middle Grades." Unpublished Master's Thesis, Boston University 1934

² Bushnell, Paul P., "An Analytical Contrast of Oral With Written English." Contributions to Education 451 Teachers College Columbia 1930

expression at this age level was consistently superior to oral expression in quality of thought content and sentence structure.

In a study of 176 children in six fourth grades using multiple choice tests of thirty items Joney³ concluded that hearing is superior to silent reading in both easy and difficult material with no statistical significance; that silent reading followed by oral questions appears to be slightly superior to silent reading with silent reading check; that the correlation between reading and hearing was $.65 \pm .03$; between IQ and hearing was $.44 \pm .05$; between IQ and reading as $.55 \pm .04$.

Courtney, Bucknam, Durrell⁴ in their article, made the following correlations; between oral and written recall .68; between written recall and multiple choice recall .76. An analysis of individual scores showed wide individual variations in fluency of oral and written recall. The article was based on individual studies done by Courtney and Bucknam with ninth and fifth grade children respectively.

Tarrant⁵ in a study of 50 fourth grade children, above average in intelligence, concluded that errors in oral recall are not confined to any one level of mentality and that there is no significant relation between rate of recall and number of ideas expressed. The correlation made was .49. Also the study concluded that unaided oral recall is inferior to multiple choice recall. The C. R. established was 16.5.

³ Joney, Olive L., "A Comparison of Reading and Listening in Teaching Factual Materials in Grade Four." Unpublished Master's thesis, Boston University 1942

⁴ Courtney, Bucknam, Durrell, "Multiple Choice Recall vs Oral and Written Recall." J. Ed. Res. 39 458-61 F 1946

⁵ Tarrant, Katherine E., "Fluency in Oral Expression." Unpublished Master's Thesis, Boston University 1940

A negligible correlation between speech maturity and reading maturity was found by Simonson⁶ in a study of 164 children in the second, third, fourth, fifth, and sixth grades who had an articulatory defect, functional in origin.

Thirty-one pre-school children at the Institute of Child Welfare associated with the University of Minnesota were studied by McCarthy⁷ to determine their response in two different situations. The mean number of words in the first situation was 4.00 per response. In the second situation the mean number of words was 4.19 per response. The correlation found was .54 with different children responding differently in both situations. On the secondary school level Richardson and Smith⁸ ran a study with the following results: mean score on the pre-test of 55 Junior High School students taught with films 31. Retest of the same group showed a mean of 45, an increase of 45%. A group of 65 pupils from the same grades were taught with reading material. The mean score on their pre-test was 31 also. Their retest score was 48. Likewise, 113 Senior High School students taught with films received a pre-test mean score of 36. Their retest mean score was 45, an increase of 25%. 104 students at the same grade level were taught with reading material and received a pretest mean score of 37. Their retest mean score was 40%,

⁶ Simonson, Josephine Marie, "The Relation Between Intelligence and Certain Linguistic Abilities in the Elementary Grades." Unpublished Master's Thesis, University of Wisconsin 1939

⁷ McCarthy, Dorothea, "A Comparison of Children's Language in Different Situations and Its Relation to Personality Traits." Journal Genetic Psychology 36: 583-91: 1929

⁸ Richardson, Adeline Claff and Smith, Gertrude Hjorth. "Movies vs Reading." Clearing House 22: 15-19 September 1947

4.

an increase of 8%.

At the college level, Anderson⁹ refers to a course at Allegheny College in "Oral and Written English" which is offered to train students to deliver extemporaneous speeches. The "quid pro quo" argument is that "90% of our English is oral and only 10% is written." (Second quotes are Anderson's) The requirements for such a course state that the student must read extensively on his problem, submit his proposed speeches in written form, then deliver the speeches extemporaneously. This reference is cited, without benefit of scientific data, to indicate the thinking along college lines regarding the study herein approached.

Summary of the Research

Since the research in the area of oral recall has been comparatively slight, the data available will, of necessity, give little opportunity for controversy on the one hand or convincing proof on the other.

In adult life it appears that proficiency in oral recall is more important than an ability in written recall, yet from the third grade on the student's written recall is superior to his oral recall.

The comparisons that were made of learning potential from movies and/or books showed films to be superior to books.

Intelligence and verbal fluency were shown to have little bearing on oral recall.

⁹ Anderson, Hurst Robins, "Experiment in Oral and Written English." School and Society December 16 1933

CHAPTER II

METHOD OF INVESTIGATION

Material Used

For this experiment film readers and corresponding sound films by D. C. Heath Co. and the Encyclopedia Britannica Films Inc. respectively were used. The readers belong to the series Its Fun To Find Out. The titles used in this study were: Gray Squirrel, Shep the Farm Dog, The Mailman, and A Day at the Fair.

Recall from silent reading with the film as introduction was tested.

Recall from silent reading was also tested with no film as an introduction.

The readers varied slightly in length. There were approximately 950 words in each. The average number of pages was 27. Black and white pictures, one-half the size of the page, were on each page. These pictures were stills from the movies. The text of the readers was identical with most of the sound track of the film. Some slight additional information was incorporated in the commentary of the film.

Quoting from a communication from the publishers D. C. Heath:---

"The sound track of the film was used for developing the vocabulary, but there was no attempt made to use any vocabulary list in controlling the vocabulary. Since the vocabulary lists are made from quite different sources than would be used in developing a motion picture, it seemed to us that such lists would be of little use and might indeed be confusing.

"Roughly, there is a sequence in which the books might best be used, although there is no attempt to have sequential development of vocabulary from book to book; nor is there any attempt to have 100% carry-over of words from one book to another. This procedure, which is of doubtful value even in other types of material, probably would

do little to stimulate the acquisition of a semi-permanent vocabulary for children in the use of this type of material."

The try-outs for the films were made in 1947 by Encyclopedia Britannica. Thirteen school districts in California and Illinois, grades one to three and one remedial grade (ungraded) served as the proving ground for Gray Squirrel.

SUBJECTS

The children tested were sixty children from two classes of the same school in Green Bay, Wisconsin.

Mean C. A.	7.4	Range	9.0-6.11
Mean M. A. ¹	7.8	Range	9.5-5.6
Mean IQ ²	101	Range	122-74
Mean Reading Age ³	2.8	Range	4.3-1.3

Technique of Testing

The testing was carried on during a period of four weeks at the close of the first semester. Each class was divided into two groups, A. and B. Group A. consisted of the top and middle reading groups as they were organized within each class. Group B. consisted of the low reading group from each class. Each group A. had completed the first of the two basic readers at the second grade level. Each group B. was working in a first grade supplementary reader.

The rotation for testing was as follows:

1 Obtained. KOHLMAN ANDERSON TEST B, Personnel Press Inc, Baltimore 11, Md. Administered 10/51

2 Obtained. Ibid.

3 California Achievement Primary Test, Form 411, California Test Bureau, Los Angeles, Cal. Administered 10/51

SCHEDULE FOR TESTING

CLASS I	CLASS II
<u>GRAY SQUIRRELL</u>	<u>GRAY SQUIRRELL</u>
FILM	READERS
READERS	
TEST GROUP A.	TEST GROUP A.
<u>SHEP THE FARM DOG</u>	<u>SHEP THE FARM DOG</u>
READERS	FILM
TEST GROUP A.	READERS
	TEST GROUP A.
<u>THE MAILMAN</u>	<u>THE MAILMAN</u>
FILM	READERS
READERS	
TEST GROUP B.	TEST GROUP B.
<u>A DAY AT THE FAIR</u>	<u>A DAY AT THE FAIR</u>
READERS	FILM
	READERS
TEST GROUP B.	TEST GROUP B.

Each child's silent reading was tested with the film and without the film.

Identical presentation of vocabulary was submitted to the group that was to see the film and the group that was not. When the film was used it was shown prior to the reading.

Upon completion of silent reading of the text, a tape recording was made of each child's recall. * The recall was unaided. The question to each child was ----"What do you remember about the movie you have just seen and/or the book you have just read?" When there was extreme hesitancy the only additional question permitted was----"Can you tell me one thing that you remember?"

All of the children had been given many opportunities previously to "tape" their voices before the experiment. The recorder had been used in language and reading lessons. The majority of the children felt very much at ease during the testing. Those few who showed signs of nervousness were prone to be uneasy during any recitation period..One marked case of stuttering was in this latter group.

In order to simulate a normal reading situation the testing was done in the classroom during the regular morning reading period by the classroom teacher.

However, the film was shown in the projection room.

Twenty minutes was allowed for showing of the film; approximately twenty minutes was needed for all to complete the silent reading; and about twenty minutes was necessary to make the tape recordings.

The responses on the tape recordings were tabulated on a check list of memories for each story. The memories were as follows:

* On file - Audio-Visual Library - Boston University

MEMORIES

GRAY SQUIRREL

1. Spring
2. Mother Gray Squirrel lives in oak tree.
3. hole in tree is door to home
4. eats tender buds
5. three babies
6. one week old - eyes closed
7. drink mothers's warm milk
8. nap after dinner
9. two weeks old - eyes open
10. learning to climb
11. summer - summer home
12. leaves and twigs
13. cool
14. babies climb up
15. careful not to fall
16. hold on with paws
17. like to play on branches
18. Brother Squirrel holds on with hind legs
19. eat lunch on stump
20. hold acorns in front paws
21. late summer
22. Brother Squirrel drinks water from brook
23. likes cool water

24. finds acorn under oak tree
25. holds acorn in front paws
26. bites hole in hard shell
27. tired - sleeps on branch
28. autumn
29. Brother Squirrel hides acorns
30. digs hole in ground
31. covers with dirt and leaves
32. winter
33. Brother Squirrel lives in winter home
34. comes out on sunny days to find food
35. sniffs cold air
36. digs
37. finds acorn
38. Red Fox looking for something to eat
39. sees Brother Squirrel
40. chases Brother Squirrel
41. Brother Squirrel safe
42. in home in tree

MEMORIES

SHEP THE FARM DOG

1. Shep
2. a farm dog
3. helps Tommy
4. Tommy helps father
5. milk cows
6. Shep drives cows
7. to pasture
8. where they will eat grass
9. all day
10. When Shep has dirt in paws bites out
11. with sharp teeth
12. licks his paws
13. pulls burrs out with teeth
14. Shep barks at chickens
15. to get them out of garden
16. Shep eats meat and eggs
17. for breakfast
18. Tommy has surprise for Shep
19. a big bone
20. Shep sits up
21. catches bone
22. in mouth
23. bites meat with sharp front teeth

24. chews on bone with back teeth
25. buries bone
26. Tommy and Shep have fun together
27. jump over fence
28. Shep hears woodchuck
29. chases woodchuck into hole
30. woodchuck safe
31. Tommy and Shep go to pond
32. Tommy throws stick into water
33. Shep gets it
34. Shep drinks water
35. Tommy swims
36. Shep pulls Tommy out
37. Shep comes out and shakes himself
38. rolls on grass
39. to dry hair
40. late
41. hurry home
42. after supper
43. Shep watches chicken house
44. watches Tommy's house, too.
45. Shep sleeps
46. in own house
47. will wake if hears anything
48. good farm dog

MEMORIES

THE MAILMAN

1. Glenn Tucker
2. is sick
3. Mr. Dolan
4. the mailman
5. Glenn and Mr. Dolan are good friends.
6. Mr. Dolan has letter for Glenn.
7. Mr. Dolan works at postoffice, too.
8. sorts mail
9. puts letters for each family in the right place
10. ties magazines and newspapers in bundles
11. easy to carry
12. puts some mail in big mailbag
13. truck takes big mailbag to big mailbox
14. mail clerk
15. has registered letter
16. Mr. Dolan signs for it
17. person who gets letter must sign, too.
18. special care; important letter
19. Mr. Dolan comes to each house at almost same time each day
20. When bag empty Mr. Dolan gets more mail from box.
21. truck left it
22. must leave P. O. by 8 o'clock
23. Mr. Dolan leaves mail at many places

24. Mr. Dolan knows all the people on his route
25. Mr. Dolan takes to P. O. other letters from another box.
26. Mr. Hamm
27. rural mailman
28. mail to people in the country
29. car
30. stops at mailboxes
31. close----so they are easy to reach
32. flag up, mailman stops
33. big box
34. for Becky
35. and mother
36. baby chickens
37. holes in box
38. chickens get air
39. farmer waits to get
40. money order
41. for seeds
42. safe way to send money
43. mailmen go everywhere
44. in cold and snow
45. in rain
46. in desert
47. rides bicycle
48. goes to apartment houses
49. opens mailboxes with key

50. shuts and locks them

51. mailman everyone's friend

MEMORIES

A DAY AT THE FAIR

1. state fair
2. held every year
3. people from all over the state come
4. bring things raised to show
5. Olsens
6. Ann 4 white pigs
7. Johnny calf
8. Bob calf
9. Father best corn
10. many kinds of cattle brought
11. Bob and Johnny get calves ready
12. brush them
13. feed them
14. proud of them
15. Ann brushes pigs
16. puts white powder on them
17. proud of them
18. go sightseeing
19. Johnny fish
20. Ann 4-H Club show of model rooms
21. by 4-H Club girls
22. wants to make own room like model

23. Bob exhibit of butterflies
24. by 4-H Club boys
25. cases boys
26. Ann and Mother canned fruit
27. cakes
28. judge
29. feels
30. and tastes cake
31. Johnny and Father corn
32. Judge
33. feels corn
34. lunch time
35. lunch stand
36. 4-H Club chicken
37. picnic lunches
38. after lunch Bob sees jet plane
39. jet planes go fast
40. Bob sees tractors next
41. parade
42. floats
43. go to grandstand to see
44. horse races
45. show calves in arena
46. Bob's calf good but not one of best
47. Johnny wins ribbon for his
48. midway

49. ride on Ferris wheel

50. ride on whip

51. time to go home

52. fine day

Multiple choice exercises³ were provided for all the children-- those who were to be tested in oral recall at that time, and those who were not to be tested then.

It was possible to test 17 children from group A. during the time available. Their recall, was on whole, fluent and rapid.

Not more than 10 children in group B. could be tested at one time. Their recall was quite labored or very cursory.

The testing apparatus was so situated in the room to minimize the chance of over-hearing any previous reports. The exercises in multiple choice recall that were being done simultaneously served as excellent deterrents in this regard.

For each reader there were four types of exercises. Each child did as many as he could within the time allotted. Many children completed all the exercises.

Multiple choice questions of comprehension were tested in Part I.

Part II was a list of words to which structural analysis had to be applied.

Multiple choice structural analysis in sentences was tested in Part III.

Visual discrimination through multiple choice was tested in Part IV.

Although multiple choice recall was not an integral part of this experiment it was interesting to test it informally with these exercises.⁴

³ See Appendix

⁴ See Table V , p.25

CHAPTER III

ANALYSIS OF RESULTS

Table I shows the total raw scores in oral recall of all groups from all the Readers with and without the Films.

TABLE I

TOTAL RAW SCORES IN ORAL RECALL FROM FILMS AND READERS

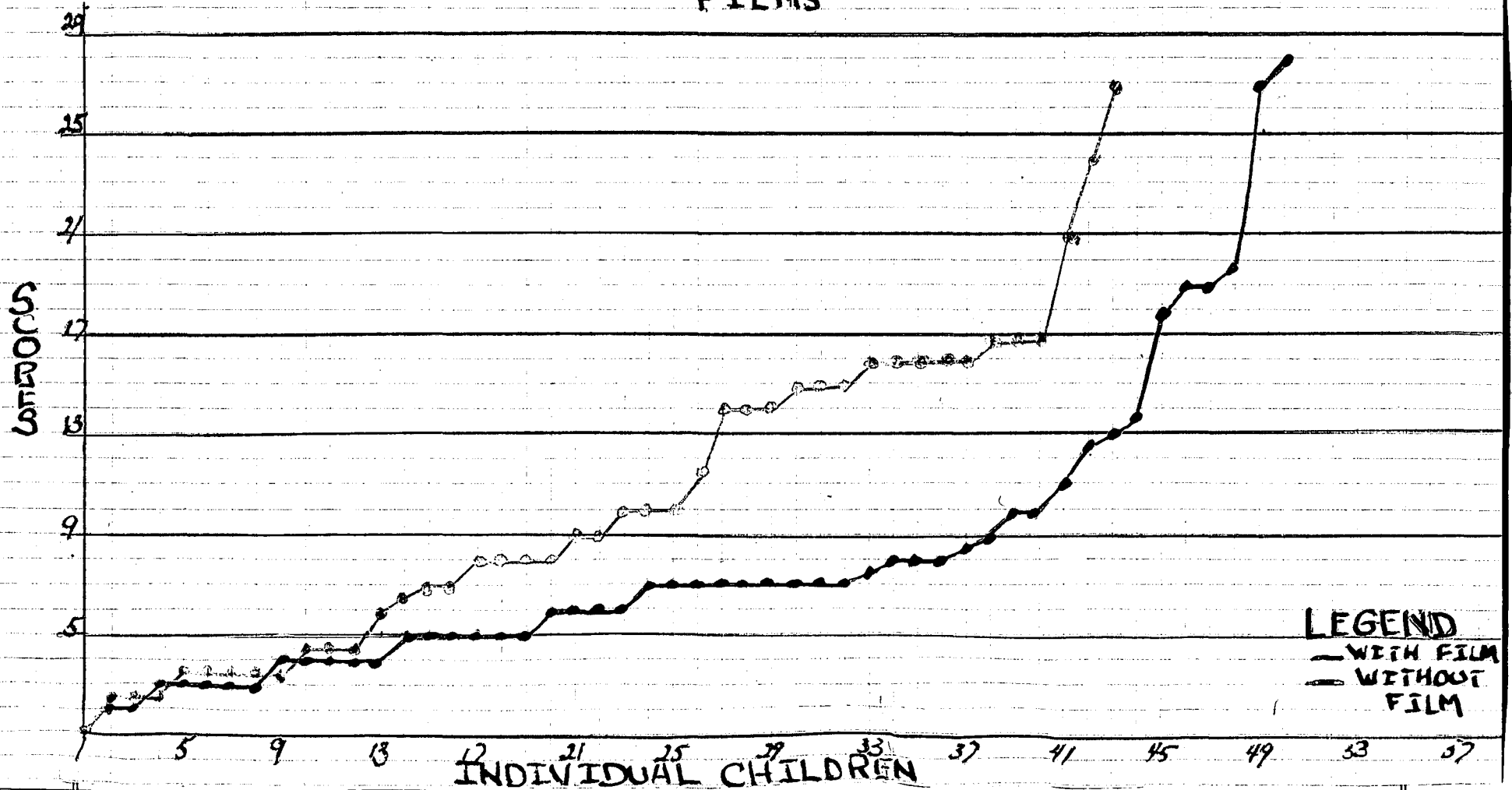
READER	FILM	NUMBER OF MEMORIES	NUMBER OF CHILDREN TESTED	TOTAL MEMORIES	GREATEST SCORE	LEAST SCORE
GRAY SQUIRREL	YES	42	16A*	119	19	2
GRAY SQUIRREL	NO	42	18A	188	21	2
SHEP THE FARM DOG	YES	48	17A	213	29	4
SHEP THE FARM DOG	NO	48	12A	202	27	9
THE MAILMAN	YES	51	8B	72	11	3
THE MAILMAN	NO	51	8B	46	9	1
A DAY AT THE FAIR	YES	52	10B	58	13	2
A DAY AT THE FAIR	NO	52	10B	47	10	2

* Letter refers to Group.

The scores from this series of tests indicate that there is little consistent significant difference in the quantity of recall from silent reading with and without sound films of the test. The graph in Table II demonstrates the individual differences in test scores from the two methods.

TABLE II

COMPARISON OF INDIVIDUAL ORAL RECALL SCORES WITH AND WITHOUT FILMS



LEGEND
— WITH FILM
- - - WITHOUT FILM

A comparison of the oral recall responses from the text only and from the text with the film is shown in Table III. The variabilities are neither very great nor consistently different. What consistency there is appears in the scores of the Mailman, and a Day at the Fair. The CR of 6.6 for the Gray Squirrel test appears to be significant; the difference is probably real and not merely chance.

It is indicated, then, that there is less inconstancy among the poorer readers in their responses to oral recall tests, no matter what the medium used. There were a few marked exceptions to this, however.

TABLE III
COMPARISON OF TEXT ONLY VS TEXT WITH FILM AS MEASURED BY ORAL
RECALL RESPONSES

READER	WITH FILM		TEXT ONLY		DIFFERENCES			
	Mean	SEM	Mean	SEM	Film	Text	SED	CR
GRAY SQUIRREL	7.4	.95	10.4	1.1	-3.0	.45		6.6
SHEP	12.5	1.9	16.8	1.09	-4.3	2.18		1.5
MAILMAN	6.5	.88	4.6	.89	1.9	2.09		.90
FAIR	5.8	.81	4.7	.81	1.1	.65		1.6

The combined scores in oral recall gave a very low CR of .04. This difference between the means is not of significant difference.

TABLE IV

COMPARISON OF COMBINED SCORES IN ORAL RECALL

	MEAN	SE m	DIFF.	SE diff.	CR
WITH FILM	8.5	1.13	.5	12.3	.04
TEXT ONLY	9.0	.97			

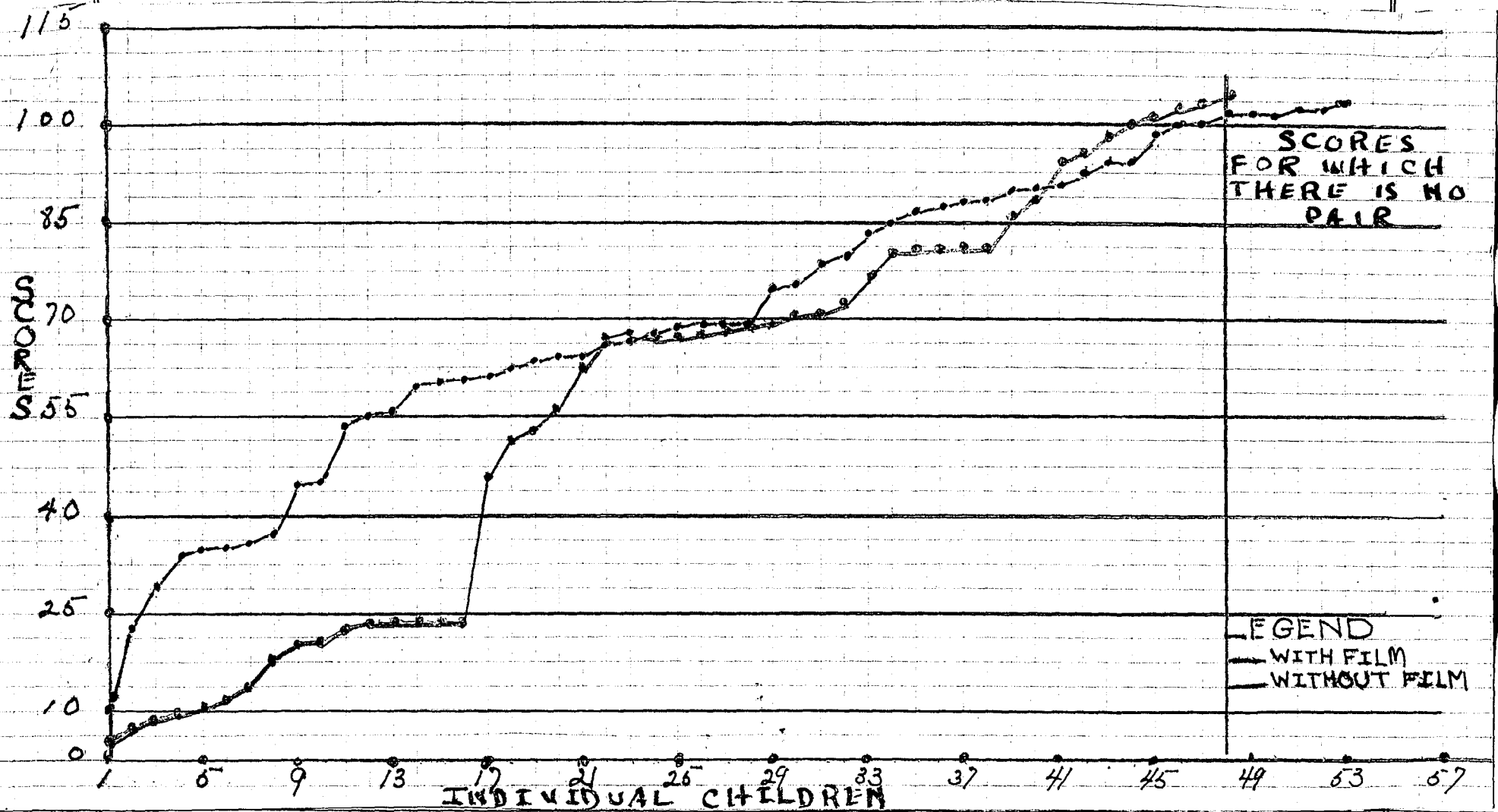
The tape recordings indicate that there is greater fluency among the so-called "poorer" readers - in this case Group B - when their reading has been preceded by the Films.

As an informal check of multiple choice recall, a simultaneous test of comprehension, structural analysis, and visual discrimination was given.¹ Table V shows that the scores of the "poorer" readers are higher when sound films are used; the remaining scores of the top and intermediate groups are virtually parallel.

It was observed that the rate of reading was greater when the film had been seen beforehand. This was true of all the children.

¹ See Appendix

TABLE V
 COMPARISON OF MULTIPLE CHOICE RECALL SCORES WITH AND WITHOUT FILM



Tables VA and VB show a mean of 69.0 of multiple choice responses with the film and the text, and a mean of 51.5 with the text only. A CR of 1.5 was discovered; the ratio is not very high; in approximately 85 chances out of 100 there exists a difference that is probably real.

TABLE V A
 COMPARISON OF TEXT ONLY VS TEXT WITH FILM AS MEASURED BY
 MULTIPLE CHOICE RESPONSES

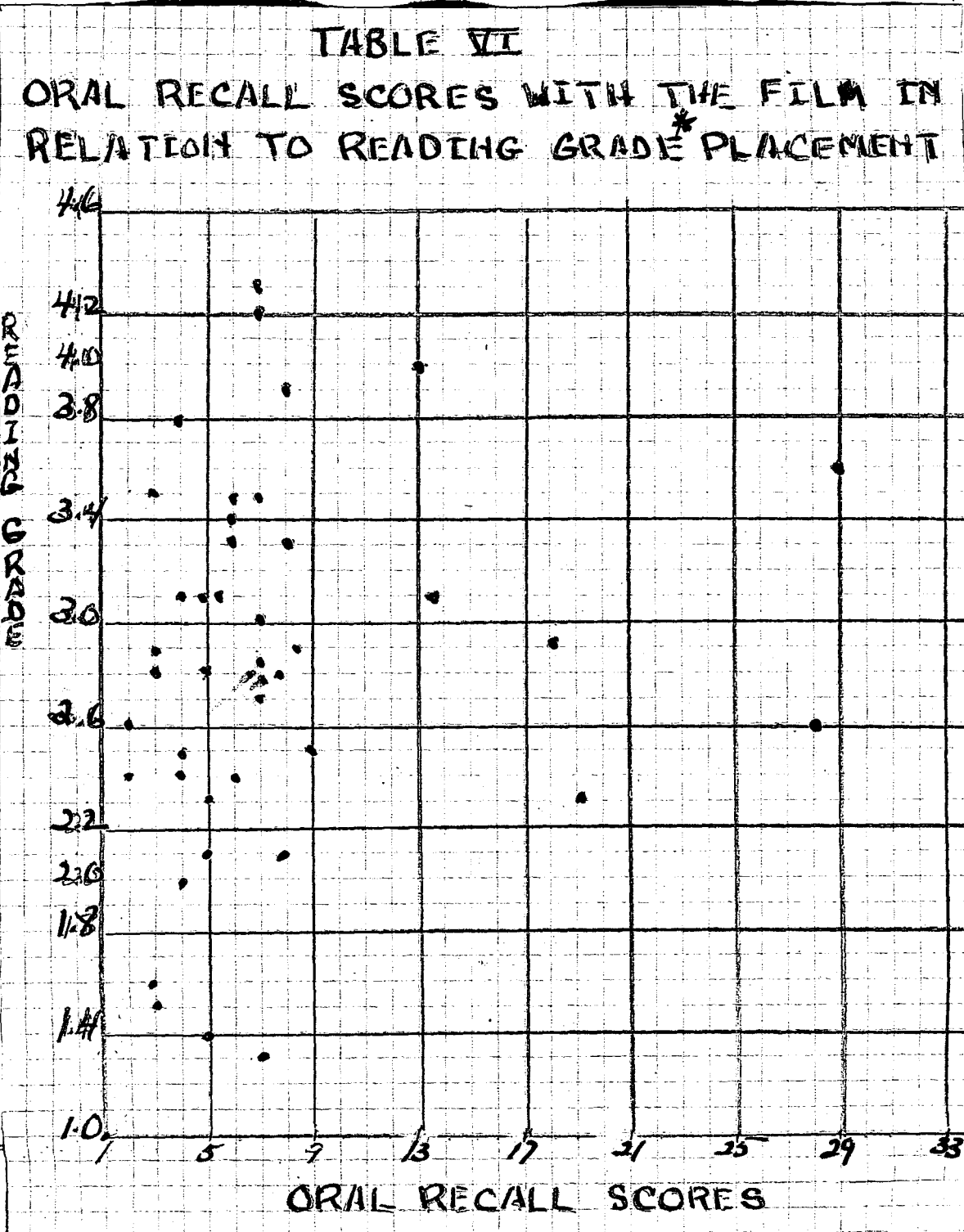
	MEAN	SE m	DIFF.	SE diff	CR
WITH FILM	69.0	7.3	17.5	10.9	1.5
TEXT ONLY	51.5	8.2			

TABLE VB

MEAN SCORES ON MULTIPLE CHOICE TEST OF GOOD READERS VS POOR READERS

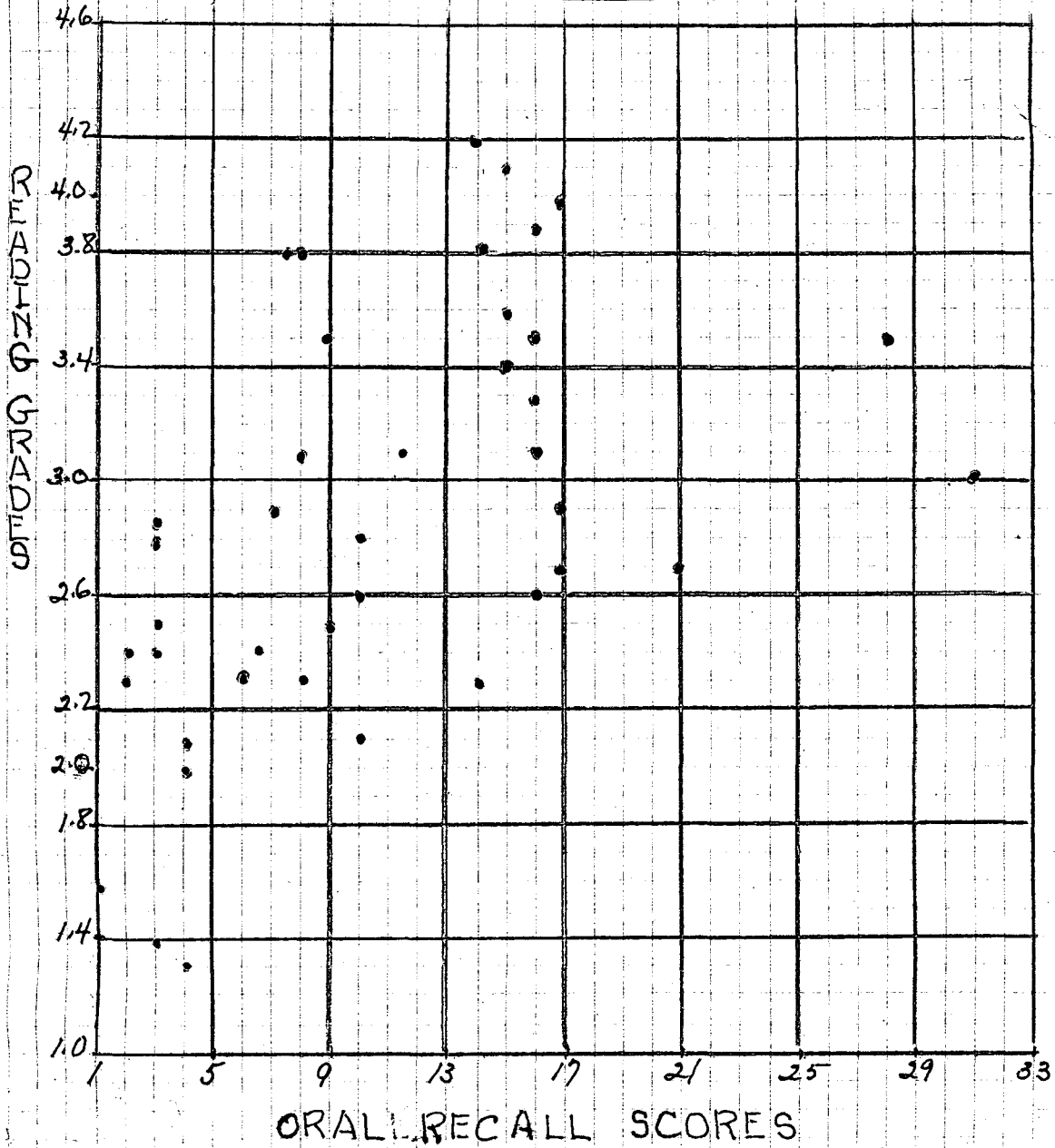
	15 Poor Readers	40 Better Readers
WITH FILM	42	72
TEXT ONLY	11	70

It appears that the scatter or oral recall scores in relation to reading ability is more evenly distributed without the film than with the film. Similarly, the scatter of oral recall scores in relation to Mental Age appears to be more evenly distributed without the film than with the film. Tables VI, VII, VIII, and IX demonstrate this.



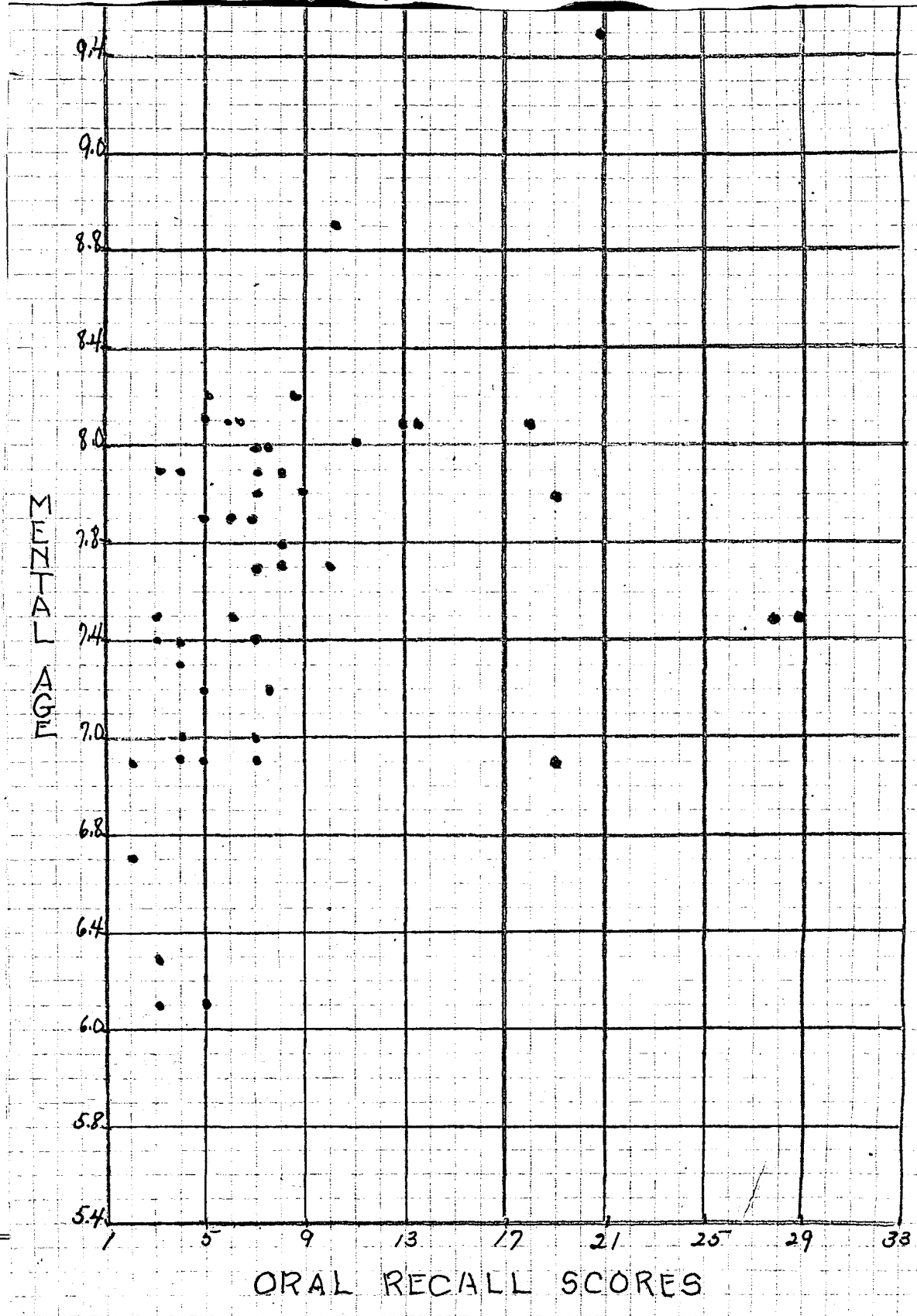
*California Achievement Test - Primary Form AA.

TABLE VII
 ORAL RECALL SCORES WITHOUT THE FILM
 IN RELATION TO READING GRADE PLACEMENT*



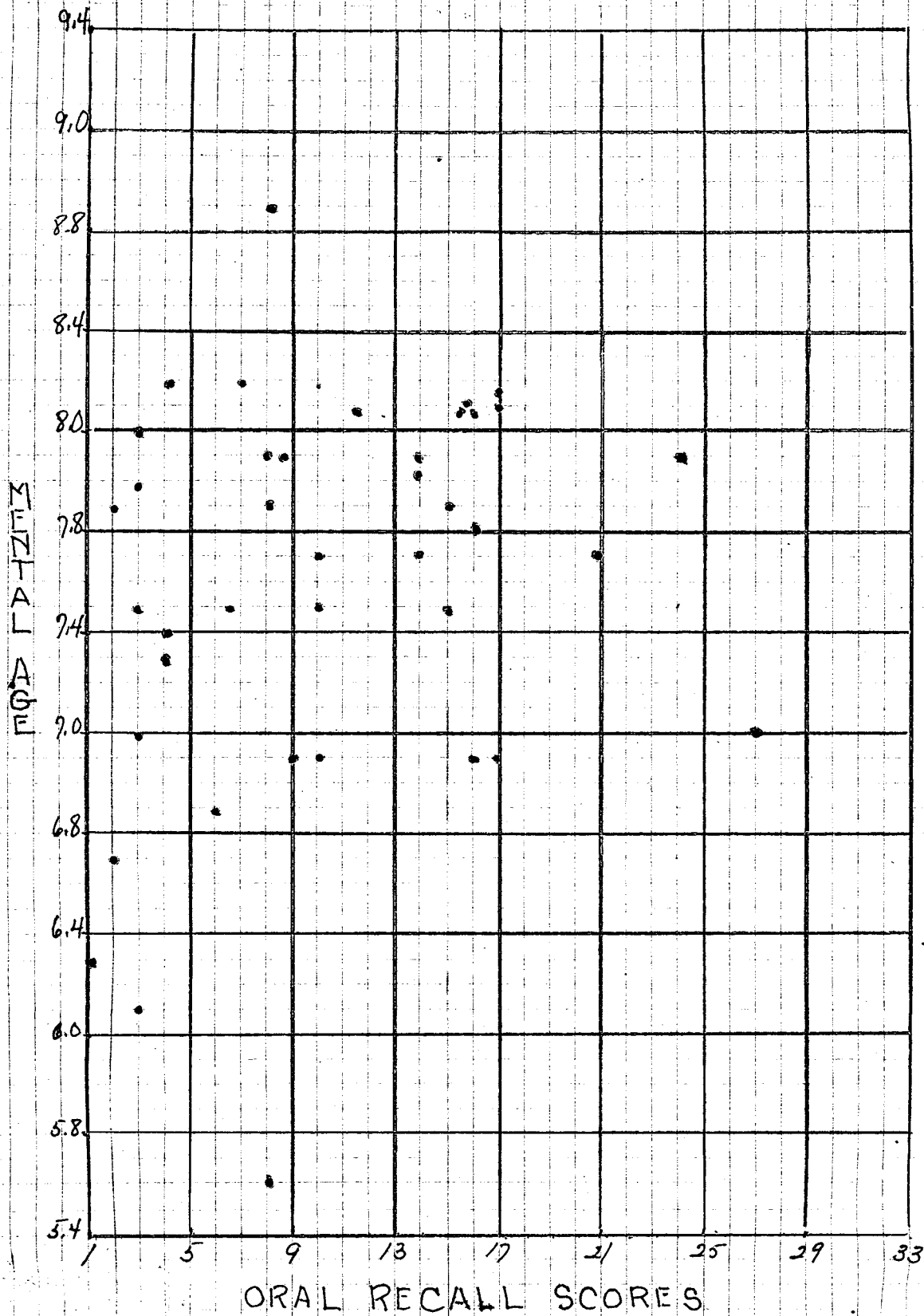
* CALIFORNIA ACHIEVEMENT TEST - PRIMARY FORM AA
 California Test Bureau, Los Angeles, Cal.

TABLE VIII
ORAL RECALL SCORES WITH FILMS IN RELATION TO M.A.*



* KOHLMANN-ANDERSON. TEST B. Personnel Press Inc. Baltimore 11, Md.

TABLE IX
ORAL RECALL SCORES WITHOUT FILM IN RELATION TO M.A.*



The relationships between the scores are tabulated in Table X below.

TABLE X

CORRELATIONS OF ORAL RECALL FROM SILENT READING WITH FILMS

WITHOUT FILMS	.42
MENTAL AGE	-.32
READING GRADE	.39
MULTIPLE CHOICE RECALL WITH FILMS	.66

The correlation between oral recall from silent reading which has been preceded by the film of the text with the oral recall from silent reading without the film is .42. The sign indicates that there is a positive relationship, that there is a tendency for the two values to vary in the same direction, but the size of the coefficient is not of sufficient magnitude to be conclusively significant.

A negative correlation $-.32$ was found to exist between oral recall from silent reading with the film and mental age. The sign indicates an inverse relationship, that the values tested vary in opposite directions. A close analysis of individual scores would show a wide variance.

Reading grade levels and oral recall from silent reading with the film carry a positive correlation of .39. Here again, it is felt that the correlation is not sufficiently high statistically significant.

The highest correlation of all is found between multiple choice recall from silent reading preceded by the film and oral recall under the

same circumstances. The correlation is .66. This coefficient indicates a closer relationship between oral and multiple choice recall than any of the other values tested.

CHAPTER IV

CONCLUSIONS

All of the tests of oral recall in this study taken collectively or individually point to the fact that the medium used has little bearing on the results; that the child of average intelligence and average reading ability shows but a slight degree of superiority over the child of lesser intelligence and poorer reading ability; that, in turn, the keener child shows but a slight degree of superiority, if any, over the average child. Poor organization, omissions, substitutions, and errors were characteristic of all the responses to a greater or lesser degree. Velubility seemed to be a characteristic of personality rather than of greater intelligence, greater reading power, or type of material used.

Keeping in mind that the rate of forgetting is most rapid during the first day following learning, and that the retention curve gradually levels off, this experiment was a typical demonstration of the most common inadequacies of memory and errors of omission.¹ The recall was falsified by the transposition in the time, order, and space arrangement of the items.

The correct recall of one item, feature, or idea in a group of closely related items, features, or ideas did not guarantee the correct recall of the other items, features, or ideas, as closely connected as they might have been.²

¹ Tiedeman, Herman R., "A Study in Retention of Classroom Learning?" J. Ed. Res. 41 516-31 March 1948

² Gates, Jersild, McConnell, Challman. Educational Psychology. 392-411 MacMillan Co. N. Y. 1948

A more accurate and better organized recall was evidenced by the children of average intelligence and reading ability after the first test. The tapes were played back and constructively criticized by the children themselves. Instruction was given to demonstrate good recall and the immediate beneficial results were evidenced in the second test, Shep The Farm Dog.

Fluency of oral recall was poorest with the children of weak reading ability and of low intelligence. Emotion seemed to be a contributing factor to this poor recall. In this same low group, four children received special speech instruction. However, according to Simonson³ there is no significant relation between speech maturity and reading maturity in the elementary grades.

In the opinion of the writer, there should be a closer relationship between IQ and reading level and oral recall. It is obvious that the need is great when a child leaves school. Therefore, it would appear that the schools could offer more help to children in this area of learning.

In answer to the questions posed at the outset -
 How much of a story that a child has read can he recall?
 How much of a story can he recall?
 Does the combination of a story and a movie aid the child's recall? this study has revealed that recall at this level is relatively poor, and that the medium used has little bearing on the results, with the exception of a few poorer readers whose recall was benefited by the film.

³ Simonson, Josephine Marie, "The Relation Between Intelligence and Certain Linguistic Abilities in the Elementary Grades." Unpublished Master's Thesis University of Wisconsin 1939

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APPENDIX

I

GRAY SQUIRREL

1. Where does Mother Gray Squirrel live?
 in the house in an oak tree in the barn
2. What does Mother Gray Squirrel eat for breakfast?
 buds acorns balls
3. How many babies does Mother Gray Squirrel have?
 two three four
4. What is the babies' nest made of?
 leaves snow grass
5. What is good for baby squirrels?
 nuts acorns milk
6. Where do baby squirrels sleep?
 close to their mother far from their mother
7. When baby squirrels are one week old their eyes are _____
 open shut
8. When baby squirrels are two weeks old their eyes are _____
 open shut
9. In the summer Mother Gray Squirrel builds a home high up in the oak tree because
 it is cool up there.
 it is warm up there.
10. How do the squirrels get to their summer home?
 they climb up the tree
 they climb down the tree

11. The squirrels are careful not to fall. They hold on with their
 pins saws paws
12. When Brother Squirrel is upside down he holds on with his
 front legs hind legs
13. When the squirrels eat their lunch they hold the acorns in their
 front paws hind paws
14. The squirrels like to eat their lunch sitting on a
 branch stump jump
15. Brother Squirrel is a big squirrel
 in early summer in late summer
16. He likes to drink water from the brook. He likes
 the cool water the warm water
17. An acorn has
 a hard shell a soft shell
18. In the autumn there are
 many acorns on the ground few acorns on the ground
19. Brother Squirrel
 hides some acorns eats all of them
20. After Brother Squirrel puts the acorns in the hole
 he covers them with dirt and leaves he eats them
21. In the winter Brother Squirrel lives
 in a nest high up in the tree in a hole in the tree
22. In the winter Brother Squirrel
 finds an acorn on the ground finds an acorn in a hole under the snow

23. Why does Red Fox run after Brother Squirrel?

He wants to play

He wants something to eat

24. When Brother Squirrel is home he is

safe

hungry

ready

II

GRAY SQUIRREL

DRAW A RING AROUND THE ROOT WORD

woods

eating

buds

holds

paws

lives

climbs

looks

goes

squirrels

running

climbing

playing

runs

hanging

legs

likes

acorns

finds

bites

sees

eyes

drinking

sleeps

weeks

falls

building

builds

twigs

makes

branches

eats

sleepy

lies

hides

comes

covered

sniffs

digs

stops

wants

looking

III

GRAY SQUIRREL

1. Mother Gray Squirrel is _____ her breakfast.

eat eats eating

2. She _____ the buds in her front paws.

hold holds holding

3. Mother Gray Squirrel _____ up the tree.

climb climbs climbing

4. The baby squirrels _____ a nap after dinner.

take takes taking

5. They _____ in their nest of leaves.

sleep sleeps sleeping

6. Brother Squirrel is _____ to climb.

learn learns learning

7. Mother Gray Squirrel is _____ a summer home for her babies.

build builds building

8. The nest _____ a good summer home.

make makes making

9. She is _____ to get the baby squirrels.

go goes going

10. This squirrel is _____ on the branches.

play plays playing

IV

GRAY SQUIRREL

1. Mother Gray Squirrel eats the tender _____.
 bugs buds rug mud
2. She holds them in her front _____.
 paws saw caws
3. When baby squirrels are one week old their eyes are _____.
 she but shut
4. The baby squirrels take a _____ after dinner.
 cap nap
5. She builds the home of leaves and _____.
 digs twigs twins
6. The squirrels' home is _____.
 come cool school
7. Brother Squirrel is hanging from a branch. He holds on with
 his _____ legs.
 find hand hind
8. The squirrels sit on a _____ to eat their lunch.
 street jump stay stump
9. The acorn has a hard _____.
 tell she shell well
10. Brother Squirrel runs around and _____ the cold air.
 if snow sniffs it

I

SHEP THE FARM DOG

1. Where does Shep live?

on a farm	in the city
-----------	-------------
2. What does Tommy help his father do?

drive a truck	milk the cows
---------------	---------------
3. How does Shep show Tommy he is ready to help?

he runs away	he wags his tail
--------------	------------------
4. Where does Shep drive the cows?

to the pasture	to the garden
----------------	---------------
5. The cows go

over the gate	through the gate
---------------	------------------
6. The cows eat grass in the pasture

all morning	all day
-------------	---------
7. How does Shep get the dirt out of his paws?

He bites it out with his sharp teeth.

He jumps in the water.
8. How does Shep get the chickens out of the garden?

He barks at them.	He wags his tail.
-------------------	-------------------
9. What does Shep eat for breakfast?

milk and acorns	meat and eggs
-----------------	---------------
10. What is the surprise that Tommy has for Shep?

a big bone	a big ball
------------	------------
11. What did Shep learn to do?

Sit up and catch the bone in his mouth.

Lie down and roll over.

12. Why does Shep put the bone in the hole and cover it up?

Some day he will be hungry again and will dig up the bone.

He has fun doing it.

13. Shep and Tommy are

good pals.

good pups.

14. The woodchuck lives

in a hole in a tree.

in a hole in the ground.

15. Shep cannot get the woodchuck. The woodchuck is

safe in his hole.

high up the tree.

16. Shep and Tommy have fun at the pond. Tommy throws

Shep into the water.

the stick into the water.

17. Shep holds the stick

with his paws.

with his teeth.

18. "Nice work, Shep!" Tommy says. Tommy is

proud of Shep.

looking for Shep.

19. Shep stops for a drink. He drinks the water

in the pond.

in the dish.

20. What does Shep do first when he comes out of the water?

He rolls on the grass.

He shakes the water out of his hair.

21. Why do Tommy and Shep start home?

It is getting late.

It is starting to rain.

22. What does Shep do after supper?

He goes for a swim.

He watches the chickens house.

23. Shep is a good farm dog because

He will wake up if he hears anything.

he lies down to sleep.

II

SHEP THE FARM DOG

What is the root word?

waiting

drinks

helps

shakes

cows

rolls

telling

watches

wags

hears

runs

pals

drives

doing

leads

things

puts

places

bars

hearing

going

lives

walks

puts

paws

says

bites

looks

licks

eggs

burrs

bones

pulls

holes

chickens

sees

barks

wants

eats

sits

wags

catches

throws

chews

sticks

digs

getting

covers

stops

stopping

III

SHEP THE FARM DOG

1. Shep is _____ for Tommy.
 wait waits waiting
2. Shep _____ Tommy on the farm.
 help helps helping
3. Tommy is _____ Shep to get the cows.
 tell tells telling
4. Shep _____ his tail.
 wag wags wagging
5. Shep _____ the cows to the gate.
 drive drives driving
6. They will _____ grass in the pasture all day.
 eat eats eating
7. Tommy and Shep _____ fast.
 walk walks walking
8. Shep _____ his paws.
 lick licks licking
9. Shep _____ the burrs out with his teeth.
 pull pulls pulling
10. Shep will _____ the chickens out of the garden.
 get gets getting
11. Shep _____ the bone in Tommy's hand.
 see sees seeing

12. They have fun _____ many things.

do

does

doing

13. Tommy likes to _____ too.

jump

jumps

jumping

14. Shep will _____ to get the stick for Tommy.

try

tries

trying

15. Tommy is _____ ready for his swim.

get

gets

getting

IV

SHEP THE FARM DOG

1. Tommy helps his father _____ the cows.
milk silk most
2. The cows eat grass in the _____ all day.
pretty garden pasture
3. Shep will get the _____ out of the garden.
chickens children
4. Tommy puts up the bars of the _____.
late plate gate
5. Shep wags his tail. He is _____.
ready reading
6. Shep _____ at the chickens.
burs barks dark
7. Sometimes _____ get in Shep's hair.
burs barks dark
8. Shep _____ the bone in his mouth.
watches catches cats
9. He _____ out the dirt with his sharp teeth.
bites white
10. Shep digs a hole in the _____.
round ground
11. Tommy has a _____ for Shep.
second surprise

12. Shep likes _____.

burrs bones

13. He _____ on the bone with his back teeth.

chicken new chews

14. Shep _____ his tail.

was wags tag

15. Tommy and Shep come to a high _____.

fence field for

16. Shep _____ over the fence.

bumps jumps Jack

17. The _____ lives in a hole in the ground.

chicken cow groundhog

18. Shep cannot get the woodchuck. The woodchuck is _____ in his hole.

sand says safe

19. Shep comes out of the water. He _____ the water out of his hair.

makes shakes she

20. Shep lies down to sleep. But he will _____ up if he hears anything.

wake make take cake

I

THE MAILMAN

1. Why does Glenn Tucker sit near the window?

He watches for the mailman.

He sees the mailman coming.

2. Why is Glenn happy to see Mr. Dolan?

He wants to wave to the mailman.

He likes to get mail.

3. What does Mr. Dolan do at the postoffice?

He sorts the mail.

He delivers the mail.

4. To sort the mail means

to put every letter in the right place

to deliver the mail to every house

5. Mr. Dolan ties the magazines and newspapers in bundles.

to make them easy to carry

to leave them at stores and houses

6. Why does Mr. Dolan put some mail into a big mailbag?

there is too much mail to carry

to make it easy to carry

7. What is the name of an important letter?

registered letter

magazine

8. What must the person who gets a registered letter do?

He must read it.

He must sign his name for it.

9. How does Mr. Dolan show that this is an important letter?

He takes special care of it.

He puts the letter in his mailbag.

10. When must Mr. Dolan leave the postoffice?

early in the morning

in the afternoon

11. Mr. Dolan comes to every house

at almost the same time every morning

at eight o'clock

12. When Mr. Dolan's mailbag is empty he gets more mail to deliver

from a big mailbox

from the postoffice

13. Mr. Dolan is

a city mailman

a rural mailman

14. Mr. Hamm is

a city mailman

a rural mailman

15. A rural mailman takes mail to people who live

in the city

in the country

16. Mr. Hamm carries his mail

in a mailbag

in his car

17. A rural mailman must stop his car
close to the mailbox
far from the mailbox
18. When the flag on the country mailbox is up it means
there is mail for the mailman to take back to the postoffice
there is mail left by the mailman
19. Mr. Hamm gave Becky and her mother a big box
of baby chickens
of baby pigs
20. The big box had many holes in it because
the mailman was not careful with it
the baby animals had to get air
21. A money order is
a safe way to send money
an order for money
22. When it is cold and snowy
the mailman does not deliver the mail
the snow does not stop the mailman
23. In a desert town
it is too hot to deliver the mail
the mailman rides a bicycle
24. In an apartment house the mailman
opens the mailboxes with a key
delivers the mail to a box on a pole

II

THE MAILMAN

What is the root word?

sits	opens
sees	shuts
waves	locks
friends	goes
meets	leaves
likes	kinds
delivers	houses
works	places
sorting	comes
looks	steps
puts	knows
letters	dropped
sorts	raining
newspapers	stops
bundles	means
magazines	waiting
talks	chickens
tells	holes
gets	waits
takes	wants
keeps	seeds
rides	gives
mailboxes	walks

III

THE MAILMAN

1. Glenn _____ near the window.
sit sits sitting
2. Glenn _____ to Mr. Dolan.
wave waves waving
3. Mr. Dolan _____ the letters first.
sort sorts sorting
4. He _____ some of the mail into a big mailbag.
put puts putting
5. The mail clerk tells Mr. Dolan to _____ for the
registered letter.
sign signs signing
6. Mr. Dolan _____ special care of this letter.
take takes taking
7. Mr. Dolan _____ many kinds of mail.
carry carries carrying
8. Mr. Dolan _____ to every house at almost the same time
every morning.
come comes coming
9. Mr. Dolan _____ more letters from the mailbox.
get gets getting
10. These letters were _____ in the mailbox.
drop drops dropping dropped

11. Then the letters will _____ to many places.

go goes going

12. They are _____ for the mailman to bring the mail.

wait waits waiting

13. The baby chickens _____ air through the holes.

get gets getting

14. Becky, Mother, and the dog _____ at the baby chickens.

look looks looking

15. The farmer _____ for Mr. Hamm.

wait waits waiting

16. The money order will _____ for the seeds.

pay pays paying

17. He _____ through the snow to every house.

walk walks walking

18. Today it is _____.

rain rains raining

19. The mailman _____ some mailboxes with a key.

open opens opening

20. _____ at all these mailmen!

Look Looks Looking

11. Mr. Hamm always stops his car _____ to the mailbox.
clean clothes close
12. The baby chickens get _____ through the holes in the
all there air
13. The farmer wants to buy some _____.
see weeds seeds
14. He knows a money _____ is a safe way to send his money.
or under order
15. The money order will _____ for the seeds.
may say pay day

I

A DAY AT THE FAIR

1. When is the state fair held?

every day every year

2. What did Mr. Olsen take to show at the fair?

canned fruit 4 white pigs

corn a calf

3. What did Mrs. Olsen take to show at the fair?

canned fruit 4 white pigs

corn a calf

4. What did Johnny take to show at the fair?

canned fruit 4 white pigs

corn a calf

5. What did Ann take to show at the fair?

canned fruit 4 white pigs

corn a calf

6. What did Bob take to show at the fair?

canned fruit 4 white pigs

corn a calf

7. What do boys and girls do to get their calves ready for the show?

They brush them.

They race them.

8. What do boys and girls do to get their white pigs ready to show?

They put white powder on them.

They are proud of them.

9. Who went to see the fish?
Ann Johnny Bob
10. Who went to see the butterflies?
Ann Johnny Bob
11. Who went to see the 4-H Club show?
Ann Johnny Bob
12. Who wanted to make her room at home look like a model room?
Mother Ann
13. What is a good way to exhibit butterflies?
in cans in cases
14. How does the judge tell which cake is the best?
She feels the cake then tastes it.
She takes the cake and smells it.
15. How does the judge tell which corn is the best?
He tastes it.
He feels it.
16. Where do some people have lunch at the fair?
at lunch stands
at their homes
17. Jet planes go
very fast
very slow
18. Bob drives
his father's tractor
his own tractor

19. There are many
boats in the parade
floats in the parade
20. People watch the horses races from
the grandstand
the parade
21. The boys show their calves
in the arena
in the barn
22. Who won a ribbon for his calf?
Bob
Johnay
23. Where is the Ferris wheel and the whip?
on the midway
in the arena

II

A DAY AT THE FAIR

What is the Root Word?

things	shows
raises	games
farms	looked
bringing	vegetables
boys	climbed
girls	canned
animals	cakes
getting	feels
putting	tastes
working	exhibits
pigs	looking
brushes	thinks
wants	stands
goes	eating
bigger	tables
catches	lunches
likes	tractors
rooms	climbs
cases	drives
fruits	floats
horns	watching
begins	started
ribbons	shines

III

A DAY AT THE FAIR

1. This is the fairground where the state fair is _____ every year.
hold holds holding held
2. Soon people from all over the state will _____ to the fairground.
come comes coming came
3. They will bring things _____ on their farms to show at the fair.
raise raises raising raised
4. These boys and girls are _____ their animals to the fair.
bring brings bringing brought
5. The Olsens are _____ ready to go to the state fair.
get gets getting got
6. Ann is _____ her four white pigs.
take takes taking took
7. Johnny is _____ his calf into the truck.
put puts putting
8. Many kinds of cattle are _____ to the fair.
bring brings bringing brought
9. Boys and girls are _____ in the barn.
work works working worked
10. They _____ the calves and feed them.
brush brushed brushes brushing
11. Then she _____ white powder on them.
put puts putting

12. These butterflies were _____ by the 4-H Club boys.

catch catches catching caught

13. Some of them have _____ ribbons.

win wins winning won

14. _____ at this table of cakes!

Look Looks Looking Looked

15. The judge _____ the cake.

taste tasting tasted

16. _____ cakes must be fun.

Judge Judges Judging Judged

17. The judge is _____ at the corn.

look looks looking looked

18. These boys are _____ lunch at a lunch stand.

eat eats eating ate

19. Chicken _____ good to hungry boys.

taste tastes tasting

20. Bob _____ the band.

hear hears hearing

21. A race has _____.

start starts starting started

22. They are _____ for the judge to look at the calves.

wait waits waiting waited

23. Picnic lunches _____ good to hungry people.

taste tastes tasting

24. Bob and Johnny _____ their calves will win ribbons.

hope hopes hoping

25. The judge _____ in at last.

come comes coming

26. Last of all they _____ on the whip.

ride rides riding

27. The time has _____ to go home.

come comes coming

IV

A DAY AT FAIR

1. This is the big _____ barn at the fairground.
 cat cattle catch
2. Bob and Johnny are in the big cattle barn with their _____.
 calves cats corn
3. They _____ the calves and feed them.
 branch brush push
4. Ann puts white _____ on her pigs.
 pretty pigs powder
5. Bob goes to see the _____ of butterflies.
 exhibit each every
6. Ann wants to make her room at home look like a _____ room.
 more model
7. The _____ feels and tastes the cake.
 judge jump just
8. Bob drives his father's _____.
 train truck tractor
9. _____ planes go fast!
 Let Wet Get Jet
10. It is time for the parade. Tom hears the _____.
 hand band sand
11. Here is one of the _____ in the parade.
 boats flowers floats

12. This is the grandstand where many people are watching the horse_____.

- faces
- runs
- races

13. The_____ has shows and games of every kind.

- way
- hid
- midway

14. The wheel begins to turn. Up they go on the_____ wheel.

- Friend
- Friday
- Ferris

15. The_____ goes round and round.

- what
- why
- whip
- skip