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# A comparison of silent reading and listening by written recall and multiple choice type tests in grade five.

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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

THESIS

A COMPARISON OF SILENT READING AND LISTENING  
BY WRITTEN RECALL AND MULTIPLE CHOICE TYPE TESTS  
IN GRADE FIVE

SUBMITTED BY

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## INTRODUCTION

The purpose of this study is to determine by means of written recall and multiple choice type of test whether silent reading or listening is more effective. Classroom experience with children who have difficulty with recall indicates a need for improving recall. The fact that in every phase of life people have to interpret material heard and read makes apparent a need for improving recall. In discussing the relationship of recall to higher mental process Davis<sup>1/</sup> states, "Recall is one of the most common methods of measuring retention. Without retention there can be no basis for thinking nor ability to solve new problems as they arise."

Because of the importance of listening ability in life situations and because of the fact that we have little knowledge of what will help us to know why it is that some people can produce with exacting accuracy a story heard while others find it very difficult to reproduce even the main ideas, it seems important to investigate its use in teaching.

Paul T. Rankin<sup>2/</sup> says, "Listening or ability to understand spoken language, is the most frequently used of the language arts."

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<sup>1/</sup>Davis, R. A., Psychology of Learning, New York: McGraw-Hill Book Company, 1935, p. 23.

<sup>2/</sup>Rankin, Paul T., "The Importance of Listening Ability," English Journal 17: 623-30, October, 1928.

McKee<sup>1</sup>/ says:

Because the school presents meaning for the most part in the form of language--oral and written--pupils and students at all levels must be able to make adequate meaning for the language they see and hear. In addition, they must be able to speak and write with enough clearness to enable other people to make the meanings they present in speaking and writing.

This study is an attempt to:

1. Compare written recall of silent reading and listening.
2. Compare multiple choice responses of silent reading and listening.
3. Compare multiple choice and written recall of listening.
4. Compare multiple choice and written recall of silent reading.
5. Compare written recall of silent reading and listening of long and short selections.
6. Compare multiple choice and written recall of listening of long and short selections.
7. Compare multiple choice and written recall of silent reading in long and short selections.

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<sup>1</sup>/McKee, Paul, Language in The Elementary School, New York: Houghton Mifflin Company, 1939, p. 450.

Since this study is a parallel thesis conducted from the following communities:

Bristol, Connecticut

Greenwich, Connecticut

Providence, Rhode Island

Worwick, Rhode Island

Boston, Massachusetts

Waltham, Massachusetts

New Bern, North Carolina

Columbia, South Carolina

the summary of Previous Research and the Bibliography may be found in Part I of the thesis bearing the following names:

Elizabeth M. Kelley, Audrey E. Gill, Vivian E. Monteith, and Edmund F. Loughlin.



## CHAPTER II

Plan of Study

One hundred twenty children in four fifth grades were studied to find out by means of written recall and multiple choice type test whether more ideas were retained when selections were presented orally by the teacher or read silently by the pupils. Sixty of the children were from Boston, Massachusetts and sixty were from New Bern, North Carolina.

Most of the children in the Boston part of the study came from an average, socio-economic group, while forty of the children from the New Bern part of the study came from average homes and twenty from below average homes.

Approval to conduct the study was secured from superintendents and supervisors of both systems.

Materials Used: The material used needed to be unfamiliar to the children, so ten selections were written. Nine were original and one was adapted. Six of the selections were of approximately one hundred fifty words, while four of the selections were of approximately three hundred words. Both long and short were in no higher than a fourth grade level. The Rinsland<sup>1/</sup> Word List was used to check the vocabulary.

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<sup>1/</sup>Rinsland, Henry D., A Basic Vocabulary of Elementary Children, New York: MacMillan Company, 1945.

The selections consisted of various types: history, fiction, adventure, and science. The selections were lettered so that they could be referred to conveniently. The selections were designed to compare unaided written recall from silent reading and listening. A check list of ideas and a multiple choice type test accompanied each selection.

The lists of ideas included all the ideas presented in the paragraphs. The short selections--A, B, C, D, E, F--included thirty ideas, while the long selections--H, I, J, K--included sixty ideas. These lists were constructed in order to check the number of ideas retained as measured by unaided written recall when the paragraphs were presented orally by the teacher or read silently by the pupils.

The written recall was checked against the list of ideas from the selection by numbering the ideas on each pupil's paper in the order in which the recall was written. Page 11 presents a check sample of a written recall from silent reading of a short selection with the pupil's test response on the same material. Pages 12 and 13 present a checked sample of written recall of a long selection from listening together with the pupil's responses on the same material.

Multiple choice tests were constructed to measure the number of ideas retained from silent reading or listening. Each test then included three choices and was presented in the same vocabulary as the selection. The purpose of these tests

was to compare the number of ideas given when selections were read silently or heard compared with the number of ideas given in written recall when selections were read silently or heard. The multiple choice tests for selections A, B, C, D, E, and F contained fifteen items; sections H and J, twenty items; and sections G and I, thirty items. Pages 14, 15, and 16 present one of the multiple choice tests and shows a sample of the recording.

Table I shows the names of the selections and whether they were read by the teacher, or silently by the pupils.

TABLE I  
Names of Stories

Selections	Class I	Class II
<u>Short</u>		
A. Early Stove Industry of Detroit	Read to Pupils	Read Silently
B. Peace with Canada	Read to Pupils	Read Silently
C. Clipper Ship Trade of Boston	Read Silently	Read to Pupils
D. The Hippopotamus	Read to Pupils	Read Silently
E. Mexican Pottery	Read Silently	Read to Pupils
F. What the Colonists Learned	Read Silently	Read to Pupils
<u>Long</u>		
G. Tecumseh	Read Silently	Read to Pupils
H. The Hero	Read Silently	Read to Pupils
I. The Matterhorn	Read to Pupils	Read Silently
J. A Thrilling Experience	Read to Pupils	Read Silently

All material used in this study was mimeographed. The selections, lists of ideas, multiple choice tests, and directions to the children will be found in the appendix.

Handwriting Comparison: The subjects of this study were given a handwriting test. The speed of handwriting was obtained by the writing of a story for one minute. The number of letters written per minute was recorded. There were eight pupils below age in handwriting speed and one hundred twelve whose handwriting speed equalled that of their age and above, according to the table given by Durrell.<sup>1/</sup> This study is not concerned primarily with handwriting.

Audiometric Test: The subjects were given an audiometric test and all were found to have normal hearing.

Testing Program: Chronological ages were procured from school records. The mental ages were obtained from the Henmon Nelson Tests of Mental Ability.<sup>2/</sup>

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<sup>1/</sup>Durrell, Donald D., Improvement of Basic Reading Abilities, New York: World Book Company, 1940, p. 274.

<sup>2/</sup>Henmon, V. and Nelson, M., The Henmon Nelson Tests of Mental Ability, Form C, Houghton Mifflin Company, 1929.

TABLE II  
Chronological and Mental Ages

No. of Pupils	Mean C. A.	S. D. Months	Mean M. A.	S. D. Months
120	10-5	5.10	10-8	25.80

The range of C. A.'s was 9-6 to 12-0 with a mean of 10-5.

The range of M. A.'s was 7-9 to 17-0 with a mean of 10-8, which means that these children were above normal in intelligence.

The range in the Iowa Reading Tests, Elementary A. M. (Revised) was 6-4 to 18-2 with a mean of 10.4 and a standard deviation of 25.27.

The selections were used by the classroom teacher with 120 fifth grade pupils.

Experiment: The selections were presented, two a week, over approximately a five week period in each classroom. Selection A was read to the pupils in Class I in Boston and Class I in New Bern and the children wrote what they remembered immediately after listening. Selection A was read silently by pupils in Class II in Boston and Class II in New Bern, and they wrote immediately what they remembered after reading. All the selections were presented in pairs in a similar manner.

There was no time limit on how long a child was allowed to write. As soon as he finished, his paper was collected.

One point of score was given for each item retained. A copy of the scoring will be found in the appendix.

### The Hippopotamus

In the dense forest hidden behind the vines, the jungle friends dwelt. The bravest of all the animals was the hippopotamus who called himself king of the animal kingdom. Perched high in the tree was an owl who seemed to guard the forest by night. As the hippopotamus lay near the pool, the owl gave a weird shriek, "Who gave you the right to rule the kingdom? This forest rightfully belongs to my father. I am commanding you to release your kingship at once. All day you give orders to the forest dwellers and they follow your orders. In the name of Sir Owl the Great, I bid you dismount the throne."

Boldly the hippopotamus spoke, "Just one whisk at you my fine feathered friend and all this kingdom would come to pass. I absolutely refuse to take orders from one as small and commanding as you. This native home I will never leave."

As the last words faded from the hippo's lips, the owl landed on the hippopotamus' back and pierced his claws near the king's heart. This brought immediate death to the ruler of the kingdom.

The Hippopotamus  
Check List

- |  |    |  |    |
|--|----|--|----|
| 1. In the dense forest                                   | 1  | 19. I bid you dismount the throne                  |    |
| 2. hidden behind the vines                               | 2  | 20. boldly the hippopotamus spoke                  | 14 |
| 3. the jungle friends dwelt                              |    | 21. just one whisk at you my fine feathered friend |    |
| 4. bravest of all the animals                            | 3  | 22. and all this kingdom would come to pass        | 15 |
| 5. was the hippopotamus who called himself               |    | 23. I absolutely refuse to take orders             | 16 |
| 6. king of animal kingdom                                | 4  | 24. from one as small and commanding as you        |    |
| 7. perched high in the tree                              | 5  | 25. this native home I will never leave            | 17 |
| 8. was an owl who seemed                                 | 6  | 26. As last words faded from Hippo's lips          |    |
| 9. to guard the forest by night                          | 7  | 27. the owl landed on hippopotamus' back           |    |
| 10. as the hippopotamus lay near the pool                | 8  | 28. pierced his claws near king's heart            | 18 |
| 11. the Owl gave a weird shriek                          |    | 29. brought immediate death                        | 19 |
| 12. who gave you the right to rule the kingdom           | 9  | 30. to ruler of kingdom                            | 20 |
| 13. this forest rightfully belongs to my father          | 10 |  |    |
| 14. I am commanding you to release your kingship at once |    |  |    |
| 15. All day you give orders                              | 11 |  |    |
| 16. to the forest dwellers                               | 12 |  |    |
| 17. and they follow your orders                          |    | Ideas gained                                       | 20 |
| 18. in the name of Sir Owl the Great                     | 13 |  |    |



### A Thrilling Experience

When Tom arrived at his uncle's ranch in Texas, his eyes were wide with excitement. He had just been told that a panther, an animal similar to a lion, had been killing cattle and spreading terror in the village. There had been two of them, but a ranchman had caught the younger one as it had strayed from the woods early in the morning. The older one was very cunning and knew enough to hide during the morning. That night several men were going to set a trap for the wild animal. Tom was invited to go along. This was very exciting for a boy who had just arrived from New York City. A piece of meat was placed near a cave where the panther was believed to hide. Armed with rifles the men waited for the animal to approach. Suddenly there was a great howl from the woods and the fierce animal emerged close to where Tom was standing. The boy was scared and trembled at the sight of the beast. Tom's uncle was an excellent shot as he had been a hunter. Calmly taking his gun, he fired at the animal's head. The animal bounded toward Tom, but his uncle fired again as it was ready to pounce on the boy. It snarled fiercely and with a great thud fell to the ground. While inspecting the animal's body, the men shuddered at the thought of what might have happened to the boy. Tom's uncle promised him that he might take the panther's skin home as a souvenir of their adventure. You should have seen the happy look on Tom's face as they strolled homeward.

A Thrilling Experience  
Check List

- |   |    |  |    |
|---|----|--|----|
| 1. When Tom                                 | 1  | 39. was an excellent shot                  |    |
| 2. arrived at his uncle's ranch             | 2  | 40. as he had been a hunter                |    |
| 3. in Texas                                 | 3  | 41. Calmly taking his gun                  |    |
| 4. his eyes were wide with excitement       | 4  | 42. he fired at the animal's head          | 15 |
| 5. He had just been told                    |    | 43. The panther bounded toward Tom         | 16 |
| 6. that a panther                           |    | 44. but his uncle fired again              | 17 |
| 7. an animal similar to a lion              |    | 45. as it was ready to pounce              |    |
| 8. had been killing cattle                  |    | 46. on the boy                             |    |
| 9. and spreading fear in the village        |    | 47. It snarled fiercely                    |    |
| 10. There had been two of them              | 5  | 48. with a great thud fell to the ground   |    |
| 11. but a ranchman                          |    | 49. While inspecting the animal's body     |    |
| 12. had caught the younger one              |    | 50. the men shuddered at thought           |    |
| 13. as it had strayed                       | 6  | 51. of what might have happened to the boy | 18 |
| 14. from the woods                          | 7  | 52. Tom's uncle                            |    |
| 15. early in the morning                    |    | 53. promised him                           |    |
| 16. The older one                           |    | 54. that he might have the panther's skin  |    |
| 17. was very cunning                        |    | 55. to take home to New York               | 19 |
| 18. knew enough to hide during the day      |    | 56. as a souvenir                          |    |
| 19. That night several men                  |    | 57. of their adventure                     |    |
| 20. were going to set a trap                | 8  | 58. You should have seen the happy loom    |    |
| 21. for the wild animal                     |    | 59. on Tom's face                          | 20 |
| 22. Tom was invited to go                   |    | 60. as they strolled homeward              |    |
| 23. This was exciting                       |    |  |    |
| 24. for a boy who had just arrived          | 9  |  |    |
| 25. from New York City                      | 10 |  |    |
| 26. A piece of meat                         |    |  |    |
| 27. was placed near a cave                  |    |  |    |
| 28. where the panther was believed to hide  |    |  |    |
| 29. Armed with rifles                       | 11 |  |    |
| 30. the men eagerly waited                  |    |  |    |
| 31. for the animal to approach              |    |  |    |
| 32. Suddenly there was a great howl         |    |  |    |
| 33. from the woods                          | 12 |  |    |
| 34. and the fierce animal                   |    |  |    |
| 35. emerged close to where Tom was standing |    |  |    |
| 36. The boy was scared                      | 13 |  |    |
| 37. and trembled at the sight of the beast  |    |  |    |
| 38. Tom's uncle                             | 14 |  |    |

Ideas gained - 20

## The Hippopotamus

### Multiple Choice Questions

1. The forest rightfully belonged to the (a) owl's uncle  
(b) owl's father (c) hippopotamus
2. The jungle friends dwelt (a) in the woods (b) in the dense forest (c) in the kingdom
3. The hippopotamus was killed by (a) owl's beak (b) owl's claws (c) another animal
4. Sir Owl the Great bade the hippopotamus (a) come out of the pool (b) dismount the throne (c) follow his orders
5. Very still the hippopotamus lay near (a) the river (b) the lake (c) the pool
6. The owl guarded the forest (a) all day (b) at night (c) day and night
7. The kingdom would come to pass from (a) whisk (b) battle (c) death
8. When last words faded from Owl's lips (a) owl fell dead (b) hippopotamus fell dead (c) pierced claws in hippopotamus
9. The bravest of all animals was (a) lion (b) owl (c) hippopotamus
10. All day the "hippo" gave orders to (a) cave dwellers (b) forest dwellers (c) tree dwellers
11. The owl gave a (a) funny laugh (b) pleasant sound (c) weird shriek
12. Sir Owl the Great was called (a) high feathered friend (b) fine feathered friend (c) feathered friend
13. The hippopotamus spoke to the owl (a) friendly (b) pleasantly (c) boldly
14. The hippopotamus was pierced by the owl (a) near his brain (b) near his heart (c) in his back
15. The hippopotamus told Sir Owl the Great (a) that he would never leave his native home (b) that he was happy to leave home (c) that he was afraid to leave home

A Thrilling Experience  
Multiple Choice Questions

1. The ranch belonged to Tom's (a) father (b) cousin (c) uncle
2. The ranch was (a) in Colorado (b) in Texas (c) in Canada
3. A panther is an animal similar to (a) a deer (b) gazelle (c) lion
4. The panther killed (a) birds (b) cattle (c) natives
5. The wild animal spread terror (a) in the mountains (b) in the desert (c) in the village
6. There had been at the beginning (a) three of these beasts (b) two of these beasts (c) one panther
7. The younger one had been captured (a) by Tom (b) by the uncle (c) by a ranchman
8. The older panther was (a) cunning (b) unwise (c) ill
9. The younger one had strayed into the village (a) during the night (b) during the early morning (c) during the meeting
10. A group of men decided (a) to tame the older panther (b) to set a trap for the older panther (c) to help the older panther
11. Tom was (a) invited to go (b) not invited to go (c) forgotten
12. The boy thought it would be (a) a thrill (b) unexciting (c) unimportant
13. Tom had come from (a) Boston (b) New York City (c) Texas
14. A piece of meat was placed near (a) a hill (b) a barn (c) a cave
15. The men were (a) unarmed (b) armed with clubs (c) armed with rifles
16. The wild animal appeared very close to (a) a ranchman (b) Tom (c) the uncle
17. The animal was ready to pounce on (a) the uncle (b) the ranchman (c) Tom

18. The old panther was shot by (a) a ranchman (b) the boy  
(c) the uncle
19. The sight of the beast made the boy (a) bold  
(b) courageous (c) tremble
20. Tom's uncle promised him that he might take home (a) the  
panther's skin (b) the rifle (c) a photograph

19 Responses

## CHAPTER III

Analysis of Data.

The data were analyzed to determine:

1. Comparison of oral and silent presentation by written recall.
2. Comparison of multiple choice responses of oral and silent presentations.
3. Comparison of multiple choice and written recall of oral presentations.
4. Comparison of multiple choice and written recall of silent reading.
5. Comparison of oral and silent presentations in long and short selections.
6. Comparison of multiple choice and written recall of oral presentations in long and short selections.
7. Comparison of multiple choice and written recall of silent reading and short selections.

Table III shows the comparison of written recall of oral and silent presentations.

TABLE III  
COMPARISON OF WRITTEN RECALL OF ORAL AND SILENT PRESENTATIONS

	No. of Pupils	Means	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Oral	120	9.32	5.22	.47	1.05	.67	1.57
Silent	120	8.27	5.25	.48			

The mean score for oral presentation was 9.32, compared with 8.27 for silent reading.

The critical ratio was 1.57 which does not show a statistically significant difference in favor of either method of presentation. The chances are 83 in 100 it is a true difference in favor of oral presentation.

Table IV shows the comparison of multiple choice test scores of oral and silent presentation for the total population.

TABLE IV  
COMPARISON OF MULTIPLE CHOICE OF ORAL AND SILENT PRESENTATIONS

	No. of Pupils	Means	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Oral	120	13.04	5.04	.46	.09	.65	.14
Silent	120	12.95	5.04	.46			

The mean score of multiple choice tests presented orally was 13.04 compared with 12.95 for multiple choice tests read silently.

The critical ratio was .14 which does not show a statistically significant difference in favor of either method of presentation. The chances are 50 in 100 it is a true difference in favor of multiple choice tests presented orally.

Table V shows the comparison of multiple choice test responses and written recall of oral presentations.

TABLE V  
COMPARISON OF MULTIPLE CHOICE AND WRITTEN  
RECALL OF ORAL PRESENTATIONS

	No. of Pupils	Mean	S. D.	S. E. M.	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	13.04	5.04	.46	3.72	.65	5.72
Written Recall	120	9.32	5.22	.47			

The mean score for multiple choice tests scores of oral presentation was 13.04 compared with 9.32 for written recall of oral presentation.

The critical ratio was 5.72 which shows a statistically significant difference in favor of multiple choice of oral presentation.

Table VI shows the comparison of multiple choice responses and written recall of silent presentation.



TABLE VI  
COMPARISON OF MULTIPLE CHOICE RESPONSES  
AND WRITTEN RECALL OF SILENT PRESENTATIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	12.95	5.04	.46	4.68	.66	7.09
Written Recall	120	8.27	5.25	.48			

The mean score for multiple choice tests scores of silent presentation was 12.95 compared with 8.27 for written recall of silent presentation.

The critical ratio was 7.09 which shows a statistically significant difference in favor of multiple choice responses of silent presentation.

Table VII shows a comparison of oral and silent short stories.

TABLE VII  
COMPARISON OF ORAL AND SILENT PRESENTATIONS OF SHORT SELECTIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Oral	120	7.19	3.54	.31	.18	.45	.40
Silent	120	7.37	3.66	.33			

The mean score for oral presentation of short selections was 7.19 compared with 7.37 for silent reading for short selections.

The critical ratio was .40 which does not show a statistically significant difference in favor of either method of presentation.

Table VIII shows a comparison of oral and silent long selections.

TABLE VIII

## COMPARISON OF ORAL AND SILENT PRESENTATIONS OF LONG SELECTIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Oral	120	12.50	5.73	.52	2.31	.79	2.92
Silent	120	10.19	6.60	.60			

The mean score for oral presentation of long selections was 12.50 compared with 10.19 for silent presentation of long selections.

The critical ratio was 2.92 which is not statistically significant. The chances are 97 in 100 it is a true difference in favor of oral presentation.

Table IX shows the comparison of oral and silent presentations by written recall in long and short selections.

TABLE IX

## COMPARISON OF ORAL AND SILENT PRESENTATIONS BY WRITTEN RECALL IN LONG AND SHORT SELECTIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Long Selections	120	2.31		.79	2.13	.91	2.34
Short Selections	120	.18		.45			

The difference between the means of oral and silent presentation was 2.31 in favor of oral presentation for long as compared to .18 for oral presentation for short selections. The difference between the mean was 2.13 in favor of long selections.

The critical ratio was 2.34 which is not statistically significant. The chances are 93 in 100 it is a true difference in favor of long selections.

Table X shows a comparison of multiple choice and written recall of oral presentations of short selections.

TABLE X  
COMPARISON OF MULTIPLE CHOICE AND WRITTEN RECALL OF ORAL PRESENTATION OF SHORT SELECTIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	10.16	2.87	.26	2.97	.41	7.24
Written Recall	120	7.19	3.66	.33			

The mean score for multiple choice of oral presentation of short selections was 10.16 compared with 7.19 for written recall of oral presentation of short selections.

The critical ratio was 7.24 which shows a statistically significant difference in favor of multiple choice of oral presentation of short selections.

Table XI shows the comparison of multiple choice and written recall of oral presentation of long selections.

TABLE XI  
COMPARISON OF MULTIPLE CHOICE AND WRITTEN RECALL OF  
ORAL PRESENTATION OF LONG SELECTIONS

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	17.21	4.59	.42	4.71	.66	7.13
Written Recall	120	12.50	5.73	.52			

The mean score of multiple choice of oral presentation of long selections was 17.21 compared with 12.50 for written recall of oral presentation of long selections.

The critical ratio was 7.13 which shows a statistically significant difference in favor of multiple choice responses of oral presentation of long selections.

Table XII shows a comparison of the differences of multiple choice and written recall of oral presentations in the short and long selections.

TABLE XII  
COMPARISON OF THE DIFFERENCES OF MULTIPLE CHOICE AND WRITTEN  
RECALL OF ORAL PRESENTATION IN SHORT AND LONG SELECTIONS

	No. of Pupils	Mean	S. D. of M	Diff.	S. E. of Diff.	C. R.
Long Selections	120	4.71	.66	1.74	.77	2.26
Short Selections	120	2.97	.41			

The difference between the means of oral presentation of multiple choice and written recall was 4.71 in favor of multiple choice responses as compared with 2.97 for multiple choice for short selections. The difference between the mean .77 in favor of long selections.

The critical ratio was 2.26 which is not statistically significant. The chances are 93 in 100 it is a true difference in favor of long selections.

Table XIII shows a comparison of multiple choice and written recall of short selections read silently.

TABLE XIII

COMPARISON OF MULTIPLE CHOICE AND WRITTEN RECALL  
OF SHORT SELECTIONS PRESENTED

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	10.43	2.91	.27	3.06	.42	7.28
Written Recall	120	7.37	3.66	.33			

The mean score for multiple choice responses of silent reading of short selections was 10.43 compared to 7.37 for written recall of short selections read silently.

The critical ratio was 7.28 which shows a statistically significant difference in favor of multiple choice responses of silent reading of short selections.

Table XIV shows the comparison of multiple choice and written recall of long selections presented silently.

TABLE XIV

COMPARISON OF MULTIPLE CHOICE AND WRITTEN RECALL  
OF LONG SELECTIONS PRESENTED SILENTLY

	No. of Pupils	Mean	S. D.	S. E. M	Diff.	S. E. Diff.	C. R.
Multiple Choice	120	16.76	8.01	.73	6.57	.94	6.98
Written Recall	120	10.19	6.60	.60			

The mean score for multiple choice responses of silent reading of long selections was 16.76 compared to 10.19 for written recall of long selections read silently.

The critical ratio was 6.98 which shows a statistically significant difference in favor of multiple choice responses of silent reading of long selections.

Table XV shows a comparison of the differences of multiple choice and written recall of silent presentations in the short and long selections.

TABLE XV

COMPARISON OF MULTIPLE CHOICE AND WRITTEN RECALL  
OF SILENT PRESENTATION IN LONG AND SHORT SELECTIONS

	No. of Pupils	Mean	S. D. of M	Diff.	S. E. of Diff.	C. R.
Long Selections	120	6.57	.94	3.51	1.02	3.44
Short Selections	120	3.06	.42			

The difference between the means of silent presentation of multiple choice and written recall was 6.57 in favor of multiple choice responses for long selections as compared to 3.06 for multiple choice for short selections. The difference between the means was 1.02 in favor of long selections.

The critical ratio was 3.44 which shows a statistically significant difference in favor of multiple choice responses of long selections read silently.

CHAPTER IV  
SUMMARY AND CONCLUSIONS

The reason for this investigation was to determine by means of written recall and multiple choice type test whether silent reading or listening is more effective.

One hundred twenty fifth grade children were presented ten selections. The selections were rotated so that the difficulty from the combined testing of listening and silent reading was equalized. Five were read orally by the teacher to the pupils. Five were read silently by the pupils. After each presentation the pupils wrote what they could remember. Then they took a multiple choice test constructed on the same material. The number of memories was used for the comparison.

Conclusions: The following conclusions were made from an analysis of the memories:

1. Multiple choice responses of listening were superior to written recall of listening. The mean number of responses from multiple choice was 13.04 as to 9.32 from written recall. The difference of 3.72 was not statistically significant.
2. Multiple choice responses of silent reading were superior to written recall of silent reading. The mean number of responses from multiple choice was 12.95 as to 8.27 from written recall. The difference of 4.68 was statistically significant.



3. Listening was superior to silent reading. The mean number of memories from oral presentations was 9.32 as to 8.27 from silent reading. The difference of 1.05 was not statistically significant.
4. Multiple choice responses of listening were superior to multiple choice of silent reading. The mean number of responses from oral selections was 13.04 as to 12.95 from silent reading. The difference of .09 was not statistically significant.
5. The difference between listening and silent reading by written recall was greater for long selections than for short selections. The mean number of memories from long selections was 2.31 as to .18 from short selections. The difference of 2.13 was not statistically significant.
6. The difference between multiple choice and written recall from listening was greater for long selections than for short selections. The mean number of memories from long selections was 4.71 as to 2.97 from long selections. The difference of 1.74 was not statistically significant.
7. The difference between multiple choice and written recall from silent reading was superior for long selections than for short selections. The mean number of memories from multiple choice was 10.43

as to 7.37 from written recall. The difference of 3.05 was not statistically significant.

## SUGGESTIONS FOR FURTHER STUDY

1. Do a similar study and control the time for reading, multiple choice and written recall.
2. Use the same tests and make a comparison of intelligence and recall from listening and silent reading.
3. Compare ability of boys and girls in written recall and multiple choice stories.

## APPENDIX

Directions For ChildrenSilent Reading

1. I am going to put some papers on your desk. Please do not turn them over, yet. I am going to give you a piece of composition paper, too.
2. Put your name on the composition paper.
3. When I say, "Begin" turn over the large sheet and read the story one time.
4. As soon as you have finished, turn the printed sheet over and place it in the corner of the desk.
5. Write on the lined composition paper all that you can remember about what you read.
6. Do not ask questions. Spell words the best you can.
7. When you finish writing, place the paper on the corner of the desk.

Oral Presentations

1. Before reading a story to the class say, "I am going to read a story to you. When I have finished, I am going to ask you to write all you can remember about the story."
2. Spell the words the best you can. Do not ask questions.

## Mexican Pottery

Pedro is a Mexican boy who lives in Puebla. He is part Spanish and Indian.

Long ago missionaries from Spain settled in Mexico. These Spanish missionaries introduced a coating which is used on pottery that the people of Puebla make. This coating which contains lead and tin is often called glaze. The pottery is baked once, then coated or glazed, and later decorated with bright blue or yellow. Although many kinds of things are made of this pottery, the most important ones are tiles and large jars. These are decorated with colorful designs of birds and flowers. Figures of saints are also used on the tiles.

Some of the pottery of Puebla is copied from the 1700's. It can be recognized by its colors of orange, black, and pale green. Many different designs are drawn on it which make us think of Europe or China. Pedro helps his parents make this pottery.

Mexican Pottery  
Multiple Choice Questions

1. The Mexican boy in this story is called (a) Pedro  
(b) Laredo (c) Jose
2. He lives in (a) Mexico City (b) Puebla (c) Taxco
3. Mexicans are part (a) Chinese (b) Indian (c) Italian
4. Missionaries who settled in Mexico in early times came from (a) India (b) Mexico (c) Spain
5. The people of Puebla make (a) coats (b) rugs (c) pottery
6. The glaze used on the pottery contains (a) copper and tin  
(b) lead and copper (c) tin and lead
7. The coating put on the pottery is called (a) glaze  
(b) copper (c) yellow
8. The pottery is baked (a) once (b) twice (c) three times
9. After the pottery is baked it is (a) decorated (b) glazed  
(c) painted
10. Pictures of saints are painted mostly on (a) jars  
(b) tiles (c) birds
11. Some of the pottery is copied from pottery of (a) 1492  
(b) 1700 (c) 1951
12. Pottery is decorated with (a) ships (b) birds (c) Indians
13. Some of the designs make us think of (a) China (b) United States  
(c) Europe
14. Pedro helps his (a) friends  
(b) brother make pottery.  
(c) parents
15. (a) Many  
(b) Few things are made of pottery in Puebla.  
(c) No

## Mexican Pottery

### Check List

- |   |   |
|---|---|
| <p>1. Pedro is a Mexican boy</p> <p>2. lives in Puebla</p> <p>3. He is part Indian</p> <p>4. part Spanish</p> <p>5. missionaries from Spain</p> <p>6. settled in Mexico</p> <p>7. Spanish missionaries introduced a coating</p> <p>8. used on pottery</p> <p>9. people of Puebla make</p> <p>10. coating contains lead</p> <p>11. and tin</p> <p>12. is often called glaze</p> <p>13. pottery is baked once</p> <p>14. then coated or glazed</p> <p>15. later decorated</p> <p>16. bright yellow or blue</p> <p>17. many kinds of things are made of this pottery</p> <p>18. most important ones are tiles</p> <p>19. large jars</p> <p>20. These are decorated with colorful designs of birds</p> <p>21. and flowers</p> | <p>22. Figures of saints are used on the tiles</p> <p>23. pottery is copied from the 1700's</p> <p>24. its colors are orange, black, and pale green</p> <p>25. different designs are drawn on it</p> <p>26. make us think of Europe</p> <p>27. and China</p> <p>28. Pedro helps</p> <p>29. his parents</p> <p>30. make this pottery</p> |
|---|---|

### The Early Stove Industry of Detroit

The first stoves were shipped to Detroit from the East on the Erie Canal. This early stove did not satisfy the needs of the people because they were little more than iron boxes with a smaller iron box on top which was used for an oven.

The manufacture of stoves really began in Detroit during the 1830's. The people did not like waiting for a new stove or new parts if their stove became broken or cracked. The new stove and new parts had to be shipped from Albany and Troy, New York. Someone started repairing the parts of the broken stoves under the name of "Iron Works."

Young Jerry Dwyer, who was left alone at the age of eleven years went to work in the "Iron Works." After a long while he decided to go into the stove business for himself. Later, because of many hardships, he took two partners into his business. The business then became known as the Detroit Stove Works. Other people started making stoves in Detroit too, thus, causing Detroit to become the largest stove-producing center in this country.



The Early Stove Industry of Detroit  
Multiple Choice Questions

1. The first stoves were shipped to Detroit from (a) the north (b) the west (c) the east
2. The body of water used to ship the stoves was (a) Lake Michigan (b) Lake Superior (c) Lake Erie
3. The early stoves shipped to Detroit were like (a) an iron box (b) a round tube (c) large tub
4. The oven on these early stoves was (a) on the side (b) on the top (c) in the middle
5. This early stove (a) pleased the people (b) did not satisfy the people (c) was very small
6. The people did not like to wait for (a) old parts (b) new parts (c) iron kettles
7. Very often these early stoves became (a) very hot (b) broken (c) dirty
8. These early stoves were made of (a) copper (b) steel (c) iron
9. Young Jerry Dwyer was left (a) on the street (b) alone (c) in a house
10. When the stoves became broken or cracked they were (a) thrown away (b) repaired (c) sent back
11. Because young Jerry was alone he went (a) away (b) to play (c) into business
12. In his business Jerry had (a) many hardships (b) many friends (c) many buildings
13. The number of partners Jerry had in this business was (a) six (b) three (c) two
14. The name of Jerry's business was (a) Stove Business (b) Jerry's Stoves (c) The Detroit Stove Works
15. Detroit became the stove-producing center in this country because (a) more stoves were shipped (b) many people started making stoves (c) more people bought stoves

## The Early Stove Industry of Detroit

## Check List

1. The first stoves
2. were shipped to Detroit
3. from the east
4. on the Erie Canal
5. This early stove
6. did not satisfy
7. the needs of the people
8. than iron boxes
9. a smaller iron box on top
10. used for an oven
11. The manufacture of stoves
12. began in Detroit during the 1830's
13. The people did not like waiting
14. for a new stove or new parts
15. if theirs became broken or cracked
16. The new stove and new parts
17. had to be shipped
18. from Albany and Troy
19. Someone started repairing
20. parts of the broken stoves
21. Young Jerry
22. was left alone
23. at the age of eleven years
24. went to work
25. in the Iron Works
26. into the stove business
27. because of many hardships
28. took two partners into his business
29. The Detroit Stove Works
30. largest stove-producing center

### What the Colonists Learned from the Indians

The Indians taught the white men many valuable things-- the worth of Indian corn, the way of hunting and fishing, the value of the canoe, the wigwam form of tent, the use of the moccasin for traveling in the forest, and of the snowshoe for walking on the surface of the snow in winter in search of food.

They also taught the colonists how to make corn grow in the forest by burning or girdling the trees, thereby killing them and letting in the sunshine. Thus, the crops grew without the hard labor of cutting down the trees. The colonists were also taught by the red man how to hunt and trap game and to fish through the ice of the lakes and rivers. When treated with kindness the Indian was a friend and often warned the colonists of the approach of Indian war parties.

What the Colonists Learned from the Indians  
Multiple Choice Questions

1. The things which the Indians taught the colonists were  
(a) harmful (b) valuable (c) unimportant
2. Indians taught the white man the worth of Indian  
(a) corn (b) wigwams (c) cooking
3. The value of the (a) boat  
(b) canoe was learned from the Indians  
(c) ship
4. The Indians cleared the forest by (a) burning the trees  
(b) chopping the trees (c) growing corn in the forest
5. They planted corn (a) in plowed fields (b) in cleared  
forest land (c) on hilly land
6. The colonists learned better ways of hunting and  
(a) trapping (b) shooting (c) fishing
7. For traveling through the forest the Indians (a) walked  
barefoot (b) wore moccasins (c) wore snowshoes
8. Girdling the trees (a) destroys them (b) weakens them  
(c) strengthens them
9. When we say "colonists" we mean (a) natives (b) red men  
(c) white men  
(a) sometimes
10. Indians were (b) always a friend of the white man  
(c) never
11. Burning and girdling the trees let in (a) heat (b) rain  
(c) sunshine
12. The approach of Indian parties was often a sign of  
(a) rejoicing (b) war (c) friendship
13. Indians broke through the ice of lakes and rivers so that  
they would (a) obtain water for drinking (b) fish  
(c) paddle their canoes
14. Indian methods of growing corn made the colonists work  
(a) harder (b) about the same (c) easier
15. The Indians were friendly if they were (a) treated with  
kindness (b) paid with corn (c) allowed to hunt

What the Colonists Learned from the Indians  
Check List

- |                                  |   |
|----------------------------------|---|
| 1. Indians taught                | 24. to hunt                               |
| 2. white man                     | 25. to fish                               |
| 3. many valuable things          | 26. through ice of lakes and rivers       |
| 4. worth of Indian corn          | 27. when treated with kindness            |
| 5. way of hunting                | 28. Indian was a friend                   |
| 6. and fishing                   | 29. often warned the colonists            |
| 7. value of the canoe            | 30. of the approach of Indian War Parties |
| 8. wigwam form of tent           |   |
| 9. use of moccasin for traveling |   |
| 10. in the forest                |   |
| 11. snowshoe for walking         |   |
| 12. on surface of snow           |   |
| 13. in winter                    |   |
| 14. in search of food            |   |
| 15. how to make corn grow        |   |
| 16. in forest                    |   |
| 17. by burning                   |   |
| 18. or girdling the trees        |   |
| 19. thereby killing them         |   |
| 20. letting in the sunshine      |   |
| 21. Thus crops grew              |   |
| 22. without hard labor           |   |
| 23. of cutting down trees        |   |

### Peace with Canada

Part of our second war with Great Britain in 1812 was fought on the Great Lakes. This was quite natural, because they lie between the U. S. and Canada and Canada belonged to Great Britain. The position of the lakes make them an easy road into either country. When the war ended, and the treaty was signed in 1815, both nations had gunboats on the lakes, and each side continued to build more boats at a great rate. However, in 1815, Congress told President Madison to sell or lay up all the lake fleet not needed to prevent smuggling. England was asked to do the same thing, so she sent over Charles Bagot to discuss such an arrangement. He and the American representative signed a treaty which put a limit to the number of ships each country might have. This was the beginning of what has turned out to be a long peace with good feeling between the United States and Canada.

Peace with Canada  
Multiple Choice Questions

1. The second war was fought with (a) Great Britain  
(b) France (c) Canada
2. This war was fought in (a) 1815 (b) 1812 (c) 1817
3. Part of the war was fought on (a) England's shore  
(b) United States (c) Great Lakes
4. This was natural because (a) the lakes are a good way into  
either country (b) the two countries wanted to fight  
(c) the lakes always have water
5. The lakes lie between (a) Canada and Spain (b) Canada  
and England (c) Canada and the United States
6. When the war started (a) both nations built more boats  
(b) both nations stopped building boats (c) both nations  
did nothing
7. Some gun boats belonged to (a) Canada and the United States  
(b) Canada and Spain (c) Canada and the Great Lakes
8. The President at the time was (a) Adams (b) Madison  
(c) Jefferson
9. The President was told by (a) the King (b) the Congress  
(c) the people
10. England was asked (a) to build more boats (b) limit the  
number of boats (c) scrap all her boats
11. England's representative was (a) William Harrison  
(b) Charles Bagot (c) James Polk
12. Both representatives signed (a) a truce (b) a treaty  
(c) a check
13. This agreed to (a) sink all the boats left (b) keep no  
boats (c) limit the number of boats
14. The boats were kept to (a) stop smuggling (b) hold the  
boundry (c) hold war games
15. Both countries then had (a) a long period of war (b) a  
long period of peace (c) a long period of sailing

Peace with Canada  
Check List

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Part of our second war</li> <li>2. with Great Britain in 1812</li> <li>3. was fought on the Great Lakes</li> <li>4. This was quite natural</li> <li>5. because they lie between the U. S. and Canada</li> <li>6. Canada belonged to Great Britain</li> <li>7. The position of the lakes</li> <li>8. makes them an easy road into either country</li> <li>9. When the war ended</li> <li>10. and the treaty was signed in 1815</li> <li>11. both nations had gunboats on the lakes</li> <li>12. each side continued</li> <li>13. to build more boats</li> <li>14. at a great rate</li> <li>15. In 1915 Congress told President Madison</li> <li>16. to sell or lay up</li> <li>17. all the lake fleet</li> <li>18. not needed to prevent smuggling</li> <li>19. England was asked to do the same</li> </ol> | <ol style="list-style-type: none"> <li>20. so she sent over Charles Bagot</li> <li>21. to discuss such an arrangement</li> <li>22. He and the American representative</li> <li>23. signed a treaty</li> <li>24. which put a limit</li> <li>25. on the number of boats</li> <li>26. each country might have</li> <li>27. This was the beginning</li> <li>28. of what turned out to be</li> <li>29. a long peace with good feeling</li> <li>30. between the United States and Canada</li> </ol> |
|--|---|



### The Clipper-Ship Trade of Boston

A few years after the United States won its freedom, a ship, "The Grand Turk," came back from China. It was the first Yankee clipper to have made the voyage. It started an age that was full of excitement. Within six years the merchants had established a new trade route from Boston to the northwest coast. There the ships were loaded with skins from the Indians to trade with the Chinese. They returned to Boston carrying treasures from the Far East. The smell of cinnamon and sandalwood drifting up from Long Wharf scented the air. Fine china and beautiful silks became common luxuries in Boston. Brave men rounded South America as fearlessly as Cape Cod. An American was greeted in the Far East as "Bostonian." Ships and lives were lost in this bold adventure, but great fortunes were made.

The Clipper-Ship Trade of Boston  
Multiple Choice Questions

1. The name of the ship that came back from China was the  
(a) Flying Cloud (b) Grand Turk (c) Star of Kansas
2. The clipper returned from China after the United States  
(a) won its freedom (b) lost its freedom  
(c) invaded England
3. The first ship to return was the (a) Star of Kansas  
(b) Flying Cloud (c) Grand Turk
4. The merchants established new trade routes (a) with  
England (b) with the northeast (c) with the northwest
5. This trading with the Far East started a new age  
(a) that was full of calmness (b) that was full of  
excitement (c) that was unimportant
6. The trade routes were established (a) in six years  
(b) in one year (c) in twenty years
7. The ships were loaded in the northwest (a) with fish  
(b) with skins (c) with coffee
8. The ships returned from China carrying (a) articles of  
little value (b) corn (c) treasures
9. The air was scented with the smell of (a) rubber  
(b) cinnamon (c) violets
10. The smell drifted up from the (a) factory (b) wharf  
(c) hills
11. From China the merchants brought back (a) fine china  
(b) coffee (c) rubber
12. A common luxury in Boston at this time was (a) cotton  
(b) silk (c) rayon
13. An American was greeted in the Far East as (a) Virginian  
(b) New Yorker (c) Bostonian
14. Brave men went to China by rounding (a) North America  
(b) South America (c) Greenland
15. The new trading with china made many merchants in Boston  
(a) poor (b) wealthy (c) unhappy

Clipper Ship Trade of Boston  
Check List

- |  |                                      |
|--|--------------------------------------|
| 1. A few years                           | 20. scented the air                  |
| 2. after the United States               | 21. Fine china and beautiful silks   |
| 3. won its freedom                       | 22. became common luxuries in Boston |
| 4. a ship, "The Grand Turk"              | 23. Brave men                        |
| 5. came back from China                  | 24. rounded South America            |
| 6. It was the first Yankee Clipper       | 25. as fearlessly as Cape Cod        |
| 7. to have made the voyage               | 26. An American was greeted          |
| 8. It started an age                     | 27. in the Far East as "Bostonian"   |
| 9. that was full of excitement           | 28. Ships and lives were lost        |
| 10. Within six years the merchants       | 29. in this bold adventure           |
| 11. established a new trade route        | 30. but great fortunes were made     |
| 12. from Boston to the northwest coast   |                                      |
| 13. There the ships were loaded          |                                      |
| 14. with skins from the Indians          |                                      |
| 15. to trade with the Chinese            |                                      |
| 16. They returned to Boston              |                                      |
| 17. carrying treasures from the Far East |                                      |
| 18. The smell of cinnamon and sandalwood |                                      |
| 19. drifting up from Long Wharf          |                                      |

### The Hero

It was the last half of the ninth inning. The Simburg Eagles were trailing the Tilton Tigers by a score of four to three.

Jimmy Brown was playing his first game at third base for the Eagles. The season was almost half over and this was Jimmy's first chance to play in a game. Up until today he had sat on the bench hoping for a chance to play. His chance came in the very first inning of today's game. The regular third baseman, Tod Henning, had sprained his ankle sliding into second base.

Jimmy wanted to make good. He had played fairly well in the field but he hadn't got a hit in three times at bat. He knew he was trying too hard, but he wanted to show Manager Johnny Miller that he was a good ball player.

Lenny Trent had led off this inning by hitting a high fly to center field. The next man up, Chick Lund, had singled over the shortstop's head. The third man up, Tommy Parker, had hit a slow grounder to third. He was thrown out at first on a very close play.

Now it was Jimmy Brown's turn at bat. As he stepped into the batter's box he could hear his team-mates shouting encouragement to him. With a man on second base, two out and his team behind by one run, it was up to him.

The first pitch curved right over the plate for a called strike. Jimmy swung at the next pitch and hit a foul ball into the Tigers' dugout. Now he had two strikes on him. He had to make good on his first day, he kept telling himself.

He got ready for the next pitch. The pitcher reared back and threw the ball. Jimmy swung hard and felt the bat meet the ball. He heard the crowd cheer wildly. The ball sailed up and over the left field fence. A home run! He had won the game!

The Hero  
Multiple Choice Questions

1. It was the last half of the (a) first inning (b) seventh inning (c) ninth inning
2. The score was (a) four to three (b) two to one (c) three to one
3. Jimmy Brown was playing (a) third base (b) first base (c) second base
4. Jimmy played for the (a) Tilton Tigers (b) Simburg Eagles (c) Simburg Tigers
5. The season was almost (a) two thirds over (b) half over (c) one third over
6. Up until today he had (a) played left field (b) played first base (c) sat on the bench
7. His chance to play came in the (a) fifth inning (b) second inning (c) first inning
8. The regular third baseman had (a) broken his arm (b) sprained his ankle (c) broken his ankle
9. The regular third baseman's name was (a) Tod Henning (b) Johnny Miller (c) Chick Lund
10. Jimmy hadn't got a hit in (a) three times at bat (b) four times at bat (c) two times at bat
11. The manager's name was (a) Tod Henning (b) Chick Lund (c) Johnny Miller
12. Lenny Trent led off the inning by hitting (a) a single to center field (b) a single to left field (c) a high fly to center field
13. The next man up had singled (a) over the short-stop's head (b) through the first baseman's legs (c) over the second base bag
14. The third man up, Tommy Parker, hit a slow grounder to (a) first base (b) second base (c) third base
15. On a close play, Tommy was thrown out at (a) first base (b) second base (c) third base

16. As Jimmy Brown came to bat, the situation was (a) bases loaded, no out (b) man on second, two outs (c) man on first, one out
17. The first pitch thrown to him was a (a) fast ball (b) slow ball (c) curve
18. Jimmy hit a foul ball on the (a) second pitch (b) third pitch (c) first pitch
19. The foul ball went into the (a) Eagles' dugout (b) Tigers' dugout (c) box seats
20. Jimmy hit the home run (a) over the right field fence (b) over the left field fence (c) over the center field fence

The Hero  
Check List

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. It was the last half of the ninth inning</li> <li>2. The Simburg Eagles were trailing the Tilton Tigers</li> <li>3. by the score of four to three</li> <li>4. Jimmy Brown was playing his first game</li> <li>5. at third base</li> <li>6. for the Eagles</li> <li>7. The season was almost half over</li> <li>8. This was Jimmy's first chance to play in a game</li> <li>9. Up until today he had sat on the bench</li> <li>10. hoping for a chance to play</li> <li>11. His chance came in the first inning</li> <li>12. of today's game</li> <li>13. The regular third baseman, Tod Henning</li> <li>14. had sprained his ankle</li> <li>15. sliding into second base</li> <li>16. Jimmy wanted to make good</li> <li>17. He had played fairly well</li> <li>18. in the field</li> <li>19. he hadn't got a hit</li> <li>20. in three times at bat</li> <li>21. he knew he was trying too hard</li> <li>22. He wanted to show manager Johnny Miller</li> <li>23. that he was a good ball player</li> <li>24. Lenny Trent</li> <li>25. had led off this inning</li> <li>26. by hitting a high fly</li> <li>27. to center field</li> <li>28. The next man up, Chick Lund</li> <li>29. had singled</li> <li>30. over the shortstop's head</li> <li>31. The third man up</li> <li>32. Tommy Parker</li> <li>33. had hit a slow grounder</li> <li>34. to third</li> <li>35. He was thrown out</li> <li>36. at first on a very close play</li> </ol> | <ol style="list-style-type: none"> <li>37. Now it was Jimmy Brown's turn at bat</li> <li>38. As he stepped into the batter's box</li> <li>39. he could hear his teammates shouting encouragement to him</li> <li>40. With a man on second</li> <li>41. two out</li> <li>42. His team behind by one run</li> <li>43. it was up to him</li> <li>44. The first pitch curved right over the plate</li> <li>45. For a called strike</li> <li>46. Jimmy swung at the next pitch</li> <li>47. hit a foul ball</li> <li>48. into the Tigers' dugout</li> <li>49. he had two strikes on him</li> <li>50. he had to make good on his first day</li> <li>51. he kept telling himself</li> <li>52. He got ready for the next pitch</li> <li>53. The pitcher reared back</li> <li>54. threw the ball</li> <li>55. Jimmy swung hard</li> <li>56. felt the bat meet the ball</li> <li>57. He heard the crowd cheer wildly</li> <li>58. The ball sailed up and over the left field fence</li> <li>59. A home run</li> <li>60. He had won the ball game</li> </ol> |
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### Tecumseh

As the white men pushed steadily westward after the Louisiana Purchase, the Indians found themselves deprived more and more of their hunting grounds. The pioneers were woodsmen, and they needed much timber to supply buildings, fences and fuel. When the timber was gone in one place, the pioneer moved to a new supply. The new land usually belonged to some Indian tribe, but the Indians were fast losing it by dishonest means. This came to a halt for a time in 1809 because of the work of Tecumseh, and his brother. These two Shawnees tried to save their people by reforming their habits, keeping them from the whites, and joining together all the tribes east of the Mississippi. Even with the joining of all the tribes east of the Mississippi, there were fewer than 4,000 warriors. Against them were at least 200,000 white men in the Ohio Valley. Tecumseh was the warrior, and his brother the religious leader. This was a strange combination and quite new to the frontier. Many Indians, under their influence, actually gave up all dealings with the white, except for necessary trade. The brothers began a settlement at Tippecanoe on the Wabash river. This action alarmed the whole frontier. Governor Harrison, in answer, made a treaty with a few Indians of that section and took away the hunting ground from Tecumseh. Although Tecumseh sent messages of peace to the whites, it was of no use. A large party of pale faces in

the neighborhood was too much for the young Indian braves who loved fighting, and a battle broke out. After a fight of two hours, the Indian camp was destroyed. The work of Tecumseh collapsed and Governor Harrison became so popular as a result of the victory, he was later elected president.

Tecumseh  
Multiple Choice Questions

1. The white man was pushing (a) eastward (b) southward (c) westward
2. The Indians were (a) losing their land (b) keeping their land (c) finding new land
3. Pioneers used much wood because (a) it soon wore out (b) most things were made of it (c) it was easy to cut
4. When timber was gone in one place (a) they moved to a new section (b) planted new trees (c) used the old wood
5. The lands belonged to (a) the United States (b) the people near it (c) the Indian tribes
6. The white men got the land (a) by buying it (b) by taking it (c) by leasing it
7. This came to a halt (a) for a time (b) for always (c) only recently
8. The person who helped stop it was (a) Tippecanoe (b) Harrison (c) Tecumseh
9. He had the help of (a) his cousin (b) brother (c) father
10. They belonged to the tribe called (a) Iroquois (b) Pawnee (c) Shawnee
11. They tried to help their people by (a) joining them with the whites (b) keeping them from the whites (c) moving them away
12. He joined together (a) the tribes east of the Mississippi (b) the tribes west of the Mississippi (c) the tribes east and west of the Mississippi
13. This gave the Indian (a) 4,000 warriors (b) 150,000 warriors. (c) 200,000 warriors
14. The white men had (a) 100,000 warriors (b) 4,000 warriors (c) 200,000 warriors
15. These forces were in the (a) Wabash Valley (b) Mississippi Valley (c) Ohio Valley

16. One leader was the warrior, the other (a) the political leader (b) the religious leader (c) the industrial leader
17. This combination was (a) strange to the frontier (b) common to the frontier (c) necessary to the frontier

Tecumseh  
Check List

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. As the white man pushed steadily westward</li> <li>2. after the Louisiana Purchase</li> <li>3. the Indians found themselves</li> <li>4. deprived more and more</li> <li>5. of their hunting ground</li> <li>6. The pioneers were woodsmen</li> <li>7. They needed much timber</li> <li>8. to supply buildings, fences and fuel</li> <li>9. When the timber was gone in one place</li> <li>10. The pioneer moved</li> <li>11. to a new supply</li> <li>12. The land usually belonged</li> <li>13. to some Indian tribe</li> <li>14. but the Indians were fast losing it</li> <li>15. by dishonest means</li> <li>16. This came to a halt for a time in 1809</li> <li>17. because of the work of Tecumseh and his brother</li> <li>18. These two Shawnees</li> <li>19. tried to save their people</li> <li>20. by reforming their habits</li> <li>21. keeping them from the white</li> <li>22. and joining together all of the tribes</li> <li>23. east of the Mississippi</li> <li>24. Even with the joining of the tribes</li> <li>25. there were fewer than 4,000 warriors</li> <li>26. against them were 200,000 white men</li> <li>27. in the Ohio Valley</li> <li>28. Tecumseh was the warrior</li> <li>29. his brother the religious leader</li> <li>30. This was a strange combination</li> <li>31. and quite new to the frontier</li> <li>32. Many Indians</li> <li>33. under their influence</li> <li>34. actually gave up</li> </ol> | <ol style="list-style-type: none"> <li>35. all dealings with whites</li> <li>36. except for necessary trade</li> <li>37. the two brothers began a settlement</li> <li>38. at Tippecanoe</li> <li>39. on the Wabash River</li> <li>40. This action alarmed the whole frontier</li> <li>41. Gov. Harrison, in answer</li> <li>42. made a treaty with a few Indians</li> <li>43. of the section</li> <li>44. and took away the hunting ground from Tecumseh</li> <li>45. He made more allies</li> <li>46. and marched to the camp of Tecumseh</li> <li>47. Although Tecumseh sent messages of peace</li> <li>48. to the white</li> <li>49. it was of no use</li> <li>50. A large party of palefaces</li> <li>51. in the neighborhood</li> <li>52. was too much for the young Indian braves</li> <li>53. who loved fighting</li> <li>54. A battle broke out</li> <li>55. After a fight of two hours</li> <li>56. the Indian camp was destroyed</li> <li>57. the work of Tecumseh collapsed</li> <li>58. Gov. Harrison became so popular</li> <li>59. as a result of the victory</li> <li>60. he was later elected president</li> </ol> |
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### The Matterhorn

The Matterhorn is a beautiful glittering mountain peak on the Italian border of the Swiss Alps. Climbing the mountain is often dangerous because fog and snowstorms often occur.

In the village at the foot of the mountain, guides can be hired by the mountain climbers. Leggings, mittens woolen helmets, mountain shoes, and ice axes are required for climbing.

As one travels up the valley the Matterhorn looks like the paws of a crouching tiger. Along the roadside are broken cliffs and steep slopes. Nearby is a museum containing clothes and ice axes of English climbers. From here the zig-zag path stretches on. Behind them is a deep valley with high steep slopes. Along the ice-covered trail is a shelter. Rising above is a huge half circle of rocky crags. The Matterhorn is now an overhanging cliff a mile high. Following the trail the climber must climb up and down pointed rocks and which are like the teeth on a saw. These rocks are not more than twenty inches wide. He must then climb straight upward on rocks and cliffs a thousand feet. The wind blows very hard all the time.

Near the top ropes are tied to iron stakes. The climber had to pull himself up these ice-covered ropes rand over hand. As he reaches the top the snow blows around and it is hard to breathe because of the thin air.

Seven English sportsmen started the hard climb in 1865. On the ice near a snowbank one man slipped. Luckily he was tied to the other by a rope. They all reached the top successfully. The Matterhorn had been conquered!

Adapted from Richard Haliburton's Royal Road to Romance

## The Matterhorn

## Multiple Choice Questions

1. The Matterhorn is a mountain peak that is (a) low  
(b) dismal (c) sparkling
2. The Matterhorn is located on the (a) Swiss Border  
(b) Italian border (c) English border
3. Climbing the mountain is dangerous because of (a) fog  
(b) thin air (c) crouching tigers
4. (a) Climbers (b) Guides (c) Burros can be hired at the  
foot of the mountain
5. Ice axes are for mountain climbers because they are  
(a) required (b) useful (c) useless
6. Along the roadside are broken (a) valleys (b) cliffs  
(c) sticks
7. Near the roadside is a (a) restaurant (b) store (c) museum
8. The trail up the mountain is covered with (a) ice (b) snow  
(c) sand
9. For protection from the storms the mountain climbers use  
the (a) museum (b) shelter (c) ropes
10. The overhanging cliff of the Matterhorn from the path is  
(a) a mile high (b) a thousand feet (c) a hundred feet
11. The rocks are (a) flat (b) smooth (c) pointed
12. The climber must climb on rocks less than (a) 12 inches  
wide (b) 20 inches wide (c) 36 inches wide
13. The wind blows (a) hard (b) little (c) none at all
14. (a) Ropes (b) Stakes (c) Irons are tied near the top  
to help the climbers
15. (a) Wooden (b) Iron (c) Concrete stakes are driven into  
the rock near the top of the mountain
16. The ropes become coated with (a) iron (b) ice (c) dust
17. The climbers pull themselves up by ropes (a) at the bottom  
(b) at the top (c) in the valley



18. At the top of the mountain the (a) snow  
(b) ice blows around.  
(c) rain
19. At the top of the mauntain it is hard to (a) hear  
(b) breathe (c) see
20. The air on the top of the mountain is (a) heavy (b) thin  
(c) quiet
21. (a) Seven (b) Four (c) Two men reached the top the first  
time successfully.
22. These men were (a) English (b) Italian (c) Swiss
23. The men who first reached the top were (a) army (b) navy  
(c) sportsmen
24. The Matterhorn was first climbed successfully in (a) 1492  
(b) 1776 (c) 1865
25. The man who slipped was (a) injured (b) saved (c) tangled  
by ropes
26. (a) Few (b) None (c) All of the men reached the top  
successfully.
27. The Matterhorn was (a) explored (b) conquered (c) ex-  
ploited by these men
28. (a) Steel (b) Wollen (c) Brass helmets are used by the  
climbers
29. In some places the mountain resembles the paws of a  
(a) tiger (b) lion (c) cat
30. The path is very (a) straight (b) crooked (c) smooth

The Matterhorn  
Check List

1. The Matterhorn is a beautiful
2. glittering
3. mountain peak
4. on the Italian border
5. of the Swiss Alps
6. Climbing the mountain is often dangerous
7. because of fog
8. and snowstorms
9. guides can be hired
10. in the village
11. at the foot of the mountain
12. by the mountain climbers
13. Leggings
14. mittens
15. woolen helmets
16. mountain shoes
17. ice axes are required
18. one travels up the valley
19. Matterhorn looks like the paws
20. of a crouching tiger
21. along the roadside are broken cliffs
22. and steep slopes
23. Nearby is a museum
24. containing clothes
25. and ice axes
26. of English climbers
27. zigzag path stretches on
28. Behind is a deep valley
29. with high steep slopes
30. the ice-covered trail
31. is a shelter
32. Rising above is a huge half circle
33. of rocky crags
34. Matterhorn is an overhanging cliff
35. a mile high
36. Following the trail the climber must climb up and down
37. pointed rocks like the teeth on a saw
38. rocks are not more than 20 inches wide
39. he must climb straight upward
40. on rocks and cliffs
41. a thousand feet high
42. wind blows very hard
43. near the top
44. ropes are tied
45. to iron stakes
46. climber has to pull himself
47. up ice-covered ropes
48. hand over hand
49. as he reaches the top
50. the snow blows around
51. it is hard to breathe
52. because of thin air
53. Seven
54. English sportsmen
55. started to climb
56. in 1865
57. One man slipped
58. he was tied to the others by a rope
59. they reached the top successfully
60. Matterhorn conquered