THE EFFECTIVENESS OF MOTION PICTURES AS SUPPLEMENTARY DEVICES IN THE TEACHING OF LITERATURE AT PATTENGILL JUNIOR HIGH SCHOOL LANSING, MICHIGAN

Thesis for the Degree of M. A.

Carl Wilmont Dalrymple

1935

Moving-pictures in education

Dr Bennett

THE EFFECTIVENESS OF MOTION PICTURES AS SUPPLEMENTARY DEVICES IN THE TEACHING OF LITERATURE AT PATTENGILL JUNIOR HIGH SCHOOL LANSING, MICHIGAN

A Thesis Presented as a Partial
Fulfillment of the Requirements
for the Degree of Master of Arts

Carl Wilmont Dalrymple

MICHIGAN STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE

1935

This study was conducted under the direction of the following committee:

Dr. Everett L. Austin, Chairman

Dr. Fred T. Mitchell

The writer wishes to acknowledge his gratitude to the following for their cooperation in the study: Miss Eva Crow, Mrs. Ann Corcoran, Miss Edna Johnson, Miss Margaret Stewart, Miss Ella Wakefield, teachers of English at Henry R. Pattengill Junior High School, and Mrs. Carl W. Dalrymple for her suggestions and proof reading.

TABLE OF CONTENTS

Section	Page
List of tables	v
I. Introduction	1
II. The Effectiveness of a Non Theatrical Silent Motion Picture of Ivanhoe as a Supplementary Device in the Teaching of Ivanhoe	5
III. The Effectiveness of a Theatrical Sound Motion Picture of Treasure Island as a Supplementary Device in the Teaching of Treasure Island	17
IV. The Effectiveness of a Silent 16 mm. Motion Picture of The Legend of Sleepy Hollow as a Supplementary Device in the Teaching of the Legend of Sleepy Hollow	32
V. Summary and Conclusions	45
VI. Topics for Further Study	46
Bibliography	47

LIST OF TABLES

Table		Page
I.	THE PRETEST SCORES, THE MOVIE TEST SCORES AND THE INTELLIGENCE QUOTIENTS OF THE STUDENTS PARTICIPATING IN THE STUDY	10, 11
II.	THE PRETEST SCORES OF THE CONTROL GROUP	12
III.	THE MOVIE TEST SCORES OF EXPERIMENTAL GROUP NO. 1	13
IV.	THE SECOND TEST SCORES OF THE CONTROL EXPERIMENTAL GROUP	15
V.	THE TEST SCORES, A RECORD OF ATTENDANCE AND THE INTELLIGENCE QUOTIENTS OF THE PUPILS PARTICIPATING IN THE STUDY	21,22,23
VI.	SCORES MADE BY THE PLOT TEST NON-MOVIE GROUP	24
VII.	SCORES MADE BY THE PLOT TEST MOVIE GROUP	26
VIII.	SCORES MADE BY THE SETTING TEST NON-MOVIE GROUP	27
IX.	SCORES MADE BY THE SETTING TEST MOVIE GROUP	28
X.	SCORES MADE BY THE MOVIE-ONLY GROUP ON THE PLOT TEST	29
XI.	SCORES MADE BY THE MOVIE-ONLY GROUP ON THE PLOT RETEST	30
XII.	THE TEST SCORES, INTELLIGENCE QUOTIENTS AND TEACHERS OF THE PUPILS PARTICIPATING IN THE STUDY	36, 37
XIII.	SCORES MADE BY THE "J-NON-MOVIE" GROUP	38
XIV.	SCORES MADE BY THE "J-MOVIE" GROUP	39
XV.	SCORES MADE BY THE "G-NON-MOVIE" GROUP	40
XVI.	SCORES MADE BY THE "G-MOVIE" GROUP	41
XVII.	MEDIAN SCORES OF THE TOTAL MOVIE AND THE TOTAL NON-MOVIE GROUPS	42

I. Introduction

Since the advent of motion pictures as classroom aids, there have been various experiments to evaluate their worth as teaching devices. Devices, techniques, or supplementary appliances can be used justifiably only after experimentation, investigations, and data have proven that they have value in arriving at the goals set. After proving its worth in actual classroom use such a supplementary device could be adopted.

Many experiments have been performed to determine the contribution motion pictures make to the study of the sciences. Such investigation as those conducted by J. J. Weber, F. N. Freeman and his co-workers at the University of Chicago, Ben D. Wood and F. N. Freeman for the Eastman Kodak Company and D. C. Knowlton and J. W. Tilton at Yale University indicate that there are unique and characteristic contributions in motion pictures. The natural and social sciences lend themselves readily to experimentation and many subjects have been developed through this procedure.

The effectiveness of motion pictures in the teaching of literature has not been studied in so far as the writer has been able to determine. This probably has been due to the ease of production and control of natural phenomena subject matter as compared to the extent and difficulty of developing a literature plot. The short topics of the natural and social sciences can be treated as separate entities with one reel of motion pictures where as many of the literary subjects studied in school are of such length as to require more than one reel of motion pictures.

The purpose of this study was to ascertain what value motion pictures would contribute to the understanding of the literature selections, "Ivanhoe", "Treasure Island" and "The Legend of Sleepy Hollow", as studied at Pattengill Junior High School. No attempt was made to use the motion pictures other than as supplementary device after the regular instruction had been given.

Henry R. Pattengill Junior High School is situated at Lansing, Michigan, and has the typical junior high school organization. Instruction is departmentalized with academic, vocational, gymnasium and home arts subjects. The enrollment is approximately 1350 students (March 1935).

Motion pictures have been shown regularly, some for amusement and others as classroom instruction. The motion pictures for entertainment are shown after school once a week from October to May. The science department has used the sixteen millimeter width films in classroom instruction for the past five years and has a definite program of instruction which involves the use of these aids. The department of English has not used motion pictures in literary studies. The following three units of this study were made to determine whether or not the film versions of literary works, which the pupils study, have value in the presentation and the teaching of literature.

In order to assist in determining whether or not motion pictures do have value in literature a definition of the purposes of literature is necessary.

"The past placed the emphasis on information and rhetorical analysis. The teachers of today consider literature as the reader's

opportunity for an enrichment of experience and the enjoyment of leisure. Literature works are to be approached as human documents rather than as materials for dissection". (1)

One of the special purposes of literature seems to be, "to stimulate the imagination and emotional faculties of the pupils to a degree comparable to the development of his reasoning powers." (2)

To do this means inducing the pupil "to identify himself in thought with the writer and with the characters. He must be led for the time to see and to feel as did the writer, or to hope or fear, to despair or triumph, as do the characters in the play or story. To this end more than to any other must the teacher's interpretive powers be bent". (3)

Here it seems is the place where the motion picture can justify itself as an aid to the study of literature. Background scenes, foreign settings, details of life and customs of the people, time relations and actions can be portrayed by the motion picture, thus aiding the teacher in the interpretation and the students in the understanding of the work.

To assume that motion pictures are of benefit in the appreciation and understanding of literature is to be unjustifiable. Teachers are ready to accept any new devices if and when their value has been proven by experimentation. If motion pictures contribute to education that

---

(1) Ross, Jacob - Adventures in Literature. Harcourt, Brace and Co., N. Y. 1927. p. 18.

(2) Report of Committee on "The Reorganization of English in the Secondary Schools", Government Printing Office, Washington, D. C. Bulletin No. 2, 1917. p. 45

(3) Ibid. p. 47

which could not be obtained otherwise so economically and uniquely, carefully controlled studies should enable the educator to ascertain their value.

These values can be discovered by using tests which have been used and have proved their worth before the advent of motion pictures. The tests used in the following study were selected because of the extent which they have been used. These tests are the Hadwell-Wells Objective Tests in Literature. A manual of directions and copies of the tests are enclosed.

In the following three units, three types of films and presentations were used; a 35 mm. non-theatrical film presented in the school auditorium, a theatrical sound motion picture shown at the Capitol theater and a 16 mm. classroom size silent motion picture shown under classroom conditions as far as possible in an after-school activity movie. The purpose of showing three types of films was to use the three chief forms of motion picture entertainment now in use in schools.

In the assumption of the writer, the orientation of the pupils viewing the picture, from their immediate environment is directly proportional to the educative value of the motion picture as an aid to the study of literature. A pupil must become quite absorbed in the action and forget other factors in the room if he is to enjoy and receive benefit from the picture. The three points of presentation, therefore, are a means of comparing the three types of motion pictures as to their effectiveness in holding attention.

which could not be obtained otherwise so economically and uniquely, carefully controlled studies should enable the educator to ascertain their value.

These values can be discovered by using tests which have been used and have proved their worth before the advent of motion pictures. The tests used in the following study were selected because of the extent which they have been used. These tests are the Hadwell-Wells Objective Tests in Literature. A manual of directions and copies of the tests are enclosed.

In the following three units, three types of films and presentations were used; a 35 mm. non-theatrical film presented in the school auditorium, a theatrical sound motion picture shown at the Capitol theater and a 16 mm. classroom size silent motion picture shown under classroom conditions as far as possible in an after-school activity movie. The purpose of showing three types of films was to use the three chief forms of motion picture entertainment now in use in schools.

In the assumption of the writer, the orientation of the pupils viewing the picture, from their immediate environment is directly proportional to the educative value of the motion picture as an aid to the study of literature. A pupil must become quite absorbed in the action and forget other factors in the room if he is to enjoy and receive benefit from the picture. The three points of presentation, therefore, are a means of comparing the three types of motion pictures as to their effectiveness in holding attention.

II. The Effectiveness of a Non-Theatrical Silent Motion Picture of "Ivanhoe" as a Supplementary Device in the Teaching of Ivanhoe.

For this study the non theatrical motion picture, 35 mm., of "Ivanhoe" was shown in the East Auditorium. Motion pictures are shown here for the students of Pattengill Junior High School as a part of their school recreation program.

The science department has charge of these after school motion pictures and have run about forty shows in the last two years. The average attendance is approximately three hundred fifty. An admission fee of five cents is charged. The shows are run after school from four to six o'clock. Every attempt is made to give the students as good or better shows than they could get elsewhere for the same amount of money. The pupils are not supervised except for conduct. This supervision is given by the safety patrol of the school. The patrol consists of the older boys and they supervise the conduct during the picture.

The motion picture of "Ivanhoe" was run as a part of one of these entertainment shows. There was no deviation from the regular procedure as mentioned above because of this study. The motion picture was announced in all classes of English and pupils urged to attend. About five hundred pupils attended of which about half were of the 9 A grade. These pupils were studying "Ivanhoe".

On the day that the motion picture was presented two classes totaling seventy-one pupils were given the test (inserted on page 7) on their study of "Ivanhoe. The scores made on this test are called the pretest scores (see Table I, page 10). These pupils made up the

control group (see Table II, page 12). This group had the regular instruction concerning "Ivanhoe" and had completed their study. They were not informed that they would be given the same test on the next day after the film had been shown, but they were urged to see the motion picture.

The day after the movie was presented each class of English was given this test on "Ivanhoe". The classes which were tested for the control group were given the test a second time. From these test scores, two other groups were formed. The experimental group No. 1 was made from the pupils who saw the movie and were tested. (See Table III, page 13). The experimental group No. 2 was made from scores of the pupils who wrote the test, saw the movie and were tested a second time with the same test. (See Table IV, page 15). The same pupils made up the control group and this experimental group No. 2. The experimental group No. 1 was made up of one hundred fifty-seven pupils and the experimental group No. 2 consisted of seventy-one pupils. All scores are recorded in Table I, page 10 and page 11.

The tests used in this study were the "Hadsell-Wells Objective Tests in Literature" for the study of Scott's "Ivanhoe". The plot test consists of ninty-five questions but in order to fit the test to the time allotted for giving it some questions were omitted. The questions used are checked on the enclosed tests. No special order was used in selecting the questions used. The test was shortened in order that it could be given in one class period. The character test was likewise shortened as indicated on the enclosed copy.

HADSELL-WELLS OBJECTIVE TESTS IN LITERATURE

Scott's Ivanhoe

BY S. R. HADSELL
Professor of English, University of Oklahoma

and GEO. C. WELLS
Former Chief High School Inspector, State of Oklahoma

To Pupils. This is a test by which you can find out how well you know one of the great books in literature. Since the test is objective, your standing can be determined accurately. When you are told to start, turn this page, then read the directions and begin the test. Continue until you have finished all of the parts or until you are told to stop. You will be given forty-five minutes. Fill in the following blanks; but do not turn this page until told to do do.

Name..... Grade.....

Boy or girl.....Age.....years. Date.....

School..... City.....

PART	POSSIBLE SCORE	PUPIL'S SCORE
I	95	
II	13	
III	20	
IV	24	
TOTAL	152	

Published by Harlow Publishing Company, Oklahoma City, Oklahoma

Questions used in this study are checked (✓)

IVANHOE

PART I—PLOT

DIRECTIONS. Write the number of the best ending for each sentence given below, on the line at the right.

SAMPLES.

1. *Macbeth* is a (1) short story (2) comedy (3) novel (4) tragedy. 4

2. *Ivanhoe* was written by (1) Ruskin (2) Scott (3) Tennyson (4) Byron. 2

✓1. Wamba directed Prior Aymer and the Templar (1) the shortest route to Cedric's home (2) the best route to Cedric's home (3) away from Cedric's home (4) to the place they wished to go. ____

✓2. The Prior and the Templar made a wager concerning the (1) return of King Richard (2) Passage of Arms at Ashby (3) quantity of wine each could consume (4) beauty of Rowena. ____

✓3. Cedric was in a bad humor, when first introduced in the story, because (1) Gurth had not returned with the swine (2) Rowena had insisted upon going to Ashby (3) he was expecting the Templar (4) his dog had been maimed. ____

✓4. When the Jew entered the hall, Cedric greeted him with (1) a cold nod (2) outstretched arms (3) a hearty handshake (4) a demand for money. ____

✓5. Isaac was given a seat by (1) Wamba (2) Gurth (3) the Pilgrim (4) the Templar. ____

6. The chivalry of England in Palestine was upheld by (1) Bois-Guilbert (2) Cedric (3) the Pilgrim (4) the Prior. ____

✓7. The Pilgrim pledged Bois-Guilbert a portion of the true cross to (1) prove his admiration for him (2) gain his good will (3) guarantee that Ivanhoe would meet Bois-Guilbert in combat (4) prove that he had been to Palestine. ____

✓8. Rowena summoned the Pilgrim to her apartment because she (1) wanted to give him money (2) thought he was holy (3) desired his aid (4) wanted to hear of Ivanhoe. ____

✓9. The Pilgrim awoke the Jew to tell him (1) about his daughter (2) that Cedric desired him to leave (3) to go to Ashby (4) what Bois-Guilbert had said to his slaves. ____

10. Isaac repaid the Pilgrim's kindness by giving him an order for (1) money (2) steed and armor (3) food (4) servants. ____

11. The central pavilion, as the place of honor on the field at Ashby, was assigned to (1) the Disinherited Knight (2) Bois-Guilbert (3) Front-de-Bœuf (4) the Black Sluggard. ____

12. At the tournament, Prince John ordered Athelstane to make room for (1) the Jew and his daughter (2) Rowena and her maid (3) Cedric and Wamba (4) the Pilgrim. ____

13. Prince John was applauded for (1) admiring Rowena (2) taking a bag of money from the Jew (3) commending Wamba (4) his actions toward the Saxons. ____

14. The people were disappointed with the five knights who advanced to meet the challengers because they (1) were so small (2) were poorly mounted (3) indicated that they wished to use the arms of courtesy (4) expressed a desire to kill Bois-Guilbert. ____

15. In the fight between Bois-Guilbert and the Disinherited Knight (1) both were unhorsed (2) neither was unhorsed (3) the Disinherited Knight was unhorsed (4) Bois-Guilbert was unhorsed. ____

16. The marshals of the field congratulated the Disinherited Knight because he had won over (1) Athelstane (2) all five challengers (3) his own temper (4) De Bracy. ____

17. The Disinherited Knight selected as Queen of Love and Beauty (1) Rebecca (2) Rowena (3) Alicia Fitzurse (4) Lady Edith. ____

18. Squires took to the Disinherited Knight's tent (1) a challenge to fight (2) a message for Prince John (3) a letter for Rowena (4) steeds and armor of the vanquished knights. ____

19. Rebecca gave Gurth (1) more money than Ivanhoe had sent Isaac (2) a message for the Disinherited Knight (3) jewels for Rowena (4) a letter for Prince John. ____

20. Gurth wanted more money so he could buy (1) a home (2) a horse and armor (3) his freedom (4) a present for Wamba. ____

21. The robbers that attacked Gurth did not take his money because (1) he was a Saxon (2) they were Saxons (3) they thought he was poor (4) the knight he served had fought against their enemies. ____

22. Athelstane enlisted under the standard of Bois-Guilbert because (1) the Disinherited Knight had selected Rowena to be Queen of Love and Beauty (2) he liked the Normans (3) he wanted to please Rowena (4) he wished to regain the friendship of Cedric. ____

23. Prince John put an end to the conflict when (1) the Disinherited Knight was oppressed by three opponents (2) the Black Sluggard entered the fray (3) Bois-Guilbert was unhorsed (4) Athelstane was killed. ____

24. Prince John was compelled to name the Disinherited Knight as the one who had done the best because (1) the people demanded it (2) the Black Sluggard could not be found (3) Waldemar requested it. (4) his conscience prompted him to do it. ____

25. The identity of the Disinherited Knight was revealed when (1) the marshals removed his helmet (2) he unhorsed Bois-Gilbert (3) he was rescued from his opponents (4) Bois-Guilbert unhorsed him. ____

26. Ivanhoe fell prostrate at the feet of Rowena because he (1) was overcome by her beauty (2) wanted to do homage to her (3) was wounded (4) was faint from hunger. ____

27. Ivanhoe's fief had been taken by (1) Bois-Guilbert (2) Front-de-Bœuf (3) Athelstane (4) Cedric. ____

28. When about to give the signal to retire from the lists, Prince John turned deadly pale because (1) he was ill (2) Ivanhoe had won (3) he had received a disturbing message from France (4) the Saxons became quarrelsome. ____

29. The archery contest was held on the second day rather than the third so that (1) the forces of Prince John could be collected (2) Locksley could attend (3) the people could return to their work (4) Ivanhoe could be removed secretly from the field. ____

30. Locksley entered the archery contest because (1) he knew he could win (2) Prince John threatened to expel him in disgrace (3) Ivanhoe requested him to (4) he wanted to please his friends. ____

31. The target set by Locksley was a (1) piece of tin (2) square of paper (3) willow wand (4) large oak tree. ____

32. At the feast given by Prince John, the Normans were greatly amused by the (1) stories Cedric told (2) speech Bois-Guilbert made (3) music (4) rude manners of Cedric and Athelstane. ____

33. Cedric triumphed over Prince John by (1) telling the best joke (2) proposing a toast to King Richard (3) taunting him about the feats of Ivanhoe (4) drinking the most wine. ____

34. A desperate effort to unite the scattered followers of Prince John was made by (1) Waldemar Fitzurse (2) De Bracy (3) Ivanhoe (4) Cedric. ____

35. The chief purpose of the meeting at York was to (1) secure money from the Jews (2) crown Prince John (3) hold a tournament (4) collect taxes. ____

36. De Bracy dressed as a yeoman because he wanted to (1) deceive Prince John (2) kidnap Rowena (3) see how he looked in Lincoln Green (4) learn some secrets. ____

37. The Black Knight and the Clerk of Copmanhurst (1) fought a duel (2) participated in a lively party (3) disliked each other (4) refused to drink wine. ____

38. When Cedric saw Ivanhoe drop at the feet of Rowena, his first impulse was to (1) have his attendants care for him (2) order him from the lists (3) demand obedience (4) take Rowena away. ____

39. Ivanhoe was removed from the field in a litter provided by (1) Cedric (2) Rowena (3) Rebecca (4) Gurth. ____

40. An incident that indicated the superstitious beliefs of the Saxons concerned a (1) black cat (2) new moon (3) black coat (4) black dog. ____

41. Gurth renounced allegiance to Cedric chiefly because (1) a halter had been placed around him (2) Cedric had thrown a javelin at Fangs (3) Wamba was permitted to taunt him (4) he was not permitted to have food. ____

42. Ivanhoe had been banished by Cedric because (1) Cedric hated his son (2) Ivanhoe had disobeyed his father (3) Ivanhoe refused to stay at home (4) Cedric wanted Rowena to marry Athelstane. ____

43. The Jew's party was permitted to accompany the Saxons because (1) Cedric was in a happy mood (2) the Saxons wanted a larger number for protection (3) Isaac paid Cedric a large sum of money (4) Rebecca appealed to Rowena. ____

44. Gurth's escape was not noticed because (1) each servant thought he was riding behind another (2) all wanted him to leave (3) no one wanted to tell Cedric (4) there was so much noise. ____

45. When Cedric's party was captured, the person to escape was (1) Gurth (2) Wamba (3) Athelstane (4) Rowena. ____

46. De Bracy changed his plans because he (1) did not trust Bois-Guilbert (2) learned what Locksley was doing (3) thought he could win Rebecca (4) wanted more glory for himself. ____

47. Cedric told Athelstane (1) his plan to escape (2) why he supported King Richard (3) the history of the great hall in which they were confined (4) his reason for banishing Ivanhoe. ____

48. The yell which Isaac raised in the presence of Front-de-Bœuf was caused by (1) the thought of being burned (2) the actual pain resulting from being burned (3) the thought of losing his money (4) his being told that Rebecca had been given as a handmaiden to Bois-Guilbert. ____

✓49. Isaac was saved from torture by the (1) arrival of Cedric (2) sound of a bugle (3) death of his persecutor (4) coming of Rebecca. ____

✓50. De Bracy declared that Rowena would not leave the castle except (1) as his wife (2) in a coffin (3) as his paramour (4) as a queen. ____

✓51. Rowena lost her courage when (1) she heard the sound of the bugle (2) told that Ivanhoe would suffer (3) De Bracy went toward her (4) told that Cedric was imprisoned. ____

52. Rebecca was better prepared for danger than Rowena because (1) her father had plenty of money (2) she had nursed Ivanhoe (3) her habits of thought and natural strength of mind were superior (4) she was more beautiful. ____

✓53. Rebecca knew that her captor was not an outlaw because (1) he spoke French (2) he was not dressed like outlaws (3) she noticed his gold spurs (4) he told his name. ____

✓54. To escape from Bois-Guilbert, Rebecca made ready to (1) thrust a dagger into her heart (2) thrust a dagger into his heart (3) set fire to the building (4) jump from the parapet. ____

55. The blast of the horn announced the (1) summons for defense (2) arrival of a letter from Wamba and his associates (3) call for dinner (4) death of Isaac. ____

✓56. A message received by Front-de-Bœuf and associates demanded (1) troops for Prince John (2) assistance for King Richard (3) food for the prisoners (4) the release of the prisoners detained in the castle. ____

57. The reply to the message implied that (1) troops would be sent to York (2) no assistance would be given King Richard (3) the prisoners would be executed (4) the prisoners would receive no food. ____

✓58. Wamba's chief purpose in entering the castle was to (1) secure information (2) save the life of Cedric (3) hear confessions (4) prove his profession. ____

✓59. Cedric, disguised as a friar, was recognized by (1) Urfried (2) Ivanhoe (3) Bois-Guilbert (4) Rowena. ____

60. Cedric aroused the suspicion of Front-de-Bœuf by (1) his speech (2) his clothes (3) throwing a piece of gold away (4) asking to see Ivanhoe. ____

61. Isaac had consented to take Ivanhoe to York because (1) he had fought valiantly (3) King Richard might return suddenly (3) it was easy to do so (4) he could pay well. ____

62. When Ivanhoe learned that Rebecca was a Jewess (1) he tried to leave her (2) his manner toward her remained the same (3) his manner toward her became cold (4) he tried to persuade her to be a Christian. ____

63. During the battle Rebecca and Ivanhoe discussed (1) the merits of chivalry (2) need of a strong king (3) their future (4) the plight of the captives. ____

✓64. When Front-de-Bœuf lay dying he was reminded of his crimes by (1) Ulrica (2) Bois-Guilbert (3) Father Ambrose (4) Wamba. ____

✓65. To aid the Saxons, Ulrica (1) opened the doors of the castle (2) kept a light burning in her window (3) put poison in the food of the Normans (4) set fire to the castle. ____

✓66. De Bracy would not yield to the Black Knight until he (1) was almost dead (2) saw that all was lost (3) heard from Bois-Guilbert (4) learned the real name of the Black Knight. ____

✓67. Rebecca was carried from the burning castle by (1) Bois-Guilbert (2) Isaac (3) Athelstane (4) Front-de-Bœuf. ____

✓68. Ivanhoe was taken from the castle by (1) Gurth (2) the Black Knight (3) Bois-Guilbert (4) Athelstane. ____

69. It was reported that Athelstane was killed by (1) De Bracy (2) Bois-Guilbert (3) Front-de-Bœuf (4) Locksley. ____

✓70. The yeomen placed all plunder at the disposal of (1) the Black Knight (2) Cedric (3) Locksley (4) Prince John. ____

71. Cedric granted Gurth his freedom upon the suggestion of (1) Locksley (2) the Black Knight (3) Rowena (4) Wamba. ____

72. Locksley procured a pen for Pryor Aymer by (1) borrowing one from Isaac (2) plucking a quill from a turkey (3) getting one from the Black Knight (4) shooting a wild goose. ____

✓73. The most disturbing news delivered to Prince John by De Bracy was that (1) the castle had been burned (2) King Richard was in England (3) Bois-Guilbert had deserted him (4) Cedric was at large. ____

✓74. When Rebecca was being taken for trial before the Grand Master, there was thrust into her hand a (1) law book (2) dagger (3) book on Knight Templars (4) scrap of paper. ____

75. Rebecca was charged with (1) exercising spells and charms over a knight (2) wanting to be the wife of Bois-Guilbert (3) attempting to take the life of Ivanhoe (4) being a Jewess. ___

76. The message Rebecca received from Bois-Guilbert was (1) "Fly with me" (2) "All is lost" (3) "Ask for a lawyer" (4) "Demand a champion." ___

77. Rebecca's final reply at the trial was made (1) with a look of scorn at Bois-Guilbert (2) by flinging her glove before the Grand Master (3) when she passed through the door (4) after a messenger came from her father. ___

78. The Grand Master promised Rebecca that all would be well with her if (1) Bois-Guilbert would marry her (2) she would leave England (3) she would confess her witchcraft and accept his faith (4) Ivanhoe would recover. ___

79. Bois-Guilbert proposed to stay out of the lists if (1) Ivanhoe failed to arrive (2) Rebecca would receive him as her lover (3) the Grand Master would take his place (4) he would be permitted to leave England. ___

80. Bois-Guilbert considered himself and Rebecca (1) blind instruments in the hands of fate (2) married in the sight of God (3) able to live happily together (4) capable of doing as they pleased. ___

81. The Black Knight and Wamba were attacked by a small band under (1) Waldemar Fitzurse (2) Locksley (3) Bois-Guilbert (4) Prince John. ___

82. King Richard had remained in concealment so (1) he could learn more about his brother (2) he could observe what the people wanted (3) money could be secured from the Jews (4) his forces could be collected. ___

83. King Richard and Ivanhoe went to the Castle of Coningsburgh to (1) attend the funeral of Athelstane (2) meet Prince John (3) see Front-de-Boeuf (4) hunt for the outlaws. ___

84. Cedric and his companions were astonished at the appearance of (1) Athelstane (2) Bois-Guilbert (3) Prince John (4) De Bracy. ___

85. Ivanhoe disappeared because he (1) heard of Rebecca's danger (2) feared Athelstane's recovery (3) dreaded his father's wrath (4) wished to be in seclusion. ___

86. When Ivanhoe and Bois-Guilbert charged each other (1) both went down (2) neither went down (3) Bois-Guilbert alone went down (4) Ivanhoe alone went down. ___

✓ **87.** Bois-Guilbert's death was due to (1) the violence of his own contending passions (2) the skill of Ivanhoe (3) illness (4) lack of a good steed. ___

88. When Malvoisin was arrested for high treason, the Grand Master threatened to appeal to (1) Prince John (2) King Richard (3) Ivanhoe (4) Rome. ____

89. When Prince John appeared before King Richard, he was (1) advised to go to his mother (2) tried for treason (3) banished from England (4) executed. ____

90. Cedric gave up all hopes of restoring a Saxon dynasty because (1) his son was killed (2) Athelstane would not accept the throne (3) all the prominent Saxons were dead (4) King Richard was so popular after his return. ____

91. Among those who attended the marriage ceremony of Ivanhoe and Rowena was (1) Waldemar Fitzurse (2) the Grand Master (3) King Richard (4) Philip de Malvoisin. ____

92. A casket of valuable jewels was given to Rowena by (1) Cedric (2) Ivanhoe (3) Rebecca (4) Athelstane. ____

93. Isaac and Rebecca went to live in (1) Granada (2) York (3) London (4) the forest. ____

94. Athelstane spent part of his time (1) fighting for King Richard (2) visiting Ivanhoe and Rowena (3) searching for outlaws (4) in a furious war with the clergy. ____

95. Ivanhoe would have risen higher had it not been for (1) his generosity (2) his dislike for Knight Templars (3) the premature death of King Richard (4) his early death. ____

Score for Part I (Number right) ____

IVANHOE

PART II—SETTING

DIRECTIONS. Write the number of the best ending for each sentence given below, on the line at the right.

---

1. The events in *Ivanhoe* occurred in (1) France (2) United States (3) England (4) Ireland. ____

2. The historical background for this story was in the latter part of the (1) tenth century (2) twelfth century (3) fourteenth century (4) sixteenth century. ____

3. At the opening of the story, it was (1) morning (2) noon (3) evening (4) night. ____

4. The language spoken by Gurth and Wamba was (1) Anglo-Saxon (2) Norman (3) French (4) Low German. ____

5. The claws of Fang's feet had been cut off to (1) make him stay at home (2) keep him from chasing deer (3) show the cruelty of men (4) cause him to herd swine. ____

6. The home of Cedric was a (1) low irregular building (2) tall castle (3) small dilapidated building (4) building without defense. ____

7. Prince John ruled England at the time of the tournament of Ashby because (1) he was the son of a king (2) he had been elected by Parliament (3) King Richard was held a prisoner in Austria (4) the Saxons had confidence in him. ____

8. The chief purpose for which nobles borrowed money from the Jews was to (1) reduce the Jews to poverty (2) pay for banquets (3) bribe officers (4) pay retainers. ____

9. The place for the tournament is (1) described in detail (2) merely mentioned (3) described in a general way (4) not mentioned. ____

10. Many Saxon women retired to convents to (1) secure freedom for their relatives (2) please their husbands (3) add wealth to the church (4) escape the abuse of Normans. ____

11. When De Bracy appeared before Rowena in the castle, he was dressed (1) in armor (2) as a gallant of the period (3) in Lincoln Green (4) in his riding habit. ____

12. The action in the first part of the book is centered around (1) Hastings (2) York (3) Ashby (4) the castle. ____

13. The conflict between the Normans and Saxons is best represented by events that occurred (1) at York (2) before the castle (3) at the tournament (4) at Coningsburgh. ____

Score for Part II (Number right) ____

IVANHOE

PART III—CHARACTERS

DIRECTIONS. Write the number of each character mentioned in the first column on the line at the left of the lettered term that expresses the best identification.

SAMPLES. 1. Scott	a. 3	an American poet
2. Dickens	b. 1	the author of *Ivanhoe*
3. Longfellow	c. 2	an English novelist

---

1. Cedric	a———the Disinherited Knight
2. Wamba	b———Robin Hood
3. Gurth	c———a Jewess
4. Ivanhoe	d———a Knight Templar
5. Richard	e———a gigantic knight
6. Locksley	f———the Black Knight
7. Rowena	g———Cedric's jester
8. Bois-Guilbert	h———Ivanhoe's father
9. Rebecca	i———Cedric's swineherd
10. Front-de-Bœuf	j———Cedric's ward

---

1. Athelstane	a———a Saxon peasant
2. Isaac	b———a Knight Hospitaller
3. Prince John	c———a Saxon nobleman
4. Clerk of Copmanhurst	d———an old Saxon woman
5. Waldemar Fitzurse	e———Rebecca's father
6. De Vipont	f———Richard's brother
7. Higg	g———a forester
8. Ulrica	h———a leader of a band of free lances
9. De Bracy	i———the Blue Knight
10. Hubert	j———Friar Tuck

Score for Part III (Number right)———

IVANHOE

Part IV—Vocabulary

Directions. Write on the line at the left of each lettered term the number of the word defined.

1.	hauberk	a———blessing
2.	lists	b———half a penny
3.	alchemist	c———a small owl
4.	anon	d———field of combat
5.	buskins	e———a prayer book
6.	arblast	f———a jacket
7.	benison	g———high boots
8.	cap-a-pie	h———from head to foot
9.	breviary	i———presently
10.	halfling	j———a coat of mail
11.	jerkin	k———one who tries to turn base metal to gold
12.	howlet	l———a crossbow

1.	liege	a———a trench around a castle
2.	mead	b———for the time being
3.	minion	c———a sovereign
4.	moat	d———a small swallow-tailed flag
5.	neophyte	e———since
6.	pulse	f———meeting place
7.	pennon	g———a gold coin of Venice
8.	nonce	h———a fermented liquor in which honey was the chief ingredient
9.	thrall	i———a recent convert
10.	trysting tree	j———a thick pottage made of vegetables
11.	zecchin	k———a favorite
12.	sith	l———a slave

Score for Part IV (Number right)———

Manual for Hadsell-Wells Objective Tests In Literature

Purpose of the Tests

The *Hadsell-Wells Objective Tests in Literature* are designed to test a student's achievement in the study of certain classics. They measure knowledge rather than appreciation of literature; but, appreciation comes with knowledge, and until one knows a classic he cannot say honestly whether he likes or dislikes it. Genuine interest, also, results from knowledge.

These are instructional tests by which a student's achievement in a unit can be measured; they are diagnostic tests by which his achievement can be analyzed; they are administrative tests upon which promotion to work in another unit can be based; and they are guiding tests which point out for a teacher the elements to be emphasized. While the authors have in mind the preparation and improvement of examinations, and the saving of time for the teacher, they have in mind, also, improvement in teaching. The tests will serve the young teacher as a guide concerning what to teach. If all the elements in the tests are covered in the study of a classic, the teacher may feel reasonably certain that her work has been well done. The confidence given by the test as a guide will, the authors hope, lead the teacher and pupils to make discoveries for themselves. If the teacher will take the test, according to the directions, before she begins to teach a certain unit, that exercise will contribute to her preparation, confidence, and enthusiasm.

Basis for the Construction of the Tests

Instead of random samplings, the essential elements in each unit covered are included in these tests. The elements have been determined by the use of manuals and question books prepared by specialists in the field of English, supplemented by opinions of teachers, and finally decided upon by the authors who have had extensive experience in both secondary schools and colleges.

Description of the Tests

The tests in this series consist of booklets containing from eight to sixteen pages, depending upon the classic covered. Each booklet contains objective questions on an individual classic studied in an English course. Virtually all of the modern types of objective questions appear in this series; for example, recall, completion, multiple-response, true-false, best answer, matching, and identification types. Each test is divided into parts which deal with such phases of the classic as, setting, plot, characters, vocabulary, versification, notes, introductions, illustrations, etc.

Standardization

Norms for the following tests include revisions resulting from reports received prior to June 15, 1930:

A Midsummer Night's Dream	38	*Emerson's Essays*	101
As You Like It	68	*Franklin's Autobiography*	107
A Tale of Two Cities	88	*Hamlet*	84

House of the Seven Gables	77	*The Lady of the Lake*	56
Idyles of the King	86	*The Last of the Mohicans*	71
Ivanhoe	122	*The Merchant of Venice*	98
Julius Caesar	88	*The Oregon Trail*	71
King Henry V	61	*The Rise of Silas Lapham*	136
Macbeth	130	*The Rivals*	91
She Stoops to Conquer	117	*Treasure Island*	139
Silas Marner	69	*Twelfth Night*	76
The Black Arrow	70		

These norms represent the medians of individual cases in two hundred and sixty-two schools located in thirty-eight states. Norms for others tests will be established as soon as data are available. Teachers should remember that a norm merely represents an average and that students should be encouraged to score above the norm.

Teachers can easily find the median for a class by arranging the papers in order of the values of the scores on them; then, count down, or up, to the middle paper. The score on the middle paper is the median for the class and can be compared with the norm or the medians of other classes. (Additional information about finding medians can be found in any book on tests and measurements.)

Validity and Reliability

These tests are based upon reliable courses of study and texts. They measure achievement, particularly knowledge. They contain a large number of elements—most of the worthwhile elements in a unit. They have been tested in schoolrooms, and are subjected to constant revision by the authors who welcome suggestions and criticisms from experienced teachers.

The various types of objective tests have these merits in general: they save time, and thus admit wider sampling, more questions in the period allotted to an examination; they promote fairness; they give confidence in the scorer, for the responsibility is placed upon the key, that is, upon the authors; a pupil may grade his own work; pupils may be trained easily to grade or score the papers of other pupils. These qualities contribute to the validity and reliability of such tests.[1]

Directions for Giving the Tests

Usually these tests are given in the classroom during a regular recitation period following the study of a classic. Before starting a test, the teacher should see that every pupil is provided with a pencil and a copy of the test. After the directions on the first page have been read (aloud by the teacher and silently by the pupils), and the blanks have been filled in, all pupils must turn the first page at the same moment. Brief specific directions appear at the beginning of each part; these are to be read silently by pupils, and followed without comment or question. The time for the test begins when the first page is turned. When the period indicated for taking a test has elapsed, all pupils must stop and the teacher must take up the booklets immediately. Teachers allow only the period allotted and permit no questions to be asked after pupils begin the test.

[1]The teacher who wishes to study new type examinations is referred to the following books: Symonds, Percival M., *Measurements in Secondary Education*, Macmillan, 1927. Ruch, G. M., *The Improvement of the Written Examination*, Scott Foresman, 1924. Smith, Henry Lester and Wright, Wendell William, *Tests and Measurements*, Silver, 1928.

The time element is important as a factor in improving examinations. Complete mastery of a subject gives the pupil power to answer questions promptly; poor preparation, on the other hand, encourages a pupil to flounder and waste time. We do not permit a marksman to have several tries at a target; we do not permit one contestant in sports to have more time than another. In these tests, however, as in tests of sport, due allowance has been made for the average or normal pupil. A student who deserves to pass the tests will find that he has ample time; this feature of these tests has been determined carefully by experimentation.

Scoring the Tests

Keys prepared for use with these tests make possible rapid scoring, thereby saving the teacher's time. A key may be cut in strips, or it may be folded on the lines indicated, then placed by the corresponding answers on the test. Each answer should be checked and the score recorded in the proper place. For each type of question, except true-false, the score is the number right; the score for true-false questions is the number right minus the number wrong. Teachers are urged to report scores made by their pupils to the publishers, in order that norms may be determined.

Application

By determining medians, as indicated under "Standardization," these tests may be used to compare whole classes, or grades. They may give some indication of the industry and effectiveness of teaching. They may be used as models for similar tests for other classics; they may be used by the teacher in preparation for teaching a classic. The principal or superintendent may find these English tests of value in supervision, classification, and diagnosis. An index of the studiousness of a pupil may be determined by giving an unannounced test immediately following the completion of a classic, and then giving an announced test the next day. Many pupils study diligently for an expected test. Dividing the score made by a pupil the second day by the score he made the first day gives a result which may be called an index of studiousness.

The authors of this series of tests, as a result of the co-operation of teachers and school administrators, hope to be of greater service in this field.

The tests were given as a part of the regular work by the teachers of English. A copy of the test was given to each pupil. The changes were noted and questions answered. The tests were turned over to the writer to be used in this study.

A statement of the validity and reliability of the tests is given in the Manual of Directions enclosed for reference.

In Table I which follows all the pupils who participated in this study were recorded. The intelligence quotients, the pretest scores and the movie test scores are also given. Each pupil was numbered when the names were recorded. This number is used instead of the names. There are some pupils whose scores were not used in the study due to irregularities or absences. These pupils' numbers are therefore omitted from the table.

The intelligence quotients were taken from the office records at Pattengill Junior High School. Each 9 A grade pupil receives the intelligence test and the scores are recorded.

The scores of the pupils who were tested before the motion picture was run are given in the column "Pretest Scores".

The scores of the pupils who saw the motion picture before being tested are given in the column "Movie Test".

Table I. THE PRETEST SCORES, THE MOVIE TEST SCORES AND THE INTELLIGENCE QUOTIENTS OF THE STUDENTS PARTICIPATING IN THE STUDY.

Pupil	I.Q.	Pre-test	Movie test	Pupil	I.Q.	Pre-test	Movie test	Pupil	I.Q.	Pre-test	Movie test
1	109	55	54	52	81	33	33	106	110	54	56
2	106	-	58	53	109	62	63	107	105	-	54
3	112	-	64	55	82	-	64	109	123	-	64
4	85	62	56	56	109	-	57	111	100	57	60
5	103	-	54	57	114	-	57	112	114	-	62
6	110	52	63	58	102	-	44	114	101	-	31
8	115	-	66	60	115	-	60	115	113	-	52
9	111	-	47	61	95	-	38	116	115	55	56
10	120	-	64	63	90	46	42	117	104	28	43
11	113	42	42	64	91	24	23	119	115	-	58
12	109	55	57	65	96	-	61	120	98	43	55
13	118	-	66	66	98	-	28	121	112	-	53
14	122	-	63	68	115	-	56	122	103	-	52
16	97	60	57	69	98	-	58	123	95	-	55
17	98	-	56	70	103	62	64	124	100	-	50
18	100	-	58	72	98	-	54	125	118	-	55
19	107	-	50	73	111	-	53	127	106	-	48
21	93	-	50	76	109	-	51	128	110	-	57
22	112	62	62	77	105	-	57	130	96	40	48
23	101	66	66	78	106	-	59	132	94	-	57
26	115	-	61	79	183	-	53	133	106	58	58
27	91	-	22	80	97	-	41	134	116	-	62
28	111	66	66	81	92	42	48	135	115	-	46
29	107	-	54	84	96	-	57	136	115	64	64
30	109	-	48	85	115	-	48	137	112	56	58
32	122	-	53	87	90	-	40	138	114	-	55
33	104	-	42	88	110	-	66	140	112	55	58
34	86	-	65	89	106	-	61	141	116	-	55
36	117	-	56	90	118	62	59	142	104	-	21
37	105	-	48	91	106	-	63	143	118	-	58
38	102	66	66	93	85	21	46	144	94	-	54
39	100	-	58	94	92	-	46	145	111	-	58
40	103	-	59	95	102	55	59	147	103	-	55
41	108	-	64	96	119	57	58	148	113	-	58
46	118	-	66	97	101	-	64	149	103	-	59
47	117	-	65	98	115	-	64	150	103	-	47
48	100	-	58	100	112	-	64	151	106	-	51
49	113	54	58	101	104	-	22	152	117	-	66
50	110	56	62	102	106	-	62	154	101	50	57
51	101	56	62	104	109	-	61	155	112	54	55

Continued to page 11

Table I. (Continued)

Pupil	I.Q.	Pre-test	Movie test	Pupil	I.Q.	Pre-test	Movie test	Pupil	I.Q.	Pre-test	Movie test
156	118	-	67	200	119	65	63	255	114	-	49
157	100	-	60	201	84	42	51	256	106	-	42
158	98	-	55	204	85	-	40	257	110	-	66
159	119	-	61	205	109	62	63	258	98	60	64
160	102	-	53	207	114	-	63	259	108	-	50
161	115	53	60	208	105	-	50	260	99	-	65
164	101	-	31	209	106	-	63	262	108	-	64
165	98	48	47	210	97	47	52	263	94	52	54
166	97	-	50	211	102	52	61	264	94	-	42
167	112	-	48	214	82	-	52	265	103	-	51
169	111	-	65	215	101	-	52	266	108	46	55
170	114	-	59	216	115	37	40	267	127	-	60
171	109	-	57	218	111	-	45	268	101	-	33
172	100	54	58	224	114	-	64	269	103	53	56
173	107	44	49	225	114	54	56	270	109	-	59
174	112	-	57	227	109	62	63	271	100	54	56
175	119	-	58	228	98	-	44	272	91	-	62
176	90	-	40	229	117	-	66	274	111	-	58
178	110	-	37	230	101	37	37	275	79	60	64
179	121	-	65	232	106	54	56	276	97	-	51
180	103	-	40	235	112	-	50	278	78	23	21
181	107	-	39	236	118	-	64	279	121	-	62
185	86	-	47	237	104	-	60	280	101	-	57
187	100	53	54	238	114	-	57	282	90	-	29
188	101	-	43	239	91	-	59	283	94	61	64
189	91	-	48	241	103	-	62	284	113	-	63
190	118	64	65	242	92	-	61	285	103	58	65
191	106	-	63	243	101	62	61	287	114	-	59
192	109	59	60	246	102	-	37	288	80	-	25
193	96	-	36	247	101	58	60	290	106	58	66
194	94	-	55	248	117	-	64	291	112	55	57
195	116	45	52	250	120	-	56	293	111	59	57
196	117	48	51	251	112	56	56	294	91	-	27
198	114	55	57	252	103	-	52	295	102	46	49
199	115	-	60	254	119	43	51	296	100	-	42
								299	111	-	53

Data for Table II below were taken from Table I, page 10 They consist of the scores made by the group who were tested before seeing the motion picture of "Ivanhoe". There were 71 pupils in this control group. The median intelligence quotient was 106.

Table II. THE PRETEST SCORES OF THE CONTROL GROUP.

Pupil	I.Q.	Pretest score	Pupil	I.Q.	Pretest score	Pupil	I.Q.	Pretest score
1	109	55	111	100	57	205	109	62
4	85	62	116	115	55	210	97	47
6	110	52	117	104	23	211	102	52
11	113	42	120	98	43	216	115	37
12	109	55	130	96	40	225	114	54
16	77	60	133	106	58	227	109	62
22	112	62	136	115	64	230	101	37
23	101	66	137	112	56	232	106	54
28	111	66	140	112	55	243	101	62
38	102	66	154	101	50	247	101	58
49	113	54	155	112	54	251	112	56
50	110	56	161	115	53	254	119	48
52	81	33	165	98	48	258	98	60
53	109	62	172	100	54	263	94	52
63	90	46	173	107	44	266	108	46
64	91	24	187	100	53	269	103	53
70	103	62	190	118	64	271	100	54
81	92	42	192	109	59	275	79	60
90	118	62	195	116	45	278	78	23
93	85	21	196	117	48	283	94	61
95	102	55	198	114	55	285	104	58
96	119	57	200	119	65	290	106	58
106	110	54	201	84	42	291	112	55
						293	111	59
						295	102	46

The median score made on the "Ivanhoe" test (pretest scores) is 55.

The author's computed norm for this test was 52.9.

The following table is a tabulation of data from Table I, page 10. It shows the pupils who saw the motion picture and were then tested. The number of pupils in this group is 157 with a median intelligence quotient of 106.

Table III. THE MOVIE TEST SCORES OF THE EXPERIMENTAL NO. I GROUP.

Pupil	I.Q.	Score	Pupil	I.Q.	Score	Pupil	I.Q.	Score	Pupil	I.Q.	Score
2	106	58	76	109	51	147	103	55	228	98	44
3	112	64	77	105	57	148	113	58	229	107	66
5	103	54	78	106	59	149	103	59	235	112	50
8	115	66	79	83	53	150	103	47	236	118	64
9	111	47	80	97	41	151	106	51	237	104	60
10	120	64	84	96	57	152	117	66	238	114	57
13	118	66	85	115	48	156	118	61	239	91	59
14	122	63	87	90	40	157	100	60	241	103	62
17	98	56	88	110	66	158	98	55	242	92	61
18	100	58	89	106	61	159	119	61	246	102	37
19	107	50	91	106	63	160	102	53	248	117	64
21	93	50	94	92	46	164	101	31	250	120	56
26	115	61	97	101	64	166	97	50	252	103	52
27	91	22	98	115	64	167	112	48	255	114	49
29	107	54	100	112	64	169	111	65	256	106	42
30	109	48	101	104	22	170	114	59	257	110	66
32	122	53	102	106	62	171	109	57	259	108	50
33	104	42	104	109	61	174	112	57	260	99	65
34	86	65	107	105	54	175	119	58	262	108	64
36	117	56	109	123	64	176	90	40	264	94	42
37	105	48	112	114	62	178	110	37	265	103	51
39	100	58	114	101	31	179	121	65	267	127	60
40	103	59	115	113	52	180	103	40	268	101	33
41	108	64	119	115	58	181	107	39	270	109	54
46	118	66	121	112	53	185	86	47	272	91	62
47	117	65	122	103	52	188	101	43	274	111	58
48	100	58	123	95	55	189	91	48	276	97	51
51	101	60	124	100	50	191	106	63	279	121	62
55	82	64	125	118	55	193	96	36	280	101	57
56	109	57	127	106	48	194	94	55	282	90	29
57	114	57	128	110	57	199	115	60	284	113	63
58	102	44	132	94	57	204	85	40	287	114	59
60	115	60	134	116	62	207	114	63	288	80	25
61	95	38	135	115	46	208	105	50	294	91	27
65	96	61	138	114	55	209	106	63	296	100	42
66	98	28	141	116	55	214	82	52	299	111	53
68	115	56	142	104	21	215	101	52			
69	98	58	143	118	58	218	111	45			
72	98	54	144	94	54	223	97	47			
73	111	53	145	111	58	224	114	64			

The median "Movie Test" score is 56.

Table III indicates that the pupils who saw the motion picture made a gain of only one point over the control group.

The pupils recorded in Table IV are the same pupils as comprised the control group in Table II, page 12. The scores shown are the results on the second test which was a repetition of the pretest. This second test was given after the pupils saw the movie.

Table IV. THE SECOND TEST SCORES OF THE CONTROL EXPERIMENTAL GROUP.

Pupil	Second test score	Pupil	Second test score	Pupil	Second test score
1	54	116	56	211	61
4	56	117	43	216	40
6	63	120	55	225	56
11	42	130	48	227	63
12	57	133	58	230	37
16	57	136	64	232	56
22	62	137	58	243	61
23	66	140	58	247	60
28	66	154	57	251	56
38	66	155	55	254	51
49	58	161	60	258	64
50	62	165	47	263	54
52	33	172	58	266	55
53	63	173	49	269	56
63	42	187	54	271	56
64	23	190	65	275	64
70	64	192	60	278	21
81	48	195	52	283	64
90	59	196	51	285	65
93	46	198	57	290	66
95	59	200	63	291	57
96	58	201	51	293	57
106	56	205	63	295	49
111	60	210	52		

The median score is 57.

The author's norm on the complete test for "Ivanhoe" is 122. This norm is based on 152 test parts. Using this as a basis for ascertaining the norm on the 66 questions given, we get a computed author's norm of 52.9. The median scores made by each of the three groups were higher than the author's norm.

Summary

A comparison of the median score of the three groups as given in the preceding three tables shows a gain of one point by the experimental group No. 1 over the control group and again of two points by the experimental group No. 2 over the control group.

This comparison would indicate that in so far as actual knowledge of the plot and characters in the story of "Ivanhoe", the viewing of this particular film version of "Ivanhoe" seemed to be of little value to the students.

III. The Effectiveness of a Theatrical Sound Motion Picture of "Treasure Island" as a Supplementary Device in the Teaching of Treasure Island.

For this study the theatrical sound film "Treasure Island" was used. This picture was shown October 12, 1934 at the Capitol theater in Lansing which the members of the ninth grade English classes of Pattengill Junior High School attended. No advertising was done in the classes. The attendance at the theater was voluntary. Regular work was carried on in the classes of English without regard to the motion picture. No discussion or study in appreciation was carried on concerning the picture. The study of "Treasure Island" was started about two weeks after the motion picture was shown.

"Treasure Island" is a required reading in the Course of Study for English as a literary selection for the 9 A grade. The pupils read the book outside of school and are questioned and tested in regular class work. Parts of the book are reviewed in class and discussions carried on at the discretion of the teacher.

During the last year many photoplays taken from literary works have been shown in the theaters. Among these are "Treasure Island", "David Copperfield," "Little Women", "Little Men", "Girl of the Limberlost", and "The Little Colonel". The showing of "Treasure Island" came at an opportune time for the writer to attempt a measurement of the value in helping the pupils grasp the content of the plot and the setting of the story.

After the completion of the regular class work in "Treasure Island", tests were given and groupings made so that comparisons of those pupils who saw the movie and those pupils who did not see the movie could be made. The Hadsell-Wells Objective Tests in Literature were used.

Tests on the plot were given in five classes of English and tests on the setting were given in two classes. The tests were shortened as indicated on the revised copy (see page 19). The students were not informed that the scores would be used in this study. The only variation from the usual classroom procedure was that each student indicated on the test whether or not he saw the motion picture. This was then used as a basis for grouping.

The following groupings were formed from the results of the tests: the "Plot Test Non-Movie" group, the "Plot Test Movie" group, the "Setting Test Non-Movie" group and the "Setting Test Movie" group. These groups are shown on Tables V, VI. VII, VIII and IX, respectively.

A test immediately following the showing of the picture was given to 14 students to determine how much knowledge of the plot was obtained by seeing the picture before reading the book. This group received the test a second time with the other pupils who saw the motion picture. This group is labeled the "Movie-Only" group as indicated in Tables V, X, and XI.

HADSELL-WELLS OBJECTIVE TESTS IN LITERATURE

Stevenson's Treasure Island
(Revised)

BY S. R. HADSELL
Professor of English, University of Oklahoma

and GEO. C. WELLS
Former Chief High School Inspector, State of Oklahoma

To pupils: This is a test in which you will find out how well you know one of the great books in literature. Turn this page when your teacher tells you to start, then read the directions and begin the test. Continue until you have finished all of the parts or until you are told to stop. You will be given forty-five minutes. Fill in the following blanks:

Name _____ Grade_____

Boy or Girl_____Age_____years. Date_____

School _____ City_____

PART	POSSIBLE SCORE	PUPIL'S SCORE
I	20	
II	82	
III	20	
IV	40	
V	20	
TOTAL	182	

Published by Harlow Publishing Company, Oklahoma City, Oklahoma

Questions used in this study are (✓)

PART I—SETTING

Directions. Write the proper word on the dash line in each of the following sentences.

✓1. The incidents in *Treasure Island* occurred during the _____ _____ century.

✓2. The country in which the story opens is _____.

✓3. Jim Hawkins lived in an inn named _____.

✓4. The period of time covered by the incidents in *Treasure Island* is a few _____.

✓5. Billy Bones wanted to stop at an inn having _____ guests.

✓6. Jim's dreams about a one-legged man seem to indicate that this character is a _____ element in the story.

✓7. The last tremendous cut Billy Bones aimed at Black Dog was intercepted by the _____ of the inn.

✓8. Jim and his mother escaped from the buccaneers by hiding under a _____.

✓9. The *Hispaniola* sailed from the city of _____.

✓10. The time of day the *Hispaniola* started on her voyage was a little before _____.

✓11. The kind of pet that John Silver took with him on the voyage emphasizes the fact that this is a _____ story.

✓12. Jim overheard the plot of the pirates, while he was in the _____ barrel.

✓13. An islet south of Treasure Island was called _____ Island.

✓14. When the *Hispaniola* arrived at Treasure Island, the weather was very _____.

✓15. Jim told his friends about Silver's plot while they were seated in the _____.

✓16. Jim saw Long John kill a man with his _____.

✓17. Doctor Livesey kept a special kind of cheese in his _____.

✓18. Jim went from Treasure Island to the *Hispaniola* on the _____ that belonged to Ben Gunn.

✓19. The bar silver that had been buried by Flint was left on _____.

✓20. The gold and silver coins that had been buried by Flint were taken to _____.

Score for Part I———

PART II—PLOT

Directions. Write the number of the best ending for each of the following sentences on the line at the right, as shown in these examples:

1. *Treasure Island* is a (1) short story (2) historical novel (3) story of adventure (4) tragedy (5) comedy._____ 3
2. *Treasure Island* was written by (1) Scott (2) Stevenson (3) Dickens (4) George Eliot (5) Smollett._____ 2

1. The first character introduced to the reader of *Treasure Island* is (1) John Silver (2) Captain Smollett (3) Jim Hawkins (4) Billy Bones (5) Dr. Livesey._____ —
2. Billy Bones spent much of his time (1) chopping wood (2) looking through a telescope (3) playing his fiddle (4) teaching a parrot to talk (5) quarreling with Jim. —
3. Billy Bones promised to give a silver fourpenny to Jim for (1) bringing him rum (2) writing to Silver (3) looking for a blind man (4) watching for a seafaring man with one leg (5) protecting his parrot._____ —
4. When Jim applied for his fourpenny, Billy Bones would (1) immediately pay the money (2) blow through his nose (3) order Jim to leave the room (4) box Jim's ears (5) call for Jim's mother._____ —
5. The people at the inn were frightened most by Billy Bones' (1) parrot (2) dog (3) stories (4) cutlass (5) sea-chest. _____ —
6. Billy Bones grumbled like a beaten dog when (1) he could have no more rum (2) Jim told him about the seafaring man with one leg (3) Jim's father ordered him to leave (4) he heard that Black Dog was coming (5) the doctor won the battle of looks between them._____ —
7. Billy Bones spent most of the evenings (1) reading sea stories (2) drinking rum and water (3) watching the stars (4) playing cards (5) writing letters._____ —
8. Black Dog's visit to Billy Bones ended in (1) a fight (2) an agreement to produce the map (3) the death of Black Dog (4) the death of Billy Bones (5) a duel with pistols._____ —
9. After Black Dog left, Billy Bones immediately (1) sent for the doctor (2) started for the ship (3) had a stroke of apoplexy (4) opened his sea-chest (5) paid all he owed. _____ —
10. Billy Bones wanted to escape from the inn because he feared (1) the doctor (2) Mrs. Hawkins (3) Jim (4) the black spot (5) the yellow fever._____ —

11. The doctor treated Billy Bones by (1) giving him medicine (2) drawing blood from him (3) giving him a bath (4) cutting out his tonsils (5) having him take daily walks. —

12. To the extreme wonder of Jim and his friends, Billy Bones (1) sang a country love-song (2) drank much rum (3) told sea tales (4) attempted to kill the doctor (5) sang pirate songs. _____ —

13. Billy Bones was given the black spot by (1) John Silver (2) Black Dog (3) Pew (4) Israel Hands (5) Morgan. —

14. The death of Billy Bones occurred just (1) before the death of Mr. Hawkins (2) after the death of Mr. Hawkins (3) after the death of Pew (4) after the death of Israel Hands (5) before the death of Tom Redruth._____ —

15. Jim and his mother went to seek help from (1) the people of the hamlet (2) Captain Smollett (3) the buccaneers (4) their friends in London (5) their relatives._____ —

16. Jim and his mother returned to the inn to (1) look for their parrot (2) get their linen (3) secure their silverware (4) search the sea-chest (5) quiet the servants._____ —

17. The inn was searched by (1) the people of the hamlet (2) soldiers (3) the doctor's friends (4) policemen (5) buccaneers. _____ —

18. The searchers of the inn were put to flight by (1) Dr. Livesey (2) revenue officers (3) policemen (4) soldiers (5) neighbors. _____ —

19. The most valuable article that Jim found in the sea chest was (1) a sack of money (2) an old Spanish watch (3) a pair of compasses (4) a trinket (5) an oilskin packet. _____ —

20. The blind man was killed by being (1) trampled by horses (2) shot (3) hanged (4) hit on the head (5) drowned. —

21. Jim took the map of Treasure Island to (1) John Silver (2) Capt. Smollett (3) Mr. Dance (4) Pew (5) Dr. Livesey. _____ —

22. During an interview with Jim, Squire Trelawney and Doctor Livesey decided to go to (1) Treasure Island (2) America (3) London (4) Liverpool (5) the Admiral Benbow Inn. _____ —

23. Most of the arrangements for the journey were made by (1) Jim (2) Dr. Livesey (3) Squire Trelawney (4) Mrs. Hawkins (5) Pew._____ —

24. Before going to Bristol, Jim (1) called on his teacher (2) wrote to his friends (3) visited his mother (4) arranged to borrow money (5) told his uncle about the map. —

25. When Jim delivered Squire Trelawney's note to John Silver, he recognized (1) Black Dog (2) the one-legged sailor (3) an old friend (4) Silver's wife (5) the parrot.____ —

26. Captain Smollett made it plain that he (1) wanted to sail sooner (2) did not like the cruise and men (3) had no confidence in the doctor (4) expected more money (5) wanted the map of Treasure Island. _____ —

27. Before the ship sailed, Captain Smollett ordered (1) Silver to scrub the deck (2) Jim to retire (3) the crew to man the gun (4) a re-arrangement of the quarters and ammunition (5) a change in the rank of officers._____ —

28. The ship's mystery related to the (1) ship's destination (2) source of Mr. Arrow's liquor (3) cause of the sudden noises (4) death of the parrot (5) weird shrieks in the cabin. _____ —

29. Mr. Arrow (1) disappeared overboard (2) proved to be a good officer (3) threw a dirk at Jim (4) quarreled with the doctor (5) wanted to turn back toward England. —

30. Jim and his friends might have perished by the hand of treachery had he not (1) killed Israel Hands (2) overheard Silver's plot (3) listened to Silver's stories (4) kept his pistols loaded (5) prevented water coming into the ship. _____ —

31. When Treasure Island was sighted, its geography was explained to the captain by (1) the doctor (2) the squire (3) John Silver (4) Israel Hands (5) Tom Redruth. __ —

32. When Captain Smollett heard of the plot planned by the pirates, he (1) wanted to resign (2) quarreled with the squire (3) ordered the crew to be placed in irons (4) calmly planned to utilize all advantages (5) blamed the squire for all the trouble. _____ —

33. As the crew lay about the deck growling together in talk, about the mutiny, Long John tried to (1) stir up their hatred for the captain (2) conceal their discontent (3) persuade them to act at once (4) disobey orders (5) interest them in his parrot._____ —

34. To prevent a mutiny, the captain (1) locked the men in cells (2) permitted the crew to go ashore (3) killed the leader (4) gave all a hearty meal (5) ordered the men to reverse the ship. _____ —

35. Jim saw Long John murder (1) Joyce (2) Tom (3) Alan (4) Hunter (5) Hands. _____ —

36. On the island, Jim found (1) Flint (2) Davy Jones (3) Black Dog (4) Ben Gunn (5) Billy Bones. _____ —

37. On the island, Doctor Livesey and Hunter found (1) a skeleton (2) some relics (3) a box of gold (4) a stockade (5) an old boat. _____ —

38. The food most desired by the man on the island was (1) bread (2) raisins (3) apples (4) rice (5) cheese. —

39. The doctor and his friends decided to move to the stockade because (1) it provided water (2) the mutineers compelled them to go (3) the ship was sinking (4) they heard the cry of a dying man (5) they thought Jim was there. _____ —

40. As the captain left the *Hispaniola,* he was joined by (1) John Thomas (2) James Morgan (3) Abraham Gray (4) Israel Hands (5) Billy Bones. _____ —

41. The mutineers tried to sink the jolly-boat by (1) overloading it (2) knocking a hole in its bottom (3) shooting their muskets at it (4) throwing stones at it (5) shooting the long nine at it. _____ —

42. The first volley from the block-house (1) killed one of the mutineers (2) produced no fatal results (3) killed four mutineers (4) caused bullets to fall on the ship (5) sank the jolly-boat. _____ —

43. Tom Redruth was killed by (1) a shot from ambush (2) Long John (3) a shot from the long nine (3) a cutlass (5) drinking rum. _____ —

44. Captain Smollett was not contented in the stockade until he had (1) eaten his meal (2) loaded all guns (3) taken a shot at the ship (4) run up the British flag (5) cooked the meat. _____ —

45. Ben Gunn knew that Jim's friends were in the stockade because he (1) had heard the firing (2) saw the Jolly Roger (3) heard the doctor's voice (4) was superstitious (5) saw the British flag. _____ —

46. The people in the stockade were surprised to see (1) Silver with a flag of truce (2) Jim holding a flag (3) the *Hispaniola* still at anchor (4) Israel Hands firing a gun (5) that some of the men had fever._____ —

47. When Silver called on Captain Smollett, his chief object was to (1) get tobacco (2) see Jim (3) talk with Doctor Livesey (4) get the chart (5) see the location of things in the stockade. _____ —

48. During the interview with Silver, all sentries left their posts except (1) Gray (2) Jim (3) Doctor Livesey (4) Hunter (5) Joyce. _____ —

49. As soon as Silver left the stockade, preparations were made for (1) breakfast (2) an attack (3) going to the ship (4) hunting Ben Gunn (5) getting control of the ship.__ —

50. The number of mutineers killed in the attack on the stockade was (1) one (2) three (3) five (4) ten (5) twenty.__ —

51. Jim's friend who was wounded in the fight with the mutineers was (1) Captain Smollett (2) Squire Trelawney (3) Doctor Livesey (4) Abraham Gray (5) Ben Gunn. —

52. The number of Jim's friends killed in the attack on the stockade was (1) one (2) two (3) three (4) five (5) ten. ---------- —

53. After the fight with the mutineers, Doctor Livesey (1) went hunting (2) rowed to the ship (3) called on Silver (4) went to see Ben Gunn (5) became quite ill.--------- —

54. After Jim left the stockade, he thought his worst folly was his going away when (1) there were only two men to protect the house (2) he had not provided pistols for himself (3) he had failed to take any food with him (4) no one knew he was going (5) he did not know the directions. —

55. Jim (1) shot at Silver (2) fired the long nine (3) found the doctor (4) cut the hawser of the *Hispaniola* (5) upset the coracle and swam ashore.---------- —

56. Jim saw a quarrel in the cabin of the *Hispaniola* between Israel Hands and the man with (1) one leg (2) a yellow beard (3) a red nightcap (4) one arm (5) one eye. —

57. The night of the quarrel in the cabin, Jim slept on (1) a cot (2) the ground (3) a bed (4) the ship (5) the coracle. ---------- —

58. Jim did not want to land where he saw (1) sea lions (2) Ben Gunn (3) snakes (4) the doctor (5) bears (6) elephants. ---------- —

59. After Jim boarded the *Hispaniola*, he (1) threw the rum into the sea (2) fired the long nine (3) hauled down the black flag (4) signaled to the doctor (5) retired for the night. ---------- —

60. Jim discovered that (1) the ship leaked (2) all the food had been destroyed (3) the engine was broken (4) no water was on board the ship (5) Israel Hands was treacherous. ---------- —

61. Jim gave Israel Hands (1) raisnis (2) cheese (3) brandy (4) biscuits (5) water.---------- —

62. Israel Hands told Jim how to (1) make biscuits (2) evaporate water (3) beach the ship (4) fire the gun (5) signal for help. ---------- —

63. Hands attempted to kill Jim by (1) shooting him (2) throwing a dirk at him (3) cutting his throat (4) hitting him with a club (5) throwing him into the sea. ---------- —

64. The fight between Jim and Hands ended by (1) Jim shooting Hands (2) their shaking hands (3) Hands killing himself (4) Jim breaking his leg (5) Jim falling from the mast. ---------- —

65. When Jim returned to the stockade, the first man to speak to him was (1) Doctor Livesey (2) Captain Smollett (3) Squire Trelawney (4) Abraham Gray (5) John Silver. _____ —

66. Jim was saved from death at the hands of the mutineers by (1) the squire (2) Gray (3) the doctor (4) Long John (5) Hunter. _____ —

67. The mutineers gave the black spot to (1) Silver (2) Morgan (3) Merry (4) Anderson (5) Gray. _____ —

68. Silver won the support of the mutineers for the last time by (1) giving them money (2) handing them a Bible (3) showing them the chart (4) killing their leader (5) giving them rum. _____ —

69. When Doctor Livesey visited the mutineers, he wanted Jim to (1) kill Silver (2) hunt for the treasure (3) go for Ben Gunn (4) jump over the stockade and run away (5) get the parrot. _____ —

70. The mutineers (1) saved all unused food (2) threw part of their food into the fire (3) sent part of their food to the doctor (4) never cooked food (5) ate fish raw. _____ —

71. A guide for the mutineers in searching for the treasure was a (1) loud voice (2) human skeleton (3) limb of a tree (4) gold bug (5) star. _____ —

72. The mutineers were terrified by a (1) wild cat (2) pistol shot (3) earthquake (4) voice among the trees (5) thunder storm. _____ —

73. When the mutineers arrived at the place where the treasure had been concealed, they found (1) seven hundred thousand pounds (2) a grave (3) that the treasure had been taken (4) two skeletons (5) Captain Smollettt._____ —

74. Jim and Long John were saved from death at the hands of the mutineers by (1) the doctor, Gray and Ben Gunn (2) Captain Smollett and Hunter (3) Tom Morgan and George Merry (4) Flint and Davy Jones (5) the natives on the island. _____ —

✓75. The treasure had been found and carried away by (1) the doctor (2) Ben Gunn (3) an unknown man (4) George Merry (5) the squire. _____ —

✓76. When Jim joined his friends, they feasted on (1) cheese (2) raisins (3) fresh fruit (4) pork (5) salted goat meat. _____ —

✓77. The three remaining mutineers were (1) shot (2) taken to England (3) court-martialed (4) hanged (5) left on the island. _____ —

✓78. The gold was (1) never found (2) transported to the ship (3) left in a cave (4) destroyed (5) melted._____ —

79. John Silver (1) was hanged (2) fell overboard (3) was shot (4) was taken to England for trial (5) escaped from the *Hispaniola.* _____ —

80. When the *Hispaniola* returned to England, the treasure was (1) shared by all (2) not on board (3) given to the king (4) deposited in a bank (5) given to charity. _____ —

81. The climax, or chief turning point, occurs when (1) Jim takes the map to the doctor (2) Silver's plot is overheard (3) Ben Gunn is found (4) the mutineers are repulsed in their attack on the stockade (5) the mutineers search for the treasure. _____ —

82. The plot is (1) too difficult for high school students (2) easy to follow (3) hazy (4) very complicated (5) more of romance than adventure._____ —

Score for Part II———

PART III—CHARACTERS

Directions. Write the number of the best ending for each of the following sentences on the line at the right.

---

1. The character of Jim is best revealed by (1) what Silver says about him (2) the conversation of Doctor Livesey (3) Captain Smollett's remarks (4) his treatment of the parrot (5) the exploits in which he engaged. _____ —

2. John Silver is pictured as (1) a true friend (2) an admirable villain (3) a notorious drunkard (4) a low type moron (5) a lovable character. _____ —

3. Captain Smollett is shown to be a (1) typical sea captain (2) deceitful friend (3) good soldier rather than a good sailor (4) disloyal Englishman (5) coward. _____ —

4. Doctor Livesey was, in reality, a (1) fake doctor (2) doctor in name only (3) French surgeon (4) professional physician (5) doctor of divinity. _____ —

5. Long John's wife was (1) white (2) red (3) brown (4) yellow (5) black. _____ —

6. Billy Bones had been a (1) pirate (2) priest (3) soldier (4) doctor (5) magistrate. _____ —

7. Jim's mother possessed (1) a strong personality (2) striking beauty (3) a sense of justice (4) a sense of humor (5) great wealth. _____ —

8. The blind man was named (1) Silver (2) Pew (3) Merry (4) Morgan (5) Black Dog. _____ —

9. Squire Trelawney could not (1) shoot well (2) leave home (3) be depended upon in a fight (4) keep a secret (5) provide a ship for the cruise. _____ —

10. Flint's gunner was (1) Abraham Gray (2) Israel Hands (3) John Silver (4) Tom Morgan (5) George Merry. —

11. The treasure had been hidden on Treasure Island by (1) Billy Bones (2) Black Dog (3) Silver (4) Flint (5) Pew. _____ —

12. The voice among the trees was produced by (1) Ben Gunn (2) Doctor Livesey (3) Silver's parrot (4) Flint (5) Pew's ghost. _____ —

13. Tom Redruth had been Squire Trelawney's (1) butler (2) valet (3) cook (4) chauffeur (5) gamekeeper. —

14. Billy Bones could be distinguished by (1) his blindness (2) his short body (3) a withered arm (4) a scar on his hand (5) a saber cut across his cheek. _____ —

15. Silver's pet was a (1) cat (2) dog (3) monkey (4) parrot (5) squirrel. _____ —

16. The man who had been marooned on Treasure Island was (1) Flint (2) Davy Jones (3) Ben Gunn (4) Black Dog (5) Billy Bones. _____ —

17. John Silver was not (1) bland (2) polite (3) trustworthy (4) cruel (5) obliging. _____ —

18. Jim was (1) thoroughly dependable (2) usually lucky (3) frequently disagreeable (4) mentally weak (5) uncommonly bashful. _____ —

19. The main plot centers around (1) Silver (2) Jim (3) Doctor Livesey (4) Billy Bones (5) Captain Smollett._____ —

20. The underplot centers around (1) Silver (2) Jim (3) Doctor Livesey (4) Billy Bones (5) George Merry._____ —

Score for Part III———

PART IV—VOCABULARY

Directions. Write the number of the best ending for each of the following sentences on the line at the right.

---

1. *Walking the plank* refers to (1) going up steps (2) a way pirates disposed of their prisoners (3) a game played by pirates (4) see-sawing (5) using a board while traveling. —
2. *Dry Tortugas* is a small island (1) near Japan (2) west of Panama (3) north of Hayti (4) east of New York (5) near Hawaii. —
3. *Spanish Main* refers to (1) Spain (2) the ship sunk during the Spanish American war (3) the Spanish colonies on the mainland of America (4) the main part of Spain (5) Cuba. —
4. *Swab* is a (1) rooster (2) parrot (3) crow (4) sailor who does not know his trade (5) pirate. —
5. *Yellow Jack* is a sailor's name for (1) yellow fever (2) butter-cups (3) a kind of oak trees (4) yellow dogs (5) the pirate flag. —
6. *Raise Cain* means to (1) plant sugar cane (2) pull a pirate out of the sea (3) make a disturbance (4) lift Cain (5) put up the pirate flag. —
7. *Lubbers* is a sailor's term of contempt for (1) Spaniards (2) pirates (3) officers (4) dogs (5) landsmen at sea. —
8. *Daddle* means (1) to cheat (2) to go slow (3) dallying (4) changing the sails (5) lifting the anchor. —
9. *Gully* is a (1) kind of slave (2) name for suspenders (3) sheath knife (4) blunt bayonet (5) meat plate. —
10. *Cannikin* is a (1) buccaneer (2) small drinking vessel (3) tin spoon (4) young sailor (5) disease. —
11. *Alow and aloft* means (1) up and down (2) over and beyond (3) below and above (4) outside and inside (5) upside down. —
12. *Flint's fist* was (1) the hand of Flint (2) a document bearing Flint's signature (3) a parrot (4) a ship (5) a boat. —
13. *Hang a leg* means to (1) cut off a leg (2) execute a pirate (3) hesitate (4) put trousers on a peg (5) run. —
14. *Doubloons* are (1) trousers (2) two fools (3) pirates' food (4) large ships (5) Spanish gold coins. —
15. *Georges* refers to (1) the kings of France (2) English gold coins (3) a country in Africa (4) a group of islands (5) songs. —

16. A *lugger* is a (1) coasting vessel with four-sided sails (2) large swift sailing ship (3) battle ship (4) carrier of water (5) sailor._____ —

17. *"Offe Caraccas"* means (1) falling from trees (2) off the coast of Venzuela (3) dropping from a sail to the deck (4) putting off the work (5) killing mutineers._____ —

18. *Old Bailey* refers to the (1) Hispaniola (2) captain (3) Treasure Island (4) famous criminal court of London (5) King of England._____ —

19. *Tip us a stave* means to (1) balance the scales (2) stumble over a barrel (3) trip over a rope (4) sing us a song (5) yell for the officers._____ —

20. *Pieces of Eight* were (1) eight pieces of gold (2) songs sung by the sailors (3) chains having eight links (4) small marks on the deck (5) Spanish dollars._____ —

21. *Duff* is a (1) stiff flour pudding (2) gust of wind (3) short laugh (4) rudder of a ship (5) game._____ —

22. *Gentlemen of fortune* are men who (1) have large fortunes (2) work hard (3) trust fortune for maintenance (4) marry for wealth (5) kill for money._____ —

23. *Slip his cable* is a sea expression for (1) putting on clothes (2) changing the sails (3) lowering the boats (4) singing a song (5) being all ready for secret flight. —

24. *Hold your luff* means to (1) stop laughing (2) hold the rope (3) steer your course whatever happens (4) stop the ship (5) keep quiet._____ —

25. *Fore, main and mizzen* are (1) pieces of furniture (2) kinds of stone (3) the three chief officers on a ship (4) the types of boats used in England (5) the three masts of a ship. _____ —

26. *Main hot* means (1) very hot (2) the principal part is hot (3) angry (4) quarrelsome (5) warm._____ —

27. *Maroon* means to (1) color dark red (2) color light red (3) fly a red flag (4) put a sailor ashore on a desolate island (5) put the captain in chains._____ —

28. *Lillibulero* is a (1) race of people (2) popular tune among sailors (3) drink liked by sailors (4) food for sailors (5) name given to certain queens._____ —

29. *Fontenoy* is a (1) city in England (2) river in South America (3) village in Belgium (4) lake in France (5) mountain in Italy._____ —

30. *In a clove hitch* means (1) in the forks of a close tree (2) shut off from the ship (3) in a large harbor (4) a stoppage (5) in a tight place._____ —

31. *Long nine* refers to (1) John Silver (2) a gun nine feet long (3) nine long days (4) a gun throwing a shot nine pounds in weight (5) the crutches of John Silver._____ —

32. *Close hauled* means (1) sailing as near the wind as a ship can go (2) in close quarters (3) near one's destination (4) tied together (5) near the shore._____ —

33. *Strike colors* refers to (1) beating sailors with a paddle (2) changing the color of clothes (3) repainting the ship (4) taking down the flag (5) prison clothes._____ —

34. *Ricochet* is (1) the rebound of a line shot striking the ground (2) cart used in Japan (3) the top of a stockade (4) the end of a musket (5) a ship's main mast. —

35. *Athwart my hawse* is nautical slang equivalent to (1) on my horse (2) across my berth (3) in my face (4) on my hose (5) in my house._____ —

36. *Batten down your hatches* means (1) go below (2) take down the flag (3) lower the gun (4) keep still (5) run fast. _____ —

37. *Jolly Roger* was (1) a happy sailor (2) the black flag of the buccaneers (3) the man who helped Silver (4) a large dog (5) a parrot._____ —

38. *Davy Jones* was the (1) first mate (2) captain of an English ship (3) sea devil who caused misfortunes at sea (4) man found on the island (5) name of a ship._____ —

39. A *cache* is a (1) case of wine (2) number of rabbits (3) held ball (4) hole in the ground used for a hiding place (5) sum of money._____ —

40. A *lanyard* is a (1) yard on land (2) front yard (3) small ship (4) large mast (5) short piece of rope._____ —

*Score for Part IV*_____

PART V—ROBERT LOUIS STEVENSON

Directions. On the line following each statement you consider true, write a plus sign (+); and on the line following each statement you consider false, write a minus sign (—).

---

1. Robert Louis Stevenson was born in Edinburgh. _____ —
2. Stevenson was past thirty before he wrote anything. _____ —
3. Alison Cunningham was Louis' devoted nurse. _____ —
4. Louis never played with other children. _____ —
5. Louis started to school at about the age of nine. _____ —
6. Stevenson's father was a builder of lighthouses. _____ —
7. Stevenson did not attend a university. _____ —
8. Stevenson studied civil engineering. _____ —
9. Stevenson spent the latter part of his life practicing law. _____ —
10. Stevenson went to California on account of its delightful climate. _____ —
11. Stevenson married a widow. _____ —
12. Stevenson made a journey through Oklahoma. _____ —
13. The last years of Stevenson's life were spent on the island of Samoa. _____ —
14. Stevenson died before he was fifty years old. _____ —
15. Stevenson wrote *Treasure Island* for his mother. _____ —
16. Lloyd Osbourne was Stevenson's cousin. _____ —
17. The name of Flint's ship, the *Walrus*, was suggested by Stevenson's father. _____ —
18. *Treasure Island* made Robert Louis Stevenson famous. _____ —
19. Stevenson was a careless writer. _____ —
20. Stevenson lived in the early part of the nineteenth century. —

Score for Part V (Number right minus number wrong.) _____

15

15

1-18

2-Es

3-Ac

4-m

5-fe

6-da

7-sig

8-br

9-Br

10-da

11-pir

12-ap

13-sk

14-ho

15-ca

16-cru

17-sn

18-co

19-Tr

20-En

In Table V, page 21, all the pupils who participated in this study are recorded. The intelligence quotients were obtained from the office records which were not complete. The blank spaces in the "I.Q." column indicate pupils whose intelligence quotients were not recorded on the records at Pattengill Junior High School.

The "Movie Attendance" column indicates whether the pupil did or did not see the motion picture "Treasure Island". The columns labeled "Setting Test" and "Plot Test" show the scores made by the pupils on these two tests. These two groups are also recorded in Tables VI, VII, VIII, and IX.

The column labeled "Plot-Movie Only" indicate the scores made by the group of 14 students who wrote the plot test the day after they saw the movie. This group is shown in Table X, page 29.

Table V. THE TEST SCORES, A RECORD OF ATTENDANCE AND THE INTELLIGENCE QUOTIENTS OF THE PUPILS PARTICIPATING IN THE STUDY.

Pupil	I.Q.	Movie Attendance	Setting Test	Plot Test	Plot Movie Only
1	115	No	10	37	-
2	109	Yes	8	37	
3	90	Yes	4	34	24
4	117	No	10	41	-
5	-	No	6	30	-
6	93	No	5	21	-
7	114	No	9	30	-
8	118	No	11	49	-
9	91	No	13	43	-
10	116	Yes	12	56	32
11	105	Yes	11	49	33
12	115	No	8	40	-
13	106	No	9	52	-
14	112	No	7	37	-
15	-	No	4	34	-
16	115	No	10	54	-
17	101	No	10	43	-
18	111	Yes	13	49	31
19	113	No	13	51	-
20	105	Yes	11	49	32
21	94	No	6	31	-
22	113	No	8	40	-
23	109	No	10	42	-
24	86	No	4	29	-
25	-	No	13	53	-
26	92	No	5	23	-
27	103	No	13	48	-
28	-	No	12	43	-
29	-	No	9	52	-
30	107	No	13	45	-
31	101	No	9	39	-
32	-	No	5	19	-
33	-	No	7	37	-
34	97	Yes	12	53	-
35	-	No	6	33	-

Continued to page 22

Table V. (Continued)

Pupil	I.Q.	Movie Attendance	Setting Test	Plot Test	Plot Movie Only
36	106	Yes	5	44	31
37	85	No	6	37	-
38	91	No	5	40	-
39	-	No	4	27	-
40	109	Yes	8	41	-
41	94	No	6	29	-
42	105	Yes	9	38	-
43	116	Yes	12	42	-
44	82	No	6	44	-
45	106	No	7	40	-
46	101	No	7	37	-
47	91	No	6	27	-
48	118	No	11	55	-
49	105	No	-	37	-
50	93	Yes	-	35	-
51	89	No	-	30	-
52	-	No	-	36	-
53	91	Yes	-	31	31
54	103	No	-	46	-
55	-	No	-	30	-
56	105	No	-	43	-
57	111	No	-	40	-
58	106	No	-	41	-
59	71	No	-	39	-
60	109	No	-	51	-
61	-	No	-	46	-
62	99	No	-	27	-
63	96	No	-	37	-
64	96	No	-	36	-
65	99	No	-	37	-
66	95	No	-	43	-
67	95	No	-	40	-
68	101	No	-	44	-
69	110	Yes	-	25	-
70	120	Yes	-	59	-
71	-	No	-	30	-
72	106	Yes	-	53	27
73	93	No	-	35	-
74	86	No	-	57	-
75	106	No	-	44	-
76	111	No	-	52	-
77	103	No	-	55	-

Continued to page 23

Table V. (Continued)

Pupil	I.Q.	Movie Attendance	Setting Test	Plot Test	Plot Movie Only
78	79	No	-	58	-
79	-	Yes	-	27	-
80	107	No	-	57	-
81	108	No	-	46	-
82	91	No	-	57	-
83	-	No	-	53	-
84	97	Yes	-	54	-
85	-	No	-	55	-
86	117	No	-	58	-
87	97	Yes	-	58	-
88	113	Yes	-	53	-
89	116	Yes	-	51	-
90	98	No	-	51	-
91	120	No	-	46	-
92	94	No	-	56	-
93	82	No	-	55	-
94	105	No	-	50	-
95	106	Yes	-	58	-
96	99	Yes	-	51	-
97	99	Yes	-	50	30
98	-	No	-	37	-
99	123	No	-	46	-
100	-	No	-	37	-
101	117	No	-	58	-
102	111	No	-	31	-
103	-	No	-	40	-
104	108	No	-	57	-
105	103	Yes	-	39	31
106	110	No	-	57	-
107	103	Yes	-	56	44
108	102	No	-	40	-
109	95	Yes	-	42	-
110	104	No	-	54	-
111	98	Yes	-	60	-
112	95	Yes	-	44	-
113	-	No	-	46	-
114	111	No	-	48	-
115	115	Yes	-	51	17
116	108	Yes	-	44	-
117	111	Yes	-	39	-
118	106	No	-	45	-
119	-	Yes	-	-	34
120	-	Yes	-	-	25

Note - Blank spaces in the "I.Q. column indicate pupils whose intelligence quotients were not recorded on the office records at Pattengill Junior High School.

Date for Table VI were taken from Table V, page 21 , and consist of the scores of the pupils who did not see the motion picture "Treasure Island". These pupils were tested on the plot test. There were 86 pupils in this group. The median of the intelligence quotients is 104.

Table VI. SCORES MADE BY THE PLOT TEST NON-MOVIE GROUP.

Pupil	I.Q.	Plot test score	Pupil	I.Q.	Plot test score	Pupil	I.Q.	Plot test score
1	115	37	39	-	27	77	103	55
4	117	41	41	94	29	78	79	58
5	-	30	44	82	44	80	107	57
6	93	21	45	106	40	81	108	46
7	114	30	46	101	37	82	91	57
8	118	49	47	91	27	83	-	53
9	91	43	48	118	55	85	-	55
12	115	40	49	105	37	86	117	58
13	106	52	51	89	30	90	93	51
14	112	39	52	-	36	91	120	46
15	-	34	54	103	46	92	94	56
16	115	54	55	-	30	93	82	55
17	101	43	56	105	43	94	105	50
19	113	51	57	111	40	98	-	37
21	94	31	58	106	41	99	123	46
22	113	40	59	71	39	100	-	37
23	109	42	60	109	51	101	117	58
24	86	29	61	-	46	102	111	31
25	-	53	62	99	27	103	-	40
26	92	23	63	96	37	104	108	57
27	103	48	64	96	36	106	110	57
28	-	43	65	99	32	108	102	40
29	-	52	66	95	43	110	104	54
30	107	45	67	95	40	113	-	46
31	101	39	68	101	44	114	111	48
32	-	19	71	-	30	118	106	45
33	-	37	73	93	35			
35	-	33	74	86	57			
37	85	37	75	106	44			
38	91	40	76	111	52			

The median score on the "Plot Test, Non-Movie" group as shown in the foregoing table is 40.5. The average score is 42.4. These scores are seven and one half and three and six tenths points below the scores made by the "Plot Test Movie" group shown in the following table.

Table VII, below, is a compilation of scores made by the "Plot Test Movie" group. It shows the data of column headed "Plot Test" in Table V, page 21 for those who saw the movie. 32 pupils make up this group with a median Intelligence Quotient of 105.

Table VII. SCORES MADE BY THE PLOT TEST MOVIE GROUP.

Pupil	I.Q.	Plot test score	Pupil	I.Q.	Plot test score
2	109	37	79	-	27
3	90	34	84	97	54
10	116	56	87	97	58
11	105	49	88	113	53
18	111	49	89	116	51
20	105	49	95	106	58
34	97	53	96	99	51
36	106	44	97	99	50
40	109	41	105	103	39
42	105	38	107	103	56
43	116	42	109	95	42
50	93	35	111	98	60
53	91	31	112	95	44
69	110	25	115	115	51
70	120	59	116	108	44
72	106	53	117	111	39

Median I. Q. - 105
Median Score - 49
Average Score - 46

The median score of 49 in the above table indicates an advantage gained by this group over the median score of 42.5 of the "Plot Test Non-Movie" group (See Table VI, page 24)

Scores in Table VIII were taken from the column headed "Setting Test" in Table V, page 21 . These pupils did not see the motion picture "Treasure Island". They were tested for "setting" content. There were 37 pupils in this group. The median intelligence quotient is 104.5

Table VIII. SCORES MADE BY THE SETTING TEST NON-MOVIE GROUP

Pupil	I.Q.	Setting Test score	Pupil	I.Q.	Setting Test score
1	115	10	27	103	13
4	117	10	28	-	12
5	-	6	29	-	9
6	93	5	30	107	13
7	114	9	31	101	9
8	118	11	32	-	5
9	91	13	33	-	7
12	115	8	35	-	6
13	106	9	37	85	6
14	112	7	38	91	5
15	-	4	39	-	4
16	115	10	41	94	6
17	101	10	44	82	6
19	113	13	45	106	7
21	94	6	46	101	7
22	113	8	47	91	6
23	109	10	48	118	11
24	86	4			
25	-	13			
26	92	5			

Median I. Q. - 104.5
Median Score - 8
Average Score - 8.2

The above median score of eight is three points below the median score of the "Setting Test Movie" group. (See Table IX, page 23)

Scores in Table IX were taken from the column headed "Setting Test in Table V, page 21. These pupils saw the motion picture "Treasure Island". They were tested for "setting" content. There were 11 pupils in this group. The median intelligence quotient is 105.

Table IX. SCORES MADE BY THE SETTING TEST MOVIE GROUP

Pupil	I.Q.	Setting Test score	Pupil	I.Q.	Setting test score
2	109	8	34	97	12
3	90	4	36	106	5
10	116	12	40	109	8
11	105	11	42	105	9
18	111	13	43	116	12
20	105	11			

Median Score - 11
Median I. Q. -105
Average Score - 9.5

A comparison of the above median score of eleven with the median score made by the "Setting Test Non-Movie" group on the same test as shown in Table VIII, page 27, will show a gain of three points in favor of the "Setting Test Movie" group.

The following table shows the scores made by fourteen pupils on the plot test given the day after they saw the motion picture "Treasure Island". This test was given before the study of "Treasure Island" in class.

Table X. SCORES MADE BY THE "MOVIE ONLY" GROUP ON THE PLOT TEST.

Pupil	Plot Test Score
109	44
119	34
11	33
20	32
10	32
18	31
36	31
53	31
105	31
97	30
72	27
120	25
3	24
115	17

Median Score - 31
Average Score - 30.5

The above median score of 31 on the plot test would seem to show that some gain was made by viewing the picture before reading the book.

The twelve pupils in the table below indicate scores made by the "Movie-Only" group on the plot test given the second time after the story was studied. Two pupils who are in Table X were not given the second test.

Table XI. SCORES MADE BY THE MOVIE-ONLY GROUP ON THE PLOT RETEST.

Pupil	Plot Retest Score
107	56
10	56
72	53
115	51
97	50
11	49
18	49
20	49
36	44
105	39
3	34
53	31

Median Score - 49
Average Score - 45.6

A comparison of the median 49 of the "Movie-Only" group in the above table with the median 49 of the "Plot Test Movie" group in Table VII, page 26, would seem to show that no advantage was gained by having the same test repeated. This group was relatively small and results from a larger group would probably be more reliable.

Summary

The national norm of this particular test, complete for "Treasure Island, is 139, involving 182 answers. Using this norm as a basis for establishing a norm on the 61 plot questions given, would give a computed norm of 46.5. The pupils who did not see the motion picture made a median score of 40 and the pupils who did see the motion picture made a median score of 49, thus indicating that although instruction did not bring the group who did not see the motion picture up to the national norm, that the motion picture did seem to enable the group who saw the motion picture to exceed the national norm.

IV. The Effectiveness of a 16 mm. Silent Motion Picture of "The Legend of Sleepy Hollow" as a Supplementary Device in the Teaching of The Legend of Sleepy Hollow.

This study was made at Henry R. Pattengill Junior High School, Lansing, Michigan, during the week of January 7, 1935.

The film used was a 16 mm. (classroom size) silent version of The Legend of Sleepy Hollow produced under the title "The Headless Horseman", starring Will Rogers. The movie was shown in the "little theater" after school (3:30 P.M.).

Classroom conditions were maintained. The picture was shown especially for the 7 B English classes but students were admitted regardless of grade. An admission fee of three cents was charged. One hundred twenty-three pupils paid admission. This filled the room to capacity. Interest and attention was manifested throughout the showing of the picture.

No deviation was made from the regular classroom study because the motion picture was to be presented. Neither the teachers nor the pupils knew in advance of the showing that the picture would be shown until three days before it was presented. Approximately three weeks were used in the study of this story by the 7 B classes of English. During this time an author study, a vocabulary study and an intensive study of the plot and characters of the story were made.

Two teachers aided in the study, one having two classes, which were labeled the "G" group, the other having three classes, which were labeled the "J" group. A "Movie" and a "Non-Movie" group were made from each of these groups. Each teacher's classes were grouped separately in an attempt to keep difference in instruction from influencing

the results. A grouping of the total number seeing the picture and the total number not seeing the picture was then made. This made five groups for study.

There were 153 pupils used in the study. The intelligence qyotients were taken from the office records which in a few cases were not complete. The spaces in the "I.Q." column in Table XII, Page 36 were left blank for these cases.

The test used was the Hadsell-Wells, Objective Tests, in Literature for "Irving's The Legend of Sleepy Hollow". The validity of these tests has been partially established by a large use in literature classes. A statement of validity and reliability of these tests is enclosed under the report of the Ivanhoe unit.

The setting, plot, and character parts of the test were given, as shown in the test page which follows. The total score of these tests was used in making the comparisons of the "Non-Movie" and "Movie" groups. No attempt was made to treat each test separately.

The national norm for this test on the "Legend of Sleepy Hollow" is not available.

HADSELL-WELLS OBJECTIVE TESTS
IN LITERATURE

Irving's The Legend of Sleepy Hollow

(Test on the Setting, Plot, Character, and Vocabulary)

BY S. R. HADSELL

Professor of English in the University of Oklahoma

and GEO. C. WELLS

Secretary, State Board of Education of Oklahoma

To Pupils. This is a test by which you can find out how well you know *The Legend of Sleepy Hollow.* Since the test is objective, your standing can be determined accurately. When your teacher tells you to start, turn this page, read the directions and begin the test. Continue until you complete all of the parts or until you are told to stop. You will be given thirty minutes. Fill in the following blanks:

Name _____ Grade_____

Boy or girl_____ Age_____ years. Date_____

School _____ City_____

PART	POSSIBLE SCORE	STUDENT'S SCORE
I	15	
II	21	
III	25	
IV	20	
Total	81	

Published by Harlow Publishing Company, Oklahoma City

PART I—SETTING

Directions. Write the proper terms in the spaces provided below.

1. The scenes in *The Legend of Sleepy Hollow* are laid near the village of _____.
2. The sequestered glen within about two miles of the village is known as _____.
3. People who lived in Sleepy Hollow were caused to walk in continual reverie on account of some _____ power.
4. The dominant spirit in the valley was said to be the ghost of a _____ trooper.
5. The people in Sleepy Hollow descended from the _____.
6. Sleepy Hollow is located in the state of _____.
7. Ichabod Crane was a native of the state of _____.
8. The schoolhouse in which Ichabod Crane taught was constructed of _____.
9. Ichabod Crane was a perfect master of Cotton Mather's *History of New England* _____.
10. Baltus Van Tassel's farm was situated on the banks of the _____ river.
11. The events in this story occurred during the _____ season.
12. Men at Van Tassel's party told stories of daring deeds that occurred during the _____ War.
13. In the neighborhood of Sleepy Hollow stood the great tree where the unfortunate Major _____ had been captured.
14. One of the gentlemen claimed that he parried a musket ball with a small sword in the battle of _____.
15. A farmer, who returned from a visit to _____, reported that Ichabod Crane had finally been made a justice of the Ten Pound Court.

Score for Part I (15) _____

Unfold to page 3 and continue.

PART III—CHARACTERS

Directions. Write a plus sign on the line at the right of each statement you consider true and a minus sign at the right of each statement you consider false.

1. Ichabod Crane was short and heavy. _____ ____
2. Ichabod wore neat-fitting clothes. _____ ____
3. Ichabod had a large head. _____ ____
4. Ichabod had large green glassy eyes. _____ ____
5. Ichabod's nose was long. _____ ____
6. Ichabod whipped the strong pupils harder than the weak. ____
7. Ichabod was the singing-master of the neighborhood. ___ ____
8. Ichabod was a favorite with the country damsels. _____ ____
9. Ichabod was an odd mixture of small shrewdness and simple credulity. _____ ____
10. Katrina Van Tassel was a little of a coquette. _____ ____
11. Katrina was tall and slender. _____ ____
12. Balthus Van Tassel was a thriving farmer. _____ ____
13. Brom Van Brunt was the hero of the country round. ____ ____
14. Brom Bones was famed for his great skill in horsemanship. ____
15. Brom Bones was cruel and mean at heart. _____ ____
16. Balt Van Tassel loved his pipe better than his daughter. __ ____
17. Hans Van Ripper was one of Ichabod's rivals. _____ ____
18. Brom Bones' horse was named Gunpowder. _____ ____
19. Daredevil was gentle and easily managed. _____ ____
20. The music at the dance was provided by an old gray-headed negro. _____ ____
21. Young men of that day kept their hair cut short. _____ ____
22. Katrina wore dresses above her knees. _____ ____
23. The headless horesman was Brom Bones. _____ ____
24. Katrina married Brom Bones _____ ____
25. The old country wives maintained that Ichabod had been spirited away by supernatural means. _____ ____

Score for Part III (25)_____

Continue on page 6.

PART IV—VOCABULARY

Directions. Write the number of each word in the first column on the line before the term that defines it, in the second column.

1.	vegetating	a.——committing to memory.
2.	cognomen	b.——book knowledge.
3.	withe	c.——one of the mercenary soldiers employed by Great Britain against the colonies in the Revolutionary War.
4.	conning	d.——a large snake.
5.	potentate	e.——a clumsy rustic.
6.	anaconda	f.——surname.
7.	ingratiating	g.——one who has great power.
8.	bumpkin	h.——allowing mind and body to become inactive.
9.	erudition	i.——a tough flexible twig used as binding material.
10.	Hessian	j.——bringing oneself into the favor of another.

1.	perambulations	a.——a rod or flat stick.
2.	pewter	b.——a confidential chat.
3.	linsey-wolsey	c.——pertaining to the kitchen or the art of cooking.
4.	ferule	d.——walks.
5.	culinary	e.——a kind of cake fried in oil.
6.	pillion	f.——an alloy noted for its silky luster.
7.	tete-a-tete	g.——a coarse cloth of linen or cotton and wool.
8.	oly koek	h.——a schoolmaster.
9.	coquette	i.——a pad on a horse behind the saddle, on which a second person may ride.
10.	pedagogue	j.——a flirt.

Score for Part IV (20) ———

Hadsell-Wells Objective Tests in Literature
Key for Irving's The Legend of Sleepy Hollow

L. S. H. p. 2	L. S. H. p. 3	L. S. H. p. 4	L. S. H. p. 5	L. S. H. p. 6
1-Tarry Town	1-4	11-1	22-3	a-4
				b-9
2-Sleepy Hollow			23-2	c-10
	2-3	12-1		
3-witching			24-3	d-6
				e-8
	3-5			
4-Hessian		13-3		f-2
5-Dutch			25-3	g-5
	4-2			
6-New York				h-1
7-Connecticut		14-5		
				i-3
8-logs	5-2			j-7
		15-1		
			1. —	
9-witchcraft			2. —	a-4
	6-1		3. —	b-7
		16-4	4. +	
10-Hudson			5. +	c-5
	7-1		6. +	
11-autumn			7. +	d-1
		17-1	8. +	e-8
12-Revolutionary				f-2
	8-2		9. +	g-3
			10. +	
13-Andre		18-3	11. —	
			12. +	h-10
	9-5		13. +	i-6
14-Whiteplains			14. +	
15-New York		19-4	15. —	j-9
	10-4		16. —	
			17. —	
		20-3	18. —	
			19. —	
			20. +	
			21. —	
		21-5	22. —	

Table XII page 36 gives a complete record of scores obtained from the tests for the non-movie and movie groups. These scores are the total scores from the plot, setting and character tests.

The two teachers who aided in this study are indicated by "J" and "G".

Table XII. THE TEST SCORES, INTELLIGENCE QUOTIENTS AND TEACHERS OF THE PUPILS PARTICIPATING IN THE STUDY

Pupil	I.Q.*	Teacher	Non-Movie Group	Movie Group	Pupil	I.Q.*	Teacher	Non-Movie Group	Movie Group
1	-	J	53	-	41	98	J	45	-
2	100	G	41	-	42	100	J	32	-
3	-	J	44	-	43	92	J	-	50
4	-	J	44	-	44	98	G	-	56
5	112	G	48	-	45	118	J	48	-
6	93	G	59	-	46	99	J	-	50
7	85	G	27	-	47	82	J	28	-
8	111	G	-	58	48	104	J	46	-
9	90	G	32	-	49	-	J	39	-
10	109	G	41	-	50	75	J	42	-
11	-	G	46	-	51	113	J	49	-
12	-	G	55	-	52	115	J	46	-
13	110	J	47	-	53	108	G	28	-
14	91	G	34	-	54	110	J	90	-
15	92	G	31	-	55	109	J	46	-
16	112	G	49	-	56	-	J	48	-
17	70	G	36	-	57	109	J	43	-
18	84	J	-	32	58	-	G	45	-
19	-	J	-	54	59	-	J	-	53
20	94	G	34	-	60	96	J	38	-
21	93	G	31	-	61	86	J	-	40
22	-	G	-	58	62	82	J	43	-
23	104	G	39	-	63	97	J	51	-
24	98	G	49	-	64	103	J	33	-
25	88	G	46	-	65	104	J	53	-
26	97	G	44	-	66	105	J	53	-
27	85	G	41	-	67	92	J	44	-
28	83	J	-	46	68	111	J	42	-
29	105	G	23	-	69	-	G	45	-
30	101	G	43	-	70	105	J	47	-
31	-	G	42	-	71	98	G	41	-
32	-	J	-	36	72	-	J	40	-
33	-	J	-	50	73	-	J	-	56
34	129	G	53	-	74	104	G	-	47
35	114	J	49	-	75	110	J	-	52
36	106	J	50	-	76	110	J	-	52
37	120	J	54	-	77	110	J	-	55
38	-	J	-	52	78	-	G	44	-
39	-	J	39	-	79	95	J	40	-
40	-	G	36	-	80	109	J	53	-

*Blanks in the I.Q. column indicate pupils whose I.Q. were not available from the office records.

Continued to page 37

Table XII. (Continued)

Pupil	I.Q.	Teacher	Non-Movie Group	Movie Group	Pupil	I.Q.	Teacher	Non-Movie Group	Movie Group
81	108	J	-	45	121	83	G	-	46
82	130	J	-	58	122	81	G	31	-
83	-	J	-	58	123	119	J	-	53
84	97	J	-	37	124	102	G	34	-
85	-	G	54	-	125	-	G	30	-
86	107	J	51	-	126	82	J	47	-
87	106	J	-	53	127	-	G	44	-
88	-	J	48	-	128	-	G	35	-
89	106	J	-	55	129	-	G	-	47
90	92	J	41	-	130	-	J	43	-
91	-	G	-	50	131	110	J	53	-
92	99	J	31	-	132	-	J	-	45
93	82	J	50	-	133	108	G	-	54
94	94	J	-	39	134	-	J	52	-
95	109	G	-	52	135	-	J	42	-
96	118	J	-	46	136	111	G	52	-
97	85	J	-	44	137	86	J	-	39
98	118	J	-	53	138	129	G	51	-
99	96	G	-	55	139	110	J	50	-
100	109	J	-	53	140	78	J	43	-
101	105	J	-	56	141	-	J	50	-
102	-	J	50	-	142	89	G	29	-
103	118	J	-	52	143	115	G	50	-
104	-	J	-	59	144	-	J	31	-
105	-	J	45	-	145	100	J	29	-
106	91	J	47	-	146	112	J	50	-
107	-	G	54	-	147	106	G	45	-
108	110	J	-	57	148	119	J	55	-
109	109	J	56	-	149	-	G	-	54
110	-	G	24	-	150	107	G	42	-
111	-	G	47	-	151	123	G	-	54
112	97	G	-	49	152	99	G	50	-
113	-	J	49	-	153	121	G	-	49
114	91	J	48	-					
115	-	J	56	-					
116	114	J	52	-					
117	102	J	51	-					
118	94	J	41	-					
119	94	G	32	-					
120	-	J	-	55					

Table XIII below represents the total scores made on the plot, setting and character test by the pupils of "J" teacher.

Table XIII. SCORES MADE BY THE "J" NON-MOVIE" GROUP.

Pupil	I.Q.	Score	Pupil	I.Q.	Score
1	-	53	72	-	40
3	-	44	79	95	40
4	-	44	80	109	53
13	110	47	86	105	51
35	114	49	88	-	48
36	106	50	90	92	41
37	120	54	92	99	31
39	-	39	93	82	50
41	98	45	102	-	50
42	100	32	105	-	45
45	118	48	106	91	47
47	82	28	109	109	56
48	104	46	113	-	49
49	-	39	114	91	48
50	75	42	115	-	56
51	113	49	116	114	52
52	115	46	117	108	51
54	110	40	118	94	41
55	109	46	126	82	47
56	-	48	130	-	43
57	109	43	131	110	53
60	96	38	134	-	52
62	82	45	135	-	42
63	97	51	139	110	50
64	103	33	140	78	43
65	104	53	141	-	50
66	105	53	144	-	31
67	92	44	145	100	29
68	111	42	146	112	50
70	105	47	143	119	55

Median I. Q. - 105
Median Score - 47

A comparison of the above median score with the median score of the movie group, as shown in the following table, will indicate a score five points below the movie group.

Table XIV shows the scores made by the pupils who saw the movie, on the three tests given by "J" teacher.

Table XIV. SCORES MADE BY THE "J-MOVIE" GROUP.

Pupil	I.Q.	Score	Pupil	I.Q.	Score
18	84	32	84	97	37
19	-	54	87	106	53
28	83	46	89	106	55
32	-	36	94	94	39
33	-	50	96	118	46
38	-	52	97	87	44
43	92	50	98	118	53
46	99	50	100	109	53
59	-	53	101	105	56
61	86	40	103	118	52
73	-	56	104	-	59
75	110	52	108	108	57
76	110	52	120	-	55
77	110	55	123	119	53
81	108	45	132	-	45
82	130	58	137	86	39
83	-	58			

Median I.Q. - 106
Median Score - 52

A comparison of the median score of the "J-Non Movie" group as shown in Table XIII, page 38, with the median score of the "J-Movie" group shows a gain of 5 points in favor of the above latter group.

Table XV below, shows the scores of the pupils of "G" teacher, who did not see the motion picture.

Table XV. SCORES MADE BY THE "G-NON-MOVIE" GROUP.

Pupil	I.Q.	Score	Pupil	I.Q.	Score
2	100	41	40	-	36
5	112	48	53	108	28
6	93	59	58	-	45
7	85	27	69	-	45
9	90	32	71	98	41
10	109	41	78	-	44
11	-	46	85	-	54
12	-	55	107	-	54
14	91	34	110	-	24
15	92	31	111	-	47
16	112	49	119	94	32
17	70	36	122	81	31
20	94	34	124	102	34
21	93	31	125	-	30
23	104	39	127	-	44
24	98	49	128	-	35
25	88	46	136	111	52
26	97	44	138	129	51
27	85	41	142	89	29
29	105	23	143	115	50
30	101	43	147	106	45
31	-	42	150	107	42
34	129	53	152	99	50

Median I. Q. - 98
Median Score - 42

The above median score of 42 is nine points lower than the median score of the "G-Movie" group as shown in Table XVI, page 41.

The pupils of "G" teacher who did see the motion picture are recorded in the following table with the scores made on the test.

Table XVI. SCORES MADE BY THE "G"-MOVIE" GROUP.

Pupil	I.Q.	Score	Pupil	I.Q.	Score
8	111	58	112	97	49
22	-	58	121	83	46
44	98	56	129	-	47
74	104	47	133	108	54
91	-	50	149	-	54
95	109	52	151	123	54
99	95	55	153	121	49

Median I. Q. - 106
Median Score - 51

A comparison of the above median score with the median score of the "G-Non Movie" group in Table XV, page 40 shows a gain of nine points in favor of the above group.

The total number of pupils who saw the motion picture and the total number of pupils who did not see the motion picture are given in Table XVII for comparison.

Table XVII. MEDIAN SCORES OF THE TOTAL "MOVIE" AND THE TOTAL "NON-MOVIE" GROUPS.

"Movie" Group	"Non-Movie" Group
Median I. Q. - 106	Median I. Q. - 102
Median Score - 52	Median Score - 44.5

A comparison of the median score of "Movie" group with the median score of the "Non-Movie" group indicates a gain of seven and a half points in favor of the "Movie" group.

Summary

The median score of group "J-Non-Movie" group was 47. This is five points lower than the median score of the "J-Movie" group.

A comparison of the median score of the "G-Non-Movie" group with the median score of the "G-Movie" group shows a gain of nine points, the median score being 42 and 51, respectively.

The total "Non-Movie" group made a median score of 44.5 The total "Movie" group made a score of 52. This would seem to indicate that the viewing of this motion picture of "The Legend of Sleepy Hollow" seems to be of value to the pupils in comprehending the setting, plot and characters of the story.

V. Summary and Conclusions.

A comparison of the scores made by the pupils who saw the motion picture "Ivanhoe" with the scores made by those who did not see the picture indicates that in so far as actual knowledge of the plot and of the characters in the story of "Ivanhoe", the viewing of this particular film version of "Ivanhoe" seemed to be of little value to the students.

Statements made by the teachers of English indicate that the pupils anticipated a good presentation but were somewhat disappointed by the poor acting and characterization in the motion picture as evidenced by their reaction in class discussion. Important parts of the book were omitted in the picture; other parts were partially cut out of the film. The poor mechanical condition of the film probably had some influence on the results.

This film is the only film of Ivanhoe available to the Pattengill Junior High School. Since no 35 mm. print of "Ivanhoe" is now available the writer is unable to repeat this experiment to ascertain the reliability of the results.

A comparison of the "Non-Movie" group with the "Movie" group in both the plot test and the setting test indicated an advantage gained by the group which saw the motion picture "Treasure Island."

Those who saw the motion picture made a gain of 9 points on the median score over those who did not see the picture. This gain involved no extra work on the teacher's part and was obtained unconsciously by the student while viewing the movie.

It would seem safe to assume a much greater gain could be made through the use of this sound version of "Treasure Island", when lesson sheets on the "Treasure Island" motion picture and instruction on motion picture appreciation and supervised showings are used.

Statements from the teachers of the "J" and the "G" groups and the enthusiasm of the pupils indicated an attitude favorable to the showing of the "Legend of Sleepy Hollow". Besides this enthusiasm the median scores of the "Movie" group was 52. This score shows again over the median score of 44.5 of the "Non-Movie" group.

VI. Topics for Further Study.

A problem growing out of the above studies would be to ascertain the most opportune time for showing the motion pictures. The "Ivanhoe" and "The Legend of Sleepy Hollow" pictures were shown immediately following the reading and study of the book. The reading of "Treasure Island" was assigned about two weeks after the motion picture was shown. When does the time of the showing of the motion picture have the most value, before, during or after the reading and study of the book?

The comparative value of the sixteen millimeter films and the thirty-five millimeter prints would also be a desirable study.

The relative value of the presentation in the classroom compared to the auditorium and theatrical presentations would constitute a problem.

What are the merits of sound productions compared to the merits of silent presentation?

Just how much would lesson plans and studies in appreciation be of value in the effectiveness of the motion pictures in literature study?

Experiences and findings in these studies indicate to the writer that further research concerning the motion picture as a device in the teaching of literature is desirable.

BIBLIOGRAPHY

Books

Alicoate, Jack. Yearbook of Motion Pictures. 13th edition. New York: The Film Daily Publishing Co., 1650 Broadway. pp. 1024.

Arnspiger, V. C. Measuring the Effectiveness of Sound Pictures as Teaching Aids. New York: Bureau of Publications, Teachers College, Columbia University, 1933. pp. 156.

Blumer, Herbert Movies and Conduct. New York: Macmillan Co., 1933. pp. 257.

Blumer, Herbert, and Hauser, Philip. Movies, Deliquency, and Crime. New York: Macmillan Co., 1933. pp. 233.

Brown, Emmet H., and Bird, Joy. Motion Pictures and Lantern Slides for Elementary Visual Education. New York: Bureau of Publications, Teachers College, Columbia University, 1931. pp. 105.

Charters, W. W. Motion Pictures and Youth. Combined with Holaday, P. W., and Stoddard, George D., Getting Ideas from the Movies. New York: Macmillan Co. 1933.

Devereux, F. L., and Others - The Educational Talking Picture. Chicago: University of Chicago Press, 1933. pp. 222.

Dorris, Anna Verona. Visual Instruction in the Public Schools. New York: Ginand Co., 1928. pp. 575.

Forman, Henry J. Our Movie Made Children. New York: Macmillan Co., 1933. pp. 288.

Freeman, Frank N. Visual Education. Chicago: University of Chicago Press, 1924. pp. 392

Hollis, A. P. Motion Pictures for Instruction. New York: Century Co., 1926. pp. 450

Johnson, William H. Fundamentals in Visual Instruction. Chicago: Educational Screen, 1927. pp. 104.

Knowlton, D. C., and Tilton, J. W. Motion Picture in History Teaching. New Haven, Conn.: Yale University Press, 1929. pp.184

Koon, Cline M. Motion Pictures in Education in U. S. University of Chicago Press 1934.

McClusky, F. D. Visual Instructions: Its Value and its Needs. New York: Mancall Publishing Corp., 1932. pp. 125.

Peterson, Ruth C., and Thurstone, L. L. Motion Pictures and the Social Attitudes of Children. Combined with Shuttleworth, Frank K., and May, Mark A. The Social Conduct and Attitudes of Movie Fans. New York: Macmillan Co., 1933.

Rulon, P. J. Sound Motion Picture in science Teaching. Cambridge, Mass.: Harvard University Press, 1933.

The Community and Its Motion Pictures. New York: Motion Picture Producers and Distributors of America, 1929. pp. 96.

The Neighborhood and Its Motion Pictures. New York: Motion Picture Producers and Distributors of America 1929, pp. 109.

Weber, J. J. Picture Values in Education. Chicago: The Educational Screen, 1928. pp. 160

Wood, Ben D., and Freeman, Frank N. Motion Pictures in the Classroom. Boston: Houghton Mifflin Co., 1929. pp. 392.

Booklets

Consitt, Frances. Value of Films in History Teaching. London: Historical Association, 1930. pp. 47.

Finegan, Thomas E. The Results of the Experiment with Eastman Classroom Films. Rochester, N.Y.: Eastman Teaching Films, Inc., 1929. pp. 14.

Greene, Nelson L., and Others. 1000 and One: A Bluebook of Non-Theatrical Films (9th edition). Chicago: The Educational Screen, 1933. pp. 128.

McClusky, F. D.,; Roban, C. F.; Knowlton, D.C.; and Merton, Elda. Syllabus for Visual Instruction. Meadville, Pa.: Keystone View Co., 1930. pp. 66.

McClusky, F.D.; Jenkins, J.J.; Knowlton, D.C.;and Merton, Elda. The Place of Visual Instruction, University of Kansas, 1932. pp. 106.

Visual Instruction Directory (14th edition). Lawrence, Kan.: Department of Visual Instruction of the National Education Association, 1933. pp. 80.

Weber, Joseph J. Biblicgraphy on the Use of Visual Aids in Education. Chicago: The Educational Screen, 1930. pp. 24.

Witham, Mildred M. Visual Review. Chicago: Society for Visual Education, 1932. pp. 43.

Magazines

Educational Screen, The. 64 East Lake Street, Chicago, Ill. Monthly, except in July and August, since January, 1932.

International Review of Educational Cinematography. Rome, International Educational Cinematographic Institute. Monthly magazine since July, 1929

T371.3 D151 98893

Dalrymple

The effectiveness of motion pictures as supplementary devices in the teaching of literature...

	Jun 5 '40 E. Little
Apr 19 '37 C.C. Sugerfoos	Nov 16 '40 C. S. Strong
Jul 22 '37	Apr 28 '42 W. Thomas
Sep 1 '37 W. Chrowder	Dec 26 '44

T371.3 D151 98893

Dalrymple