

comprehension, general reasoning, perceptual speed, spatial orientation, and spatial visualization. Informational tests were prepared on the film content and were administered after the film showing.

Results: High verbal comprehension, general reasoning, and spatial orientation were found to be the characteristics of superior film learners. It was evident that it would require the administration of an extensive battery of tests and considerable analysis of the data to make specific recommendations based on the mental abilities of a group.—*L. Twyford*

RIMLAND, BERNARD. *Effectiveness of Several Methods of Repetition of Films.* Technical Report 269-7-45. Research by the Instructional Film Research Program, Pennsylvania State University for the Special Devices Center, Office of Naval Research, Port Washington, L. I., N. Y., May 6, 1955. 25 p.

Purpose: The purpose of this study was to investigate certain problems related to the effective employment of repetition in learning a skill from an instructional film. Several problems were studied. Is it better to show the same or a different presentation of the task when the task is demonstrated repeatedly? Is it better to insert a short practice period between two film demonstrations of a task than to permit practice during the film demonstrations? What is the effect of camera angle and level of verbalization?

Procedure: Five interrelated experiments were conducted to determine the effect of the variables. In the studies which involved tying knots, 2680 naval recruits participated. Effectiveness was measured by having the men tie knots after seeing the films under the conditions imposed by the particular experiment and by scoring their success.

Results: More learning occurred when a single demonstration was repeated than when an equivalent number of different demonstrations was given. There was some evidence to suggest that differing presentations of a task may be somewhat superior to repeating the same presentation when level of verbalization is varied. These differing presentations should probably progress from low to high verbalization. Only a limited amount of response generalization was found to occur, suggesting that it is desirable to teach a skill in a context as similar as possible to the desired performance. Permitting individuals to practice a perceptual motor task between learning experiences did not prove to be an aid to learning. Concurrent practice was not found to be an aid to learning. A motor skill learned from one point of view can be best performed when the viewpoint during performance is the same.—*L. Twyford*

BLAIN, BERYL BRUCE. *Effects of Film Narration Type and of Listenability Level on Learning of Factual Information.* Doctor's thesis, Bloomington, Indiana: School of Education, Indiana University, 297 p. (Typewritten)

Purpose: To determine the relative effectiveness of two types of film narrations (expository and personalized-dramatic) on the learning of factual information with pupils of two grade levels (fifth and eighth).

To determine the relative effectiveness of film narrations of varying listenability difficulties on the learning of factual information with pupils of the two grade levels.