

detailed research findings about many film characteristics and how they affect learning in a variety of situations.—*L. Twyford*

KALE, S. V., and GROSSLIGHT, J. H. *"Exploratory Studies in the Use of Pictures and Sound for Teaching Foreign Language Vocabulary."* Technical Report SDC 269-7-53 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. 57 p. August 20, 1955.

Purpose: To investigate the effects of a number of variables which appear basic to the learning of foreign language vocabulary. These variables included the use of words only, still pictures and motion pictures with and without sound and with and without English words, student participation by pronouncing the words, and the use of varied and fixed order of presentation of the words to be learned.

Procedure: Vocabulary of the Russian language was selected for learning rather than sentence construction. Performance was measured by ability to write the words rather than to write and speak them. In Study No. 1 five versions of motion pictures were prepared in which words were presented as (a) titles, (b) still pictures with English and Russian words, (c) motion pictures, (d) sound motion pictures, and (e) sound motion pictures with student participation. This study attempted to show whether there was a difference between still and motion picture methods in teaching nouns as compared to verbs. The Russian words were taught to 409 college students by the five methods. Study No. 2 consisted of three experiments in which were studied (a) random vs. serial presentation, (b) picture and sound presentation, and (c) picture and picture-word presentation.

Results: It was concluded that for teaching a foreign vocabulary in which the criterion of learning is the ability to write the foreign words that (a) pictures of an object or act are an aid to learning, (b) motion in the pictures is of no value, (c) pronunciation of the words by a narrator inhibits learning, (d) pronunciation of the words by the learner inhibits learning, and (e) women were superior to men in learning foreign vocabulary. Films were found to be a very convenient method for repetitive presentation of words in a fixed order, however random order, presentation of words may be desirable. It was recommended that since still pictures appear to be as effective as motion pictures that the expense of producing motion pictures be avoided by using still pictures.—*L. Twyford*

SPIGLE, IRVING S. *The Cumulative Effect of Selected Educational Motion Pictures on the Attitudes of High-School Boys and the Relationship of Attitude Changes to Selected Personality and Intelligence Factors.* Doctor's thesis. Bloomington, Indiana: School of Education, Indiana University, 120 p. (Typewritten)

Purpose: To determine experimentally the relationship of personality traits and various aspects of intelligence to changes in attitudes brought about through the use of four films in the *Are You Ready for Service* film series.

Procedure: Seventy-nine boys in six senior social studies classes in a large Indiana high school were given an attitude scale designed by the author to measure attitudes of high-school boys toward the Armed Forces. This scale was a modification of one originally designed by Ida B. Kelley and edited by