

offered at each grade level as follows: eleventh grade American history, tenth grade world history, ninth grade physical science, and eighth grade mathematics. Two studios located at Chapel Hill and at Greensboro Woman's College alternated in broadcasting the class sessions. Six commercial channels contributed one or one-half hour of time per day in order that almost complete state-wide coverage might be obtained. Standard subject matter tests were given in September to experimental and control groups in each school. The same tests in different form were given to the same students in May. The statistics bureau of the State College of the University of North Carolina applied the analysis of covariance to the data obtained.

Results: The mean score of the TV group was more effective in three out of four comparisons made and equal in the fourth. TV instruction of American history was significantly better at the 5 percent level of confidence. There was no difference found in the world history course. General science was improved by television but not to a significant degree. TV instruction of mathematics was improved at the 1 percent level of significance. Thus mathematics was improved the most by television, world history the least, with the two other courses in between.—*H. H. McAshan.*

Irwin, John V., and Aronson, Arnold E.

A Comparison of the Effectiveness of a Live Conventional Lecture versus a Highly Visualized Film Presentation in Television Teaching at the College Level as Measured by an Objective Verbal Examination and by a Film Examination. Madison: University of Wisconsin Television Laboratory, Bulletin No. 11. 29 p.

Purpose: The general purpose of this research study was to compare the relative teaching effectiveness of live lecture and highly visualized film presentation in television teaching at the college level. A secondary purpose was to compare the effects of two conditions of instruction: (1) the class in the studio with the instructor, and (2) the class in a monitor room viewing the instruction via closed-circuit TV.

Procedure: A series of eight areas in clinical audiology constituted the subject matter of the research. Two equivalent types of tests were set forth within each area. A series of two lectures and two films each were presented to the class during two successive class meetings. A written examination was administered during the third class meeting. The remaining eight lectures and films were administered during the fourth and fifth class meetings. At the final examination period a verbal examination was given on materials covered during the fourth and fifth class meetings followed by a film examination based upon the first two class periods.

Results: There was no significant difference (at the 5 percent level) in the relative efficiency of the two methods of instruction—the live lecture and the highly visualized film presentation. The study also revealed no significant difference in gain of factual knowledge whether the students were in the room with the instructor or in a monitor room. The method of testing evidently effected the apparent efficiency of the method of teaching. In film testing, film teaching appeared to be the more efficient; in verbal testing, verbal teaching appeared to be the more efficient. An interesting observation concerning the experiment was that the lack of feedback communication or interaction from the monitor room to the studio room apparently had no ill effects.—*H. H. McAshan.*

Kelley, Fred C.

Evaluation Report on First Year Using Educational Television, 1959-60, Des Moines and Polk County Schools. Des Moines (Iowa) Public Schools, 1960. 20 p.