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Study of 100 Dekalb county, Georgia, first grade pupils'ability to identify words found in the nine preprimers that have been adopted for use in the public schools of Georgia

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A STUDY OF 100 DEKALB COUNTY, GEORGIA, FIRST
GRADE PUPILS' ABILITY TO IDENTIFY WORDS
FOUND IN THE NINE PREPRIMERS THAT
HAVE BEEN ADOPTED FOR USE IN THE
PUBLIC SCHOOLS OF GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
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DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA

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CHAPTER I

INTRODUCTION

It is evident from the numerous vocabulary studies that have been made in recent years that there is a growing interest in reading materials as a factor influencing the progress of pupils in learning to read.

Most of the investigations made in this field have been scientific appraisals of the vocabulary load of books in terms of quantitative measures: the number of running words in beginning basal texts;¹ the number of different words;² the average frequency of repetition per word;³ the average rate of introduction of new words per page;⁴ and comparative studies of vocabularies of several texts on the same grade level.⁵

Although these studies have made a significant contribution to the understanding of reading materials, they have failed to touch some of the factors that underlie the difficulties of basal reading texts.

Of equal importance with the number of new words and the amount of repetition given them in the readers, is the question of how difficult the words may be for the child who has to read them. The subjective

¹E. A. Betts, "A Study of the Vocabularies of First Grade Basal Readers," Elementary English Review, XVI (February, 1939), 65-69, 73.

²Ibid.

³M. I. Rankin, "A Study of the Recurrence of Words in Certain Primers," Elementary School Journal, XXVIII (December, 1927), 278-85.

⁴M. Rudisill, "Selection of Preprimers and Primers - A Word Analysis," Elementary School Journal, XXXVIII (May-June, 1938), 683-93.

⁵E. Selke, "A Comparative Study of the Vocabularies of 12 Beginning Books in Reading," Journal of Educational Research, XXII (December, 1930), 369-74.

judgment of teachers and authors as a method of estimating word difficulty is not new. Dolch comments that

If reading is to be considered a thought-getting process, then, for the purpose of studies in reading, the term 'word' must refer to an idea conveyed by a symbol and not the symbol itself; that is to say, the term 'word' must refer to a meaning and not a spelling.¹

Recently there has been an increasing interest in the qualitative difficulties of words as an important phase of the vocabulary analysis of readers. According to the study by Sims,² there is a possibility of the meaning of a word being only partially known after recognition is mastered. Others have emphasized the need of building readiness for the use of basal texts by giving the child experiences with objects the names of which are in the vocabulary lists of preprimers and primers. These experiences are the foundation for the oral vocabulary which should precede the reading vocabulary of pupils.

Realizing the importance of knowing the association of meaning with the verbal symbol, the writer felt that a study of children's ability to identify the verbal symbol of words found in the vocabulary lists of the basal texts that have been adopted by the state for their use would reveal the weak or inadequate associations of meanings of the words. The findings should throw light on the needs of the pupils. These needs should serve as a starting point for promoting the meaning vocabulary which is essential to a successful reading program.

Statement of the Problem---A study of 100 DeKalb County, Georgia,

¹E. W. Dolch, Reading and Word Meaning (New York, 1927), p. 2.

²R. Sims, "Concept Analysis of Primers and Preprimers," Elementary English Review, XV (December, 1938), 302-05.

first grade pupils' ability to identify words found in the nine preprimers that have been adopted for use in the public schools of Georgia.

Scope.--(1) The subjects: This study is limited to 100 DeKalb County, Georgia, first grade pupils, aged six years, two months to seven years, six months. (2) Experimental data: Only the common nouns found in the nine preprimers that have been adopted by the state of Georgia for use in the public schools were used.

Pertinent Studies.--The writer found no studies directly related to this problem, but several other elaborate studies of word meaning on a higher grade level were examined. Among them is a study of word meaning by Dolch,¹ in which he analyzed a single set of readers to determine word difficulty by the number of different meanings a single spelling was given in this group of readers. He found that some words had as many as six meanings, others five and four, down to a minimum of two meanings for a single spelling.

Mildred Fisher² analyzed the nine preprimers used in this study and found that there are 272 different words in this group of books and that there are from one to four meanings, as determined by their use in the context.

These studies are typical of those made in the field of word meaning. Both dealt with materials, but the former was more concerned with the qualitative phase, while the latter emphasized the quantitative phase of

¹E. W. Dolch, Reading and Word Meaning (New York, 1927).

²Mildred Fisher, "Concepts Basic to a Beginning Reading Program in the Public Schools of Georgia." Unpublished Master's thesis, Department of Education, Atlanta University, 1939.

word difficulties.

This study is concerned with determining whether or not these first grade subjects have the ability to identify words found in the nine state-adopted preprimers. It seeks to find out what spellings need enriching if the first grade reading program is to be successful in the state of Georgia.

CHAPTER II

METHOD OF PROCEDURE

I. The Subjects.--The data for this study were secured from 100 DeKalb County (Georgia) first grade pupils, aged six years, two months to seven years, six months. The criteria for their selection were age, grade placement, and the number of years in school. No pupil who had attended school previous to this term, 1941-42, and who had received more than three months of formal instruction in reading was used.

II. The Experimental Data.--(1) Description of the test: The test was designed primarily for use in this study. However, with amends and omissions, it might be used to make similar studies in other states. This revision is desirable because each state has a different collection of state-adopted textbooks, and the words in this test were taken from the nine Georgia-adopted preprimers.

The seventy-six nouns found in the list of 271 words compiled by Mildred Fisher from the nine state-adopted preprimers were used for the test.¹ They were selected because they were common to the majority of the state-adopted preprimers and because they were used as nouns in these readers. The following readers were used:

- I. Elson-Gray
Dick and Jane
Scott-Foresman and Company, Atlanta, 1936
- II. Grace E. Storm
Nip and Tuck
Lyons and Carnagan, New York, 1936

¹Mildred Fisher, "Concepts Basic to a Beginning Reading Program in the Public Schools of Georgia." Unpublished Master's thesis, Department of Education, Atlanta University, 1939. Pp. 12-44.

- III. Gates and Huber
The Little Chart
Macmillan Company, 1935
- IV. Clarence R. Stone and Dodie Hae
Tom and Jip
Webster Publishing Company, 1935
- V. Suzzalo-Freeland-McLaughlin and Skinner
Fact and Story Reader
American Book Company, 1933
- VI. Marjorie Hardy
The Little Book
Wheeler Publishing Company, 1928
- VII. Spot
Johnson Publishing Company, 1935
- VIII. Gehres, Ethel Maltby
Everyday Life
Johnson C. Winston Company, Atlanta, 1936
- IX. Leavell-Breckenbridge-Browning-Tallis
Friends at Play - Preprimer
American Book Company, 1935

The test was of the oral-multiple-choice type, designed to measure the subjects' ability to identify the word which corresponded to the picture, from the three choices given.

Preliminary Investigation.--Due to the difficulty in securing a large number of subjects, the investigator did not make a preliminary investigation to determine time limits and possible corrections; nevertheless, an attempt was made to use the first ten subjects in this capacity. It was found that the time needed for administering the test ranged from ten to fifteen minutes. Since this was a power test, rather than a speed test, the subject was allowed to progress at his own rate. The pictures were found to be adequate.

Major Investigation.--The study was conducted during the week of March 23, 1942. The test was administered during the class periods, throughout the school day. The investigator administered the test to

all the subjects, individually, independent of outside aid. The subject was asked to play a game in which he was to pick out the name of the object from the words the investigator would call. The subject was presented a picture that included only the object. Then the investigator called three words,¹ from which the child was asked to choose the correct response, i.e., the word in the group of three that identified the object. As the child proceeded, the investigator recorded the subject's attempts on the Score Sheet, placing a check opposite the word if the correct response was given and writing out the word when an incorrect response was given. The criterion for the correct response for any word in the test was the correspondence of the response to the way in which it was used in the nine Georgia-adopted preprimers as shown by the list,² compiled by Mildred Fisher.

To prevent coaching no comments were made. However, the writer found it necessary in some cases to repeat the three words because there was a tendency of the subject to insert an entirely new word. If the subject continued to give a new word it was recorded as an incorrect response.

The response was either correct or incorrect; no partial credit was given. For example, "rats" was often substituted for "mice", an entirely new word; consequently "rats" was treated as an incorrect response.

One hundred children were tested.

¹The correct word was mixed with two alternative incorrect words. The alternatives were relative in some cases, but never synonymous. In the event singular and plural forms were given, the singular was given as an alternative incorrect response as a test for differentiation of number and plural forms.

²Op. cit.

CHAPTER III

TREATMENT OF DATA

I. Scoring.--The number of correct responses given by the subject constituted his score for the test.

II. The Difficulty of the Words.--An attempt was made in this study to determine word meaning by the pupils' ability to identify words by a picture-word association test. It was assumed that the words which were "correctly associated" with the pictures were not difficult as to identification to the subject. In tabulating the results, only those words checked as correctly associated were counted; further, the frequency of the correct association for the group was used as an index to its difficulty.

The words arranged according to their difficulty; the percentages of pupils making the correct associations; and the difficulty value in standard deviations are shown in Table I.

As previously stated, when a subject made the correct identification, the word was considered meaningful to the child. The per cent of the 100 subjects who gave the correct response constituted one expression of how difficult the word was for the group. To illustrate, word 62 was responded to correctly by 75 per cent of the subjects. This fact indicates that the word was identified by or easy to 75 per cent, while the other 25 per cent who did not identify it found the word difficult. The greater the per cent of correct responses, the less difficult the identification of the word. Thus if a word was responded to correctly by 100 per cent of the group, it was placed low on the scale of difficulty. Let it be assumed that the ability to identify the series of words presented is normally

TABLE 1

WORDS ARRANGED ACCORDING TO THEIR DIFFICULTY; THE PERCENTAGES OF PUPILS MAKING THE CORRECT ASSOCIATIONS; AND THE DIFFICULTY VALUE IN STANDARD DEVIATIONS

Word	Percent- age of Pupils Giving Correct Response	Sigma Value	$\frac{1}{3}$ Sigma *	Word	Percent- age of Pupils Giving Correct Response	Sigma Value	$\frac{1}{3}$ Sigma
1. cat	100	-3.00	0.00	19. father	99	-2.33	0.67
2. cow	100	-3.00	0.00	20. morning	99	-2.33	0.67
3. duck	100	-3.00	0.00	21. ball	98	-2.06	0.94
4. garage	100	-3.00	0.00	22. box	98	-2.06	0.94
5. garden	100	-3.00	0.00	23. color	98	-2.06	0.94
6. house	100	-3.00	0.00	24. dog	98	-2.06	0.94
7. pig	100	-3.00	0.00	25. girl	98	-2.06	0.94
8. school	100	-3.00	0.00	26. holes	98	-2.06	0.94
9. store	100	-3.00	0.00	27. kitten	98	-2.06	0.94
10. water	100	-3.00	0.00	28. picture	98	-2.06	0.94
11. wife	100	-3.00	0.00	29. home	97	-1.89	1.11
12. woman	100	-3.00	0.00	30. man	97	-1.89	1.11
13. apple	99	-2.33	0.67	31. train	97	-1.89	1.11
14. bell	99	-2.33	0.67	32. tree	97	-1.89	1.11
15. brother	99	-2.33	0.67	33. baby	96	-1.76	1.24
16. bed	99	-2.33	0.67	34. dress	96	-1.76	1.24
17. car	99	-2.33	0.67	35. milkman	96	-1.76	1.24
18. day	99	-2.33	0.67	36. rabbit	96	-1.76	1.24

* $\frac{1}{3}$ S. D. was added to each numerical quantity in order to make all values on the difficulty-scale positive.

TABLE 1 (CONTINUED)

WORDS ARRANGED ACCORDING TO THEIR DIFFICULTY; THE PERCENTAGES OF PUPILS MAKING THE CORRECT ASSOCIATIONS; AND THE DIFFICULTY VALUE IN STANDARD DEVIATIONS

Word	Percent- age of Pupils Giving Correct Response	Sigma Value	$\frac{1}{3}$ Sigma	Word	Percent- age of Pupils Giving Correct Response	Sigma Value	$\frac{1}{3}$ Sigma
37. robins	96	-1.76	1.24	57. hen	82	-0.92	2.08
38. milk	95	-1.65	1.35	58. chickens	80	-0.85	2.15
39. hay	94	-1.56	1.44	59. cookies	78	-0.78	2.22
40. oil	94	-1.56	1.44	60. gas	78	-0.78	2.22
41. sister	94	-1.56	1.44	61. chicks	76	-0.71	2.29
42. grand- mother	93	-1.48	1.52	62. ducks	75	-0.68	2.32
43. wagon	93	-1.48	1.52	63. seashore	75	-0.68	2.32
44. candy	91	-1.35	1.65	64. kitchen	74	-0.65	2.35
45. doll	91	-1.35	1.65	65. farm	72	-0.59	2.41
46. postman	91	-1.35	1.65	66. scare- crow	72	-0.59	2.41
47. rope	90	-1.29	1.71	67. birds	69	-0.50	2.50
48. cap	90	-1.29	1.71	68. mice	69	-0.50	2.50
49. dinner	90	-1.29	1.71	69. kittens	68	-0.47	2.53
50. cup	89	-1.23	1.77	70. dolls	62	-0.31	2.69
51. mother	88	-1.18	1.82	71. dogs	61	-0.28	2.72
52. nest	88	-1.18	1.82	72. horse	56	-0.16	2.84
53. bird	87	-1.13	1.87	73. rabbits	51	-0.03	2.97
54. sheep	87	-1.13	1.87	74. pail	28	0.59	3.59
55. farmer	86	-1.09	1.91	75. hill	27	0.62	3.62
56. filling station	84	-1.00	2.00	76. lettuce	12	1.18	4.18

distributed among the pupils studied, the unit of measure of the difficulty may be expressed in terms of standard deviations. The per cent of each word was converted into standard deviations above or below the mean. The procedure for this operation follows: word 62 was responded to correctly by 75 per cent of the 100 subjects, as shown in Table I; i.e., the upper 50 per cent, the right half of the assumed normal curve of distribution, plus the 25 per cent at the left of the mean. Hence, this word was located on the base point -0.65 S. D. A word which 100 per cent of the subjects identified has a difficulty value of -3.00 S. D. In other words, it has no difficulty. Whereas a word which no subject responded to correctly has a difficulty value of $+3.00$ S. D. or a maximum difficulty.

Conditions affecting the rank in difficulty.--In considering some conditions which might have influenced the rank in difficulty of these words, several factors suggested themselves to the writer. A first factor is environment. The subjects in this study were from a single rural community, DeKalb County, Georgia. Due to the local geography and local customs, some of the words which are difficult for this community might be very easy for another. Lettuce, which was the most difficult word for the group, perhaps would have been responded to correctly by a larger number in a city group. This influence of locality is mentioned by Dolch¹ in his statement that words familiar to one section of the country may be unfamiliar to another; and by Thorndike,² in his reference to "elevated" as more meaningful to New York City children than for children in localities less urban.

¹E. W. Dolch, Reading and Word Meaning (New York, 1927), p. 51.

²E. L. Thorndike, "Word Knowledge in the Elementary School," Teachers College Record, XXIV No. 4 (September, 1921), pp. 334-70.

A second factor is the form of the word as a source of difficulty. Some of these words were placed high on the scale of difficulty because of the failure of the children to differentiate between the singular and plural forms. This ability is probably the outcome of a longer period of instruction for many children.

Keeping in mind the two factors which might have affected the word difficulty, it will be interesting to note that there were only 12 words responded to correctly by 100 per cent of the group.

The words were:

- | | |
|-------------------|-----------|
| 1. cat | 7. pig |
| 2. cow | 8. school |
| 3. duck | 9. store |
| 4. garage | 10. water |
| 5. garden | 11. wife |
| 6. house | 12. woman |

Of relatively little importance are the faulty associations made; but in view of the two factors mentioned, the writer has included for the interested reader, Table C in the Appendix, which lists the faulty identifications made by the group and the frequency of the faulty identification.

CHAPTER IV

SUMMARY

The foregoing report is a study of 100 DeKalb County, Georgia, first grade pupils' ability to identify the words found in the nine preprimers that have been adopted for use in the public schools of Georgia.

The subjects, aged six years and two months to seven years and six months, were from a single rural community. Previous to this term, 1942-43, they had not attended school; and none of them had received more than three months of formal instruction in reading. A test was devised which required the child to choose the word, from a group of three words, that named the object represented in a picture. The test was administered orally and individually. The words used in the test were the seventy-six nouns taken from a list of 271 words compiled from the nine state-adopted preprimers.

Findings.--(1) Several of the words common to all of the preprimers were not identified by many of the pupils. Even in a group of children from a single community, wide differences are to be found in the background of experiences with objects and the symbols by which they are generally called.

(2) Many of the pupils do not discriminate between singular and plural forms of names.

(3) Many of the words in beginning texts are out of the pupils' range of experience; hence they are not meaningful.

Implications.--This study should be highly significant to the first grade teachers in the state of Georgia.

Very often it has been taken for granted that recognition of a word form is an index to meaning. This is not necessarily true.

In beginning reading, the teacher should be primarily concerned with developing the associations between the object or its pictorial representation and the verbal symbol by which it is generally known. She should make sure that these associations of objects and verbal symbols include the concepts which underlie the content of basal beginning texts. The teacher of reading should be a student of the materials which she is to use. A thorough knowledge of the words and ideas that are the content which children are to comprehend is necessary to the teacher as a basis for locating and eliminating the points at which the children will encounter their greatest difficulties. These difficulties will vary in degree with different individuals.

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APPENDIX

TABLE A

VOCABULARY LIST

The following list of words was compiled from the nine state-adopted preprimers by Mildred Fisher,¹ and listed as those concepts basic to a beginning reading program in Georgia. The common nouns are entered by asterisks.

a	big	can	ding-dong
after	Billy	*candy	*dinner
Alice	Billy's	*cap	*dog
all	*bird	*car	*dogs
am	*birds	*cat	*doll
an	black	catch	*dolls
and	Blackie	*chickens	down
another	blue	*chicks	draw
*apple	Bob	color	*dress
are	bow-wow	come	*duck
ate	*box	coming	*ducks
away	*boy	*cookies	eat
baa	*brother	could	eating
*baby	brown	*cow	falls
*ball	bump	*cup	*farm
*bed	busy	*day	*farmer
*bell	cackle	dear	farmer's
Ben	called	Dick	fast
Betty	came	did	*father

¹Mildred Fisher, "Concepts Basic to a Beginning Reading Program in the Public Schools of Georgia." Unpublished Master's thesis, Department of Education, Atlanta University, 1939.

TABLE A (continued)

father's	grew	is	made
feed	grunt	it	*man
filling	guess	Jane	make
find	had	Jip	makes
for	happy	Jo-boy	me
found	has	Judy	mew
four	have	jump	*mice
fun	he	jumped	*milk
funny	hello	jumps	*milkman
*garage	help	*kitchen	moo
*garden	helped	*kitten	*morning
*gas	helping	*kittens	*Mother (mother)
gave	*hen	knocked	my
get	her	laugh	name
getting	here	laughed	neigh
giving	*hill	laughs	*nest
*girl	*holes	*lettuce	Nip
go	*home	like	no
going	*horse	likes	not
good	*house	little	now
goodbye	how	Little Man	of
got	I	live	oh
*grandmother	in	look	*oil
green	into	looked	old

TABLE A (continued)

on	Raggedy Andy	sleepy	two
one	ran	some	up
our	ready	something	*wagon
out	red	Spot	wake
over	ride	*station	want
paid	rides	stops	wants
*pail	right	*store	was
painting	*robins	Sue	*water
Peggy	robin's	Fag	we
Peter	*rope	thank	went
*picture	run	the	what
*pig	running	then	where
planted	runs	these	which
play	said	they	white
plays	Sally	this	Whitie
please	saw	three	who
pretty	says	throws	*wife
pull	*scarecrow	Tibby	will
pulled	*school	to	with
pulling	*seashore	Tom	*woman
put	see	Tom's	yellow
*postman	she	too	yes
quick	*sheep	*train	you
*rabbit	*sister	*tree	
*rabbits	skating	Tuck	

TABLE B

WORD MEANING TEST

Devised by Rena O. Bohler, student in the
Department of Education, Atlanta University

Directions.--Invite the child to play a game with you. Say, "I am going to show you some pictures. I am going to say three words. Listen carefully and see which word is the right name for the picture. When you are sure you have the right name, tell me what it is." Hold up a picture of an apple while saying: "This is an apple, a pear, an orange."

If the child inserts an entirely new word, say, "I didn't say that word. Now listen again, carefully." Repeat the words. As the child proceeds, record his responses on the score sheet, putting a check opposite the word if the correct response is given, and writing out the word if the incorrect response is given. No credit is given for synonyms.

It is suggested that the examiner be sufficiently familiar with the content of the test to avoid dependence on the printed form.

- | | | | |
|------------------------------|---------------------------------|-------------------------------------|------------------------------|
| 1. orange
apple
pear | 2. baby
man
boy | 3. top
button
ball | 4. bell
ball
toy |
| 5. bed
sofa
chair | 6. chicken
bird
duck | 7. bird
ducks
birds | 8. boy
girl
man |
| 9. box
jar
bottle | 10. mother
brother
father | 11. candy
chewing-gum
cookies | 12. scarf
coat
cap |
| 13. truck
car
wagon | 14. lion
squirrel
cat | 15. chicken
birds
chickens | 16. birds
chicks
ducks |
| 17. color
brush
crayon | 18. cakes
pies
cookies | 19. horse
cow
donkey | 20. saucer
cup
bowl |

TABLE B (continued)

21. day night sleep	22. picnic dinner cabbage	23. fox dog baby horse	24. dog cat dogs
25. doll baby toy	26. doll babies dolls	27. coat housecoat dress	28. bird hen ducks
29. chicks duck ducks	30. farm field garden	31. farmer postman milkman	32. brother father grandpa
33. filling station bus station train station	34. barn garage stable	35. lawn field garden	36. gas kerosene water
37. girl baby boy	38. mother grandmother girl	39. rooster hen duck	40. hill river mountain
41. dots holes cheese	42. school home church	43. horse cow mule	44. barn house garage
45. dining room kitchen bedroom	46. puppy kitten dog	47. kitten puppies kittens	48. lettuce beets turnips
49. man boy baby	50. opossum mice squirrel	51. tea coffee milk	52. milkman fireman postman
53. night morning school	54. father mother grandmother	55. chicken coop nest house	56. oil water coca-cola
57. pail tub well	58. picture book tablet	59. cow pig donkey	60. fireman postman farmer
61. squirrel rabbit dog	62. rabbit rabbits squirrel	63. ducks robins hens	64. string rope thread
65. man doll scarecrow	66. church school home	67. seashore pond backyard	68. dog sheep goat
69. brother mother sister	70. store town lunch room	71. truck train airplane	72. bush tree flower

TABLE B (continued)

73. buggy
car
wagon

74. milk
tea
water

75. wife
husband
child

76. girl
woman
man

TABLE C

LIST OF WORDS HAVING FAULTY ASSOCIATIONS,
THE FAULTY ASSOCIATION, AND THE FREQUENCY
OF THE FAULTY ASSOCIATION

Word	Faulty Association	Frequency	Word	Faulty Association	Frequency
1. apple	pear	1	23. dog	hound	2
2. baby	boy	4	24. dogs	dog	39
3. ball	button	2	25. doll	baby	9
4. bell	toy	1	26. dolls	/ doll / babies	38
5. bed	sofa	1	27. dress	housecoat / cape	4
6. bird	duck	23	29. ducks	duck	25
7. birds	bird	31	30. farm	field / garden	38
8. boy	man / doll	6	31. farmer	milkman / postman	14
9. box	hog pen / pen	2	32. father	brother	2
10. brother	boy	1	33. filling station	car or bus station	16
11. candy	chewing gum	9	36. gas	oil / kero- sene	22
12. cap	hat	10	37. girl	sister	2
13. car	truck	1	38. grand- mother	mother	7
15. chickens	chicken	20	39. hen	rooster	18
16. chicks	ducks / biddies	24	40. hill	mountain	75
17. color	red / brush	2	41. holes	dots	2
18. cookies	cakes / pies	22	42. home	house	3
20. cup	bowl	11	43. horse	mule	44
21. day	school	1	45. kitchen	dining room	33
22. dinner	picnic	10	46. kitten	cat	2

TABLE C (continued)

Word	Faulty Association	Frequency	Word	Faulty Association	Frequency
47. kittens	kitten / squirrel	32	60. postman	milkman / fireman	9
48. lettuce	cabbage	88	61. rabbit	squirrel / opossum	4
49. man	boy	3	62. rabbits	rabbit	49
50. mice	rats	31	63. robins	birds, geese, ducks,	14
51. milk	water	5	64. rope	string	9
52. milkman	farmer	4	65. scare- crow	doll / man	28
53. morning	school	1	67. seashore	park / river	25
54. mother	grand- mother	12	68. sheep	goat	13
55. nest	chicken- coop	12	69. sister	brother / girl	6
56. oil	water	6	71. train	engine	3
57. pail	tub / bucket	72	73. wagon	buggy	6
58. picture	tablet	2			