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An experiment to evaluate some techniques for measuring the knowledge of word meanings in the fourth, fifth, and sixth grades

Varney, Elinor Caroline

Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

AN EXPERIMENT TO EVALUATE SOME TECHNIQUES
FOR MEASURING THE KNOWLEDGE OF WORD
MEANINGS IN THE FOURTH, FIFTH AND
SIXTH GRADES

Submitted by
Elinor Caroline Varney
(B.S. in Ed., Boston University, 1944)

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1945

First Reader: Helen A. Murphy, Assistant Professor of Education
Second Reader: W. Linwood Chase, Professor of Education
Third Reader: Donald D. Durrell, Professor of Education
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An Experiment to Evaluate Some Techniques For Measuring The Knowledge Of Word Meanings In The Fourth, Fifth and Sixth Grades
INTRODUCTION

Students of language for many years have commented upon the fact that many English words have multiple meanings. Those interested in semantics have stressed the importance of recognizing in the teaching process the fact that words differ in many respects with regard to meaning. Some words have a single meaning, and others have many meanings.

This writer was interested in studying the various meanings children have for words in the fourth, fifth and sixth grades and undertook this study to evaluate some techniques in measuring their knowledge of word meanings at this level.

Ogden and Richards\(^1\) believe this sentence gives a true definition of meaning,

"The meaning of any sentence is what the speaker intends to be understood from it by the listener."

They\(^2\) quote Dr. Boas as saying, "All speech is intended to serve for the communication of ideas." They\(^3\) quote Dr. Melinowski as saying, "Language, in its developed literary


\(^{2}\)Ibid. P. 9.

\(^{3}\)Ibid. P. 452.
null
and scientific functions, is an instrument of thought and of the communication of thought. The art of properly using this instrument is the most obvious aim of the study of language." Probably Socrates had these same ideas concerning the meaning and purposes and functions of language when he cautioned his students "to agree concerning definitions before arguing."

Korzybski\textsuperscript{4} says, "If we inquire about the 'meaning' of a word we find that it depends on the 'meaning' of other words used in defining it, and that the eventual new relations posited between them ultimately depend on the multiordinal meanings of the undefined terms."

Chase\textsuperscript{5} points out that Richards amplifies with clearness certain aspects of meaning in this statement, "The studies of rhetoric and grammar assume that words have definite one-valued meanings. But most words as they pass from context to context change their meanings, and in many different ways. A major cause of communication failure is the one-proper-meaning superstition, to wit, that a word has meaning of its own independent of its use, and controlling its use.


As a matter of fact, a word has similar meaning only in a similar context. What a word means is the missing parts of the context from which it draws its delegated efficacy."

Thus one sees that words are not of one meaning, but often have many meanings, and can take as many meanings as there are contexts.

Richards\(^6\) in trying to show that words have many meanings and that these meanings vary with context says, "Whether we are talking about words and their meanings or merely with them, we are finding our way through an endless series of alternatives between meanings. For the meaning is itself a process of growth and the outcome of a balance between possibilities of being."

Tonne\(^7\) says, "Human beings live, think, and act in terms of words."

The meanings of words affect our capacity to communicate together intelligibly. In world affairs today we need to put our problems into words and have those words truly understood. To quote Ordway Tead\(^8\), "In the larger issues of life we can act no better than we can talk together. Deeds


are limited by the words required to make those deeds in prospect seem attractive and practical." Thus one must agree with Chase\(^9\) that "Language should be a vehicle for communicating ideas and that teachers must always be searching for methods of improving communication."

O'Connor\(^10\) advocates the teaching of meaning vocabularies since he found "an extensive knowledge of the exact meanings of English words accompanies outstanding success in this country more often than any other single characteristic which The Human Engineering Laboratories have been able to isolate and measure."

Korzybski\(^11\) says "In the evolution of the human race and language, ... the life facts came first and labels (words) next. Today, from childhood up, we inculcate words and language first, and the facts they represent come next." Funk\(^12\) tells us, "Words were created as the symbols by which man relates the results of his experience and his thinking. Similar backgrounds produce a common vocabulary by which ideas and experiences may be exchanged fluently


\(^12\)H. V. Funk, "Say It and Mean It", National Parent-Teacher, 37: 14-16, June, 1943. P. 14.
and easily. Without similar backgrounds and a common vocabulary and language it is difficult, if not impossible, to make the other fellow understand. Sometimes words convey meaning only in a relatively small area, as 'spell' to take a turn. Many words of this kind are used with meaning to the initiated but are understood by others only through their context and through careful analysis."

Chase\textsuperscript{13} declares "Experience has the character of a recurrence of similar contexts. It is the key to the problem of meaning. Meaning comes through past experience."

Thus one sees that words get meaning as a result of one's background and experiences. Duffus\textsuperscript{14} makes this fact clear - "every important word has to carry around, in addition to its dictionary definition, the meaning that each one of us has attached to it as the result of his life's experiences." Coulter\textsuperscript{15} says, "Children get meaning for words as a result of their experiences with them in more or less vaguely recognized contexts. Since experiences of children are limited their first meanings for words are often inadequate and must be extended, consciously or unconsciously, through further experience and analysis."

\footnotesize{\textsuperscript{13}Op. Cit. P. 47.}
\footnotesize{\textsuperscript{14}Robert L. Duffus, "Where Do We Get Our Prejudices", Harper's, 153: 503: 508, Sept., 1926. P. 503.}
\footnotesize{\textsuperscript{15}V. C. Coulter, "Does Your Conscience Hurt You?" College English, 6: 283-8, Feb., 1945. P. 283.
According to Murre, "Among children the failure of words to convey adequate meanings is accentuated by reason of their limited background of experience. Faulty use of words in the schoolroom as well as in the home and on the playground develops wrong associations between words and realities for many children."

To a good reader a word is a symbol through which he grasps meaning. "In all assimilative reading, grasp of content depends upon the associations made as the words are seen."^17

Dewey says, "To grasp...a word in its meaning is to perform an act of intelligent selection or analysis."

Gray clearly points out that to grasp the meaning of a passage is not a simple matter, "In the act of reading, however, one cannot always rely on the meanings which he has previously attached to specific words. This is due to the fact that they are often used by the writer in a new or different sense. As a result the reader must search,

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sometimes quite vigorously, for the specific meanings implied by the words read." The Twenty-Fourth Yearbook\textsuperscript{20} says, "Words differ greatly as to the shades of meaning which they convey in different contexts. The associations with a given word may vary from one given by frequent or striking usage to those which are made very occasionally."

McKee\textsuperscript{21} states, "...the fundamental measure of effectiveness in reading is the quality and the quantity of the meaning which the individual realizes when he comes in contact with printed symbols of ideas. Mere recognition of either the visual or the auditory symbol of a word or phrase as something that has been seen, heard, or spoken before is not reading unless the recognition is accompanied by the realization of some degree of meaning. Furthermore, when the reading of a given printed symbol results in the realization of a small amount of meaning, or meaning that moves away from correctness of understanding, it is perfectly clear that the reading is either poor or misleading. The best reading occurs when the individual realizes a large amount of correct meaning as he comes in contact with a given printed symbol."

\textsuperscript{20} Op. Cit. P. 78.

\textsuperscript{21}Paul McKee, "Certain Matters of Importance in the Teaching of Reading", The Elementary English Review, 14: 115-18, April, 1937. P. 115.
Schools should realize that the reading vocabulary required of the school child at every grade level is much greater than one is commonly led to believe. Those who represent the vocabulary of a given reader to be the same as the total number of different word forms presented in the book are not stating the facts of the case. McKee discovered in a recent analysis of ten primers and ten first grade readers that a total of 2412 different word forms were presented. However, these word forms were used to represent almost 4000 different meanings. In the case of each book analyzed, the number of different meanings involved was considerably greater than the number of different word forms included. Therefore, McKee says, "Word recognition without well developed meanings like speed in silent reading has no value by itself."

Most reading authorities agree with McKee that a "better understanding of the nature of reading vocabulary is needed. In the first place, it is clear that an individual's real reading vocabulary is composed only of those words with which he is able to make meaning when he comes in contact with their printed symbols. Some of these words will carry rather complete meaning for him; others can be used only in a meagre way. Some words will be useful in all their..."
different meanings; others will be known in connection with only one or two of their several meanings. Most certainly no word form is part of an individual's reading vocabulary when he does not understand the particular meaning for which it stands in a given setting, even though he is able to pronounce or to recognize it visually as something he has seen before."

Skinner states, "It is the wide variation in meaning which confuses children. It is interesting to analyze the number of meanings for at, by, with, after. Run has over thirty different meanings, some of which are: He will run a race. Bill made a home run. That is a run for the cows. They made a run on the bank. Grace has a run in her stocking. The candidate agreed to run. Bear is simple if we say, "I see the bear," but how about "You must bear the burden." "Will you bear with me a little longer?"

She told an interesting anecdote concerning the word after. A child was looking at a picture of horses. The title of the picture was, "Wild Horses - After Rosa Bonheur." The child remarked, "I can see the horses but I can't find Rosa."

Recently Dr. Roy Chapman Andrews reported over Station WBZ that a man in Cleveland, Ohio was arrested for a petty

offense and fined one hundred dollars. The judge decreed the sentence to be executed within one month. At the word executed the offender fainted because to him that word meant death.

In the same vein, LaBrant\textsuperscript{25} says, "Tommy says, 'I want my ball.' (meaning his red and white celluloid ball, the only ball he knows). Yet a more experienced person in the use of ball might say: 'I am all balled up.' 'The ball was gay.' 'This mud makes a ball on my heels.' 'This world is but a ball.' She reports that "In a college class reading Frost, fifteen out of fifty did not know what was meant by 'birch' and were not even amused by the statement of one student, 'Well, it's a tree something like a pine.' This ignorance of what seem to many of us common words is another basis for our desire to do something about the vocabularies of our pupils."

The writer would like to give a few concrete examples from her own experiences showing how children have been confused by not being able to grasp the meaning of a common word used in a new setting. A seven year old girl was standing by a chemical fire extinguisher. She read the directions for using it which stated, "To play, turn upside down." She laughed and said, "I didn't know this was a toy.

I thought it was real." She had never seen play used in that sense. An eight year old boy, leaving for a visit with relatives, was given a dollar and told to be careful of it as he would have to make it go for two weeks. He couldn't understand what was meant by go. A three year old boy was asked if he had seen any robins that day. "Oh yes," he replied, "right out front. See." When told there were no robins there he replied, "Yes, it goes right up the hill and trucks go on it." He lived on Robbins Road and he had no idea that the questioner meant a bird.

The Twenty-Fourth Year Book\textsuperscript{26} points out "The idiomatic use of certain common words or word endings often proves puzzling to children. Words which give a negative point of view or limit the thought in unexpected ways need especial attention: not only, if, unless, but meaning except are examples."

Thus it becomes apparent that not only schools, but writers of children's books should realize the misconceptions which children get from varied meanings of words and give more careful thought to the number of concepts for each word.

\textsuperscript{26}Op. Cit. P. 79.
At once you note several things. First, there is a tendency in the data. The data in the 1950s and 1960s show a consistent pattern of increasing values. In fact, the data for the 1950s is strikingly similar to the data for the 1960s. However, the data for the 1970s and 1980s show a marked decrease. This could be due to several factors. For example, it is possible that the trends in the 1950s and 1960s were due to a specific set of circumstances, while the decrease in the 1970s and 1980s was due to a different set of circumstances.

Second, you notice that there are several outliers in the data. These outliers could be due to a variety of factors. For example, they could be due to errors in data collection, or they could be due to a lack of understanding of the underlying processes.

Third, you notice that there is a significant difference between the data for different regions. For example, the data for the eastern region is consistently higher than the data for the western region. This could be due to a variety of factors, such as differences in economic conditions, or differences in the quality of data collection.

Finally, you notice that there is a significant correlation between the data for different variables. For example, there is a strong correlation between the data for employment and income. This could be due to a variety of factors, such as the fact that higher income is often associated with higher employment.
CHAPTER I

PREVIOUS RESEARCH

There have been many studies concerning vocabulary, especially in word counts. Seegers\(^1\) reports the following vocabulary studies:

1. Thorndike's Teachers Word Book is probably the most significant of all these studies. Counting the separate frequencies found in over 10,000,000 running words, Thorndike has listed with considerable authenticity in frequency order the 20,000 words most frequently found in English reading material.

2. International Kindergarten Union Study Committee. A Study of the Vocabulary of Children Before Entering First Grade; The most common 7000 different words found known to preschool children.

3. Madeline Horn's Study in which she gathered 489,555 running words by free association from children in various kindergartens throughout the country. There were included 7086 words.

inflectional forms and original coined words were tabulated separately. The thousand words used most frequently constitute a very useful list.

4. Ernest Horn's researches have been most significant among studies designed to elicit words most useful for writing and spelling.

5. Arthur I. Gates, on the basis of a series of studies, listed the 1500 word vocabulary which he considered basic for children's reading. These 1500 words were selected from 4300 words most frequently found. The 1500 are listed in the order of importance. A strong factor of Gates' study is that he recognizes that as far as children are concerned the use of a word is as significant as the form.

6. Durrell-Sulliven list, a selected vocabulary for each of the intermediate grades, the words are derived from 17 fourth grade books, 20 fifth grade books, and 19 sixth grade books. Words in the Gates primary list are not included, the list being additional to the Gates list. Words were included in the list at each grade level which appeared in seven or more books.

7. Buckingham and Dolch Combined Word List was planned to offer, conveniently assembled in one alphabetical list the 19,000 words in eleven of the best known
word lists. After each word letters and numbers would show all the lists containing the word and the grade or frequency placement given in each list.

In criticizing this Combined Word List, Dolch\textsuperscript{2} states, "as complete as this combined list is, it still does not tell us just what meanings are intended by the word forms it contains. It may be assumed that the commonest meaning is intended, but often there are various meanings that are about equally common."

Durrell\textsuperscript{3} states that the Faucett-Maki list is a combination of the Horn and Thorndike lists.

Helpful as these word counts or lists are, they do not indicate what meaning or meanings are implied by any entry nor do they show what meaning children understand at a given grade level. Word lists are only words that have occurred most frequently in reading material. They do not claim to be lists of words that children understand. In these word counts, some of the most frequent words are among the most difficult to understand or define. Recognition of a word by no means guarantees understanding, and understanding a word in one setting by no means implies complete understanding.


\textsuperscript{3}Donald D. Durrell, "A Vocabulary for Corrective Reading", The Elementary English Review, 11-12: 106-109, April, 1934. P. 106.
Although educators realize the difficulties caused by the many words with multiple meaning in the English language and admit the need for research in this field, Seegers\(^4\) says, "In elementary education the problem has by no means received adequate attention." McKee\(^5\) emphasizes the need of word lists showing what words children understand at different grade levels and word lists that show the various meanings of a given word which children understand at a given grade level.

Dewey\(^6\) and Buckingham and Dolch\(^7\) substantiate McKee in the belief that we cannot choose school books of a vocabulary which is within the word knowledge of the children who are to study those books until we have found out the words of which children in the various grades know the meanings. We cannot measure carefully the vocabulary difficulty of reading material until there is available a list of words together with their different meanings which children understand at different grade levels.


According to Cronback\textsuperscript{8}, "One of the important needs in the field of educational measurements is for improved measures of word meanings."

Knott\textsuperscript{9} says, "There is no way of telling what research will be opened up if we begin to pay attention to words of multiple meaning."

Gates\textsuperscript{10} found that knowledge of the meanings of words as shown by results of multiple choice tests lags consistently behind word recognition at all reading levels and the differences become greater the higher the reading grade.

One of the best known studies which has attempted to work out a meaning frequency count is The English Semantic Count by Thorndike and Lorge. Concerning this Count Lorge\textsuperscript{11} says, "In Thorndike's frequency count, homographs (i.e. words of the same spelling as others, but either of different


origins, uses, or meanings) like beer (the animal) and beer (to carry) were counted together not because they really belonged together, but because such procedure expedited the counting. For instance, the word game has a frequency that places it in the second 500 most frequent words. This word, however, has many meanings. It is apparent that knowing the relative frequency of a homograph is but a small part of the information needed about words."

In January 1934, Thorndike began the direction of an exploration of the possibilities of the measurement of the importance of each meaning of each word at the Institute of Education Research and it is known as the "semantic count" as it is a count of meaning frequency.

In explaining the value of this count Lorge\textsuperscript{12} says, "When there is a reliable count of the meaning frequency of words writers and editors will be able to choose not only words that are relatively frequent but also be able to choose the more frequent meanings of those words. If a teacher knows the frequency meanings of words she can:
1. teach the most important words, and 2. teach the most important concept of those words."

Tilley\textsuperscript{13} reports that Kelley found that the multiple-

\textsuperscript{12}\textit{Ibid.} P. 71

choice type of test is the most valid and reliable instrument at present by which to determine the knowledge of words. Wilking\textsuperscript{14} tested word meaning by use of categories and found the ability to define is not inherent in the vocabulary knowledge of an accomplished reader. A pupil may know the meaning but cannot express it.

Corson\textsuperscript{15} found that intermediate grade children tend to express their ideas in a very narrow vocabulary range. Words they use most frequently deal with general concepts rather than with specific meanings or shades of meaning.

Elivien\textsuperscript{16} found the greatest disadvantage in vocabulary tests is that they test for one meaning only. If a child knows some other meaning for the word, but not the one required in the test, he is penalized.

Sims\textsuperscript{17} pointed out the fact that many of the words

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See the attached sheet for tables containing all relevant data and figures pertaining to the discussion in this section. The data were collected from various sources, including laboratory experiments and field studies. The analysis presented here is based on a comprehensive review of the literature and expert opinions. It highlights the importance of considering environmental factors in the design and implementation of sustainable solutions.

In this section, we discuss the implications of our findings for policy-making and practice. We argue that integrating environmental considerations into decision-making processes is crucial for achieving long-term sustainability. The examples provided illustrate the potential benefits of adopting an environmental approach.

The data presented in Table 1 and Figure 2 show a clear correlation between environmental factors and economic outcomes. This finding supports the hypothesis that integrating environmental considerations can lead to improved economic performance.

Furthermore, the case studies presented in Sections 3 and 4 demonstrate the feasibility of implementing environmentally sustainable practices. The examples suggest that such practices not only benefit the environment but also enhance social welfare and economic productivity.

In conclusion, our analysis highlights the need for a holistic approach to sustainability, which recognizes the interconnections between environmental, economic, and social dimensions. The data presented in this section provide a solid foundation for further research and policy development in this area.
included in pre-primers and primers were used to represent more than one concept or meaning. It follows that the meaning of a word may be only partially known after its recognition has been thoroughly mastered.

Crosscup\textsuperscript{18} found it was possible for vocabularies to be rather extensive numerically without this numerical extent being any guarantee of the adequacy of concepts which may be formulated within the range of such vocabularies.

Gray and Holmes\textsuperscript{19} report that Fennell "determined the number of words that recur with different meanings in each of fourteen readers (five primers, five first readers, four second readers). The results showed a total of 222 recurring words with a total of 842 meanings. Some of the words, such as at, for, in, and of, presented twenty or more meanings. The average number of meanings for words that recur in each of the fourteen readers varied for the different books from 2.33 to 3.33. As a rule, the more advanced the reader, the larger the number of meanings."


\textsuperscript{19}William S. Gray and Eleanor Holmes, "The Development of Meaning Vocabularies in Reading," \textit{Publications of the Laboratory Schools of the University of Chicago}, No. 6, Feb., 1938. Chicago, The University of Chicago, Appendix P. 115.
Grey and Holmes\textsuperscript{20} report the following studies: Dolch, as a result of tabulations based on a series of readers, "found that the primer and first reader contained a total of 378 new meanings; the second reader, 611; the third reader, 1,495; the fourth reader, 1,540; the fifth reader, 1,431. The notable increase at the third-grade level doubtless results in numerous difficulties in comprehension. Irmina also determined the number of new meanings in the primers, first readers, and second readers of eleven series. The range was from 290 to 447 for the primers, 265 to 489 for the first readers, and from 458 to 793 for the second readers.

The findings of Fennell, Dolch and Irmina indicate that studies of vocabulary problems should not be based on word forms alone. Many of the difficulties which children encounter in understanding what is read can doubtless be attributed to neglect of the number and repetition of meanings by those who prepare text materials."

Cronbeck\textsuperscript{21} found that in measuring knowledge of precise word meaning that it was very possible that the pupil knew the word but failed to pass the item because of lack of understanding of the phrasing used in the definition.

Seegers\textsuperscript{22} summarizes the following studies that throw

\begin{itemize}
\item \textsuperscript{20}Ibid. Appendix P. 115.
\item \textsuperscript{21}Cp. Cit.
\item \textsuperscript{22}Cp. Cit.
\end{itemize}
some light on the ability of children to supply shades of meaning. Steger found with 464 elementary school children from grades five to eight who were asked to supply all possible meanings attached to 44 words of high frequency selected from Horn's list that there was some increase in ability to detect or state shades of meaning from grade to grade. White showed a film to 79 fourth, fifth and sixth graders and asked the children to write and tell about what they had seen. These oral and written compositions were analyzed to determine different meanings, according to context, children expressed by certain words. He discovered that the word up was used in 22 different meanings. Williams in a study of 62 first graders used 32 frequently used words which have many shades of meaning in English found that when the children were asked to make sentences with certain words, an increase in knowledge of shades of word meaning resulted. Holmes pointed out that inefficient readers were unable to state which words they did not know. Such readers do not gather meanings in context. Elivian discovered that in general fifth and sixth grade children were unable to discover for themselves the words which they did not know, even though words were defined in context. Young found that in intermediate grade reading, incomplete or insufficient understanding of word meanings rather than inability to read the word causes most of the trouble. Remedial reading classes conducted at various universities
show the necessity of emphasizing meaning, even at the expense of speed.

Thorndike classified words which present difficulty to children with respect to meaning as follows:
"(a) words which always or almost always have the same meaning; (b) those which have several clearly distinct meanings, the one intended being indicated, as a rule, by the context; (c) those whose meanings fluctuate 'by fine shades or degrees' and which require not only a study of the context but also 'considerable ability and experience in the hearer or reader'; (d) those whose meanings are so varied that they can be grasped only as totals, such as no matter, never mind, call down, clear out."

Dolch classified his words as follows: (a) those whose meanings are already known and need merely to be recognized; (b) those which can be taught through the use of familiar experiences; (c) those which can be taught satisfactorily only through the provision of additional first-hand experiences." Most of the types of words that cause difficulty belong to the third group.

While this study is not concerned with the many
problems of misunderstanding arising from the technical vocabularies of special subjects, the writer would like to list a few as reported by Seegers.25 Yarrington by means of carefully designed written tests discovered which of a considerable list of concepts occasioned difficulty in the intermediate grades. Later, personal interviews with the children amplified the test findings. She discovered that many terms which children are thought to understand are understood either insufficiently or not at all. For example, over half of the children thought a "mountain range" to be a place in the mountains where cattle grazed. Kelty claims that it is by no means to be assumed that children will associate precise meanings with names of objects which they know only in the abstract. The fact that a child does not know a term does not necessarily imply that he could not understand it. Horn states that many problems of misunderstanding arise from the technical vocabulary of the social studies. He advises, after reducing complicating factors to a reasonable minimum, the stressing of adequate understanding. "Exact meaning is always the important thing."

Grey and Holmes26 say, "Unless children attach clear, accurate meanings to words, their oral and written language

is often inaccurate and ineffective. Furthermore, they are unable to acquire readily, either through listening or through reading, new ideas which the school may contribute. This is true even in activities relating to situations which are very familiar. The need for a rich meaning vocabulary becomes increasingly evident as the ideas, concepts and information involved depart from the everyday experiences and language activities of children."

Gray and Holmes\textsuperscript{27} present evidence to show that "the meanings of words are acquired slowly as a rule, that some are learned relatively early and others not until quite late, if at all, in the school life of the child, and that individuals differ widely in the rate at which they acquire meanings. Furthermore, the character of the definitions attached to words changes notably from the lower to the higher grades. The period from nine to fifteen is particularly productive in the acquisition of meaning. One of the facts emphasized repeatedly by all investigators is the surprising lack among children of clear, accurate meanings of words. The development of such meanings is a specific obligation of teachers at all grade levels and in each field of study."

\textsuperscript{27}Cop. Cit. P. 17.
Thorndike\textsuperscript{28} says that children should acquire from 10,000 to 25,000 word meanings by the time they leave Grade 9.

Dolch\textsuperscript{29} stated that "children enter school knowing the meaning of about 2,000 words. From then on the yearly increases might be estimated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Words</th>
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<tbody>
<tr>
<td>Grade I</td>
<td>800</td>
</tr>
<tr>
<td>Grade II</td>
<td>800</td>
</tr>
<tr>
<td>Grade III</td>
<td>900</td>
</tr>
<tr>
<td>Grade IV</td>
<td>900</td>
</tr>
<tr>
<td>Grade V</td>
<td>1,000</td>
</tr>
<tr>
<td>Grade VI</td>
<td>1,100</td>
</tr>
<tr>
<td>Grade VII</td>
<td>1,200</td>
</tr>
<tr>
<td>Grade VIII</td>
<td>1,300</td>
</tr>
</tbody>
</table>

Hepburn\textsuperscript{30} emphasizes the duty of home and school to develop meaning vocabularies because "One who uses words precisely can always say exactly what he means, can give clear orders and succinct answers. An exact knowledge of language makes for clear thinking."

From these studies it seems advisable that definite attention be given at all educational levels to the enrichment of the meaning vocabulary of the learner. Therefore this study is an attempt to evaluate some techniques for measuring the knowledge of word meanings in the fourth, fifth, and sixth grades.

\textsuperscript{28}Edward L. Thorndike, "Word Knowledge in the Grades", Nation's Schools, 14: 19-20, Dec., 1934.


CHAPTER II

PLAN OF STUDY

The purpose of this study was to evaluate some techniques for measuring the knowledge of word meanings in the fourth, fifth, and sixth grades.

As a result of the findings of this study, it was hoped to determine:

1. Some effective procedures for demonstrating the different levels of meaning of the same word.
2. The relative value of these procedures for measuring the different meanings of the same word.
3. Which procedure shows the clearest item validity.
4. Which procedure permits the greatest number of meanings for the amount of space consumed.
5. Which procedures are easy to score.
6. Which procedures have the lowest chance factor.

The writer selected 100 words from Durrell's Primary Reading Vocabulary. The words were taken from this list because they were common words, well within the experiences of children; each had several meanings; they offered no reading difficulty. Five tests were composed, each testing

---

various meanings of twenty words. The following table shows the words used and the number of the test in which they were used.
<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>care</td>
<td>clean</td>
<td>soil</td>
<td>face</td>
</tr>
<tr>
<td>about</td>
<td>mean</td>
<td>over</td>
<td>above</td>
<td>head</td>
</tr>
<tr>
<td>after</td>
<td>heavy</td>
<td>well</td>
<td>before</td>
<td>arm</td>
</tr>
<tr>
<td>bear</td>
<td>cap</td>
<td>till</td>
<td>point</td>
<td>hand</td>
</tr>
<tr>
<td>bridge</td>
<td>carry</td>
<td>keep</td>
<td>even</td>
<td>with</td>
</tr>
<tr>
<td>blue</td>
<td>help</td>
<td>right</td>
<td>under</td>
<td>high</td>
</tr>
<tr>
<td>among</td>
<td>went</td>
<td>short</td>
<td>on</td>
<td>great</td>
</tr>
<tr>
<td>still</td>
<td>for</td>
<td>true</td>
<td>sure</td>
<td>bill</td>
</tr>
<tr>
<td>fire</td>
<td>from</td>
<td>if</td>
<td>by</td>
<td>top</td>
</tr>
<tr>
<td>ring</td>
<td>can</td>
<td>train</td>
<td>when</td>
<td>but</td>
</tr>
<tr>
<td>place</td>
<td>play</td>
<td>line</td>
<td>while</td>
<td>dress</td>
</tr>
<tr>
<td>stamp</td>
<td>need</td>
<td>set</td>
<td>stop</td>
<td>drew</td>
</tr>
<tr>
<td>slip</td>
<td>like</td>
<td>change</td>
<td>stay</td>
<td>pass</td>
</tr>
<tr>
<td>land</td>
<td>good</td>
<td>hold</td>
<td>step</td>
<td>class</td>
</tr>
<tr>
<td>show</td>
<td>fair</td>
<td>roll</td>
<td>last</td>
<td>bank</td>
</tr>
<tr>
<td>time</td>
<td>fast</td>
<td>room</td>
<td>grade</td>
<td>stand</td>
</tr>
<tr>
<td>trade</td>
<td>just</td>
<td>round</td>
<td>watch</td>
<td>pound</td>
</tr>
<tr>
<td>turn</td>
<td>fine</td>
<td>feel</td>
<td>long</td>
<td>fruit</td>
</tr>
<tr>
<td>light</td>
<td>guess</td>
<td>field</td>
<td>ball</td>
<td>plan</td>
</tr>
<tr>
<td>at</td>
<td>hard</td>
<td>ground</td>
<td>fall</td>
<td>store</td>
</tr>
<tr>
<td>Year</td>
<td>Yr 1</td>
<td>Yr 2</td>
<td>Yr 3</td>
<td>Yr 4</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>2021</td>
<td>120</td>
<td>130</td>
<td>140</td>
<td>150</td>
</tr>
<tr>
<td>2022</td>
<td>110</td>
<td>120</td>
<td>130</td>
<td>140</td>
</tr>
<tr>
<td>2023</td>
<td>100</td>
<td>110</td>
<td>120</td>
<td>130</td>
</tr>
<tr>
<td>2024</td>
<td>90</td>
<td>100</td>
<td>110</td>
<td>120</td>
</tr>
<tr>
<td>2025</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td>2026</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>2027</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>2028</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2029</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>2030</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>
The writer checked the meanings with *Webster's New International Dictionary*\(^2\). No attempt was made to test all of the meanings of any word. Rather, the writer endeavored to test the very common meanings of the words, those meanings which the pupils were most likely to hear spoken and to find in their reading. The vocabulary throughout the tests was kept very simple and within the comprehension of the pupils in order to eliminate all reading difficulties. In getting the dictionary meanings for the words tested, all definitions marked dialect, obsolete, colloquial, slang, rare, archaic and those that belonged to special occupations were avoided. The writer paid no attention to parts of speech in choosing the words and their meanings.

After a particular word had been decided upon and its dictionary meanings had been obtained, it was necessary to decide which technique would best test its meanings. After the test for a particular word had been written, the writer again checked the meanings with the dictionary to make certain that all meanings were correct.

The tests were recognition type in which modifications of matching, multiple choice and true false techniques were used. Each test used at least one of each of these techniques, and as there were five tests, each technique

was used at least five times unless otherwise designated in their description.

The five tests can be found in the appendix. The following are sample techniques taken from the tests:

1. Matching (Match words with their dictionary definitions. Only four tests of this type.)

Directions: Read the words under A and find their meanings under B. Write the numbers in front of the words under A before the meanings under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. can</td>
<td>-- to move lightly as leaves in the wind</td>
</tr>
<tr>
<td>2. play</td>
<td>-- to act on the stage</td>
</tr>
<tr>
<td>3. need</td>
<td>-- to be able to</td>
</tr>
<tr>
<td></td>
<td>-- the lack of anything desired</td>
</tr>
<tr>
<td></td>
<td>-- to be necessary</td>
</tr>
<tr>
<td></td>
<td>-- a metal container for holding liquids, solids, and powders</td>
</tr>
<tr>
<td></td>
<td>-- to frolic</td>
</tr>
<tr>
<td></td>
<td>-- time of trouble</td>
</tr>
<tr>
<td></td>
<td>-- to take part in a game</td>
</tr>
<tr>
<td></td>
<td>-- poverty</td>
</tr>
<tr>
<td></td>
<td>-- freedom to act</td>
</tr>
<tr>
<td></td>
<td>-- to preserve</td>
</tr>
</tbody>
</table>
2. Matching (words with synonyms)

Directions: Read the words under A and the words that mean the same under B. Then put the number of the word under A in the blank before its meaning under B.

A                                           B
1. slip -- rotate, twist, revolve, bend
2. land -- demonstrate, exposure, display,
3. show direct, splurge
4. time -- slide, glide, twig, covering, trip,
5. trade mistake
6. turn -- craft, business, sell, exchange,
          commerce
          -- ground, disembark, soil, capture, earth
          -- duration, interval, while, period, term

3. Multiple Choice

Directions: Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. The tree will --- fruit. 1. bear
2. The news made her ---. 2. bridge
3. You must --- it in mind. 3. blue
4. There is a --- over the river.
5. Her eyes are as --- as the sky.
6. He caught a --- in his trap.
7. He broke the --- of his nose.
8. That horse is a real --- blood.
9. The sailor stood on the --- of the ship.
10. He cannot --- to hurt you.
11. Mother is at a --- party.
12. He is true ---.

4. Multiple Choice
   Directions: One of these words at the right will go in all of these sentences. Choose the one right word.

1. We came just --- John. at
2. The boy takes --- his father. behind
3. What is he ---?
4. You did it, --- all I said. before
5. The baby is named --- his uncle.
6. You may go --- supper.
7. Mary looks --- the children.
8. The dog is --- the cat again.

5. Multiple Choice
   Directions: Underline the sentence that shows the correct use of the word **point**. When we say, "You missed the point of the story," we mean:

1. You did not like the story.
2. You had heard the story before.
3. You could not hear the story.
4. You thought the story was too long.
5. You did not get the main idea of the story.
6. Multiple Choice

Directions: Read the meanings of the word by written below. Choose the meaning which you think is correct for this sentence. Put the number of that meaning in the space before the sentence.

Here is the sentence:

___ You must finish your work by four o'clock.

Here are the meanings:

1. next or near to
2. along
3. past and beyond
4. not any later than
5. according to
6. through the agency of
7. because of
8. beside

7. Multiple Choice

Directions: These sentences need either the word when or while to make them correct. Write the correct word in the blanks. (There are only two tests like this).

1. You can not go --- it is still raining.
2. She read --- I shopped.
3. Is that worth your ---?
4. It was too late, --- he came.
5. We will be glad --- the war is over.
6. --- I do not think so, it could be true.
7. --- will it be ready?
8. I have two hours to --- away.
9. She wanted to know --- I saw him last.

8. True-false type (While this type is not definitely )
   (true false, in each item the pupil )
   (marks either the right or the wrong)
   (There are six tests using this type)
   (item.)

Directions: Write the word run only in the blanks

where it makes sense.

1. Jack can --- fast.
2. Bill made a home ---.
3. Mary has a --- in her stocking.
4. We saw a Wild West ---.
5. Did he --- for mayor?
6. Did the watch --- down?
7. We watched the bicycle --- today.
8. He tried to --- the meeting.
9. There was a --- on the bank.
10. A brook is sometimes called a ---.

9. True - false type

Directions: Put an X in front of the sentence if roll

is not the right word to use.

1. Baby likes to roll a ball.
2. He can roll a boat.
3. The scout made a blanket roll.
4. Did I hear the roll of thunder?
5. I like to watch the waves roll in.
6. He has a roll like a lion.
7. The eggs of fishes are called roll.
8. Jack can roll the drum.
10. Mother will roll the pie crust.

10. True-false type (Seven of these tests were used.)

Directions: Read these definitions. Do any of them describe a meaning of cap? Put C in front of all the definitions that mean cap.

1. a covering for the head.
2. a justifiable claim.
3. the range of a gun.
4. the size of writing paper.
5. a small piece of paper containing an explosive charge.
6. to cover a diseased tooth.
7. to reach the utmost limit in action or words.
8. the rising ground bordering a river.

The writer endeavored to make the directions for each section of every test very clear and definite, using a simple vocabulary so there would be no reading difficulty and the pupil would know exactly what was required of him.

The tests were given to 155 children in the fourth, fifth, and sixth grades in an elementary school in a large residential town in Massachusetts. There were two of each of these grades in this building. The tests were given by the regular teacher in each instance and were scored by the
writer. The teacher was instructed not to help the pupils on any item, but if a child did not understand the directions, it was permissible to explain them to him. These tests were given at the rate of one a day for five days. The tests had no time limit, but the teachers reported that in every case, the pupils were all finished at the end of a twenty-five minute period. The tests were given the first week in March, 1945.

The chronological ages and the mental ages were taken from the school records. The following table shows the mean chronological and the mean mental ages of the total population by grades. This table also shows the intelligence of the population was better than average.
## Table II

Mean Chronological Ages and Mean Mental Ages of the Total Population by Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of pupils</th>
<th>Mean chronological age</th>
<th>Mean mental age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>year - month</td>
<td>year - month</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>9 - 4</td>
<td>10 - 10</td>
</tr>
<tr>
<td>5</td>
<td>52</td>
<td>10 - 5</td>
<td>12 - 3</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
<td>11 - 5</td>
<td>13 - 3</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Value</td>
<td>Description</td>
<td>Value</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Item 1</td>
<td>100</td>
<td>Description 1</td>
<td>200</td>
</tr>
<tr>
<td>Item 2</td>
<td>300</td>
<td>Description 3</td>
<td>400</td>
</tr>
<tr>
<td>Item 3</td>
<td>500</td>
<td>Description 5</td>
<td>600</td>
</tr>
</tbody>
</table>
CHAPTER III

ANALYSIS OF DATA

In scoring these tests and analyzing the data therefrom, the writer constantly kept in mind the purpose of this study, i.e., to evaluate some techniques for measuring the knowledge of word meanings in the fourth, fifth and sixth grades.

As a result of the findings of this study, it was hoped to determine:

1. Some effective procedures for demonstrating the different levels of meaning of the same word.
2. The relative value of these procedures for measuring the different meanings of the same word.
3. Which procedure shows the clearest item validity.
4. Which procedure permits the greatest number of meanings for the amount of space consumed.
5. Which procedures are easy to score.
6. Which procedures have the lowest chance factor.

The score for each test was found by counting the number of right items for each section of the test and then adding the total number of right answers. In no instance, did a pupil receive a perfect score for any test.

The following table shows the mean score for each of the tests by grades.
### TABLE III

<table>
<thead>
<tr>
<th>Highest Possible score</th>
<th>Test I</th>
<th>Test II</th>
<th>Test III</th>
<th>Test IV</th>
<th>Test V</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>88</td>
<td>79</td>
<td>69</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Mean score by grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>56.35</td>
<td>58.65</td>
<td>51.90</td>
<td>49.90</td>
<td>41.20</td>
</tr>
<tr>
<td>5</td>
<td>61.70</td>
<td>65.75</td>
<td>56.60</td>
<td>55.00</td>
<td>48.35</td>
</tr>
<tr>
<td>6</td>
<td>63.90</td>
<td>67.95</td>
<td>61.50</td>
<td>57.30</td>
<td>50.55</td>
</tr>
</tbody>
</table>
After obtaining the total score for each test for each pupil, the writer did an item by item analysis for each section of each test for each pupil in order to find the number of correct responses for each item made by the fourth, the fifth and the sixth grades.

The following table shows this item by item analysis for Section A, Test I. This same procedure was used for every section of every test.
### TABLE IV

ITEM ANALYSIS OF SECTION A, TEST I BY GRADES

<table>
<thead>
<tr>
<th>Items</th>
<th>Grade IV</th>
<th>Grade V</th>
<th>Grade VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right</td>
<td>Wrong</td>
<td>Right</td>
</tr>
<tr>
<td>1. Jack can <strong>run</strong> fast.</td>
<td>54</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>2. Bill made a home <strong>run</strong>.</td>
<td>46</td>
<td>9</td>
<td>52</td>
</tr>
<tr>
<td>3. Mary has a <strong>run</strong> in her stocking.</td>
<td>48</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>4. We saw a Wild West---.</td>
<td>44</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>5. Did he <strong>run</strong> for Mayor?</td>
<td>44</td>
<td>11</td>
<td>45</td>
</tr>
<tr>
<td>6. Did the watch <strong>run</strong> down?</td>
<td>33</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>7. We watch the bicycle --- today.</td>
<td>35</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>8. He tried to <strong>run</strong> the meeting.</td>
<td>43</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>9. There was a <strong>run</strong> on the bank.</td>
<td>5</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>10. A brook is sometimes called a <strong>run</strong>.</td>
<td>10</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>
Using the results of the item by item analysis, the writer found the per cent of correct responses for each item for each grade. The per cent of correct responses was found for every section of every test.

The following table shows the per cent of correct responses for Section A, Test I. This procedure was followed in every section of every test.
and woven to some extent with the
social and ideological factors which
make the social and economic system
of society work. The social system is
an extremely complex entity, but the
important thing is that it is capable of
sustaining itself and of continuing to
function, even when it is subject to
major changes or external pressures.

The study of society is therefore a
complex and multi-faceted one, which
requires a wide range of disciplines
and approaches.

In recent years, there has been a
significant growth in the study of
sociology, which has led to a greater
understanding of the complexities of
social systems and the factors that
influence them.
<table>
<thead>
<tr>
<th>Items</th>
<th>Grade IV</th>
<th>Grade V</th>
<th>Grade VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jack can run fast.</td>
<td>98.2</td>
<td>100</td>
<td>97.9</td>
</tr>
<tr>
<td>2. Bill made a home run.</td>
<td>83.6</td>
<td>100</td>
<td>95.8</td>
</tr>
<tr>
<td>3. Mary has a run in her stocking.</td>
<td>87.3</td>
<td>90.4</td>
<td>83.3</td>
</tr>
<tr>
<td>4. We saw a Wild West ---.</td>
<td>80.0</td>
<td>92.3</td>
<td>89.6</td>
</tr>
<tr>
<td>5. Did he run for Mayor?</td>
<td>80.0</td>
<td>86.6</td>
<td>89.6</td>
</tr>
<tr>
<td>6. Did the watch run down?</td>
<td>60.0</td>
<td>63.5</td>
<td>66.7</td>
</tr>
<tr>
<td>7. We watched the bicycle --- today.</td>
<td>63.6</td>
<td>59.6</td>
<td>70.8</td>
</tr>
<tr>
<td>8. He tried to run the meeting.</td>
<td>78.2</td>
<td>77.0</td>
<td>81.2</td>
</tr>
<tr>
<td>9. There was a run on the bank.</td>
<td>9.1</td>
<td>3.8</td>
<td>10.4</td>
</tr>
<tr>
<td>10. A brook is sometimes called a run.</td>
<td>18.2</td>
<td>5.8</td>
<td>12.5</td>
</tr>
</tbody>
</table>
On the basis of the per cent of correct responses for each item, the writer found the number of valid items for each technique used. An item was considered valid if the succeeding grade showed an increase of correct responses over the preceding grade. Using this criterion for finding validity, Table V shows that only items 5 and 6 were valid for Section A, Test I.

The tests were recognition type in which modifications of matching, multiple choice and true false techniques were used. The writer classified each section of each test as matching, multiple choice or true false. Then each of these classifications was broken up into types according to the technique used. Then each section was designated as Matching, Type I, Multiple Choice, Type II, True False, Type III, etc. According to this classification the writer had two types of matching, five types of multiple choice, and three types of true false.

The following sample sections taken from the tests and classified according to technique and type will explain the above paragraph.
1. Matching, Type I (words with dictionary definitions.)
   (per cent of valid items 55.56.)

Directions: Read the words under A and find their meanings under B. Write the numbers in front of the words under A before the meanings under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>can</td>
</tr>
<tr>
<td></td>
<td>-- to move lightly as leaves in the wind.</td>
</tr>
<tr>
<td>2.</td>
<td>play</td>
</tr>
<tr>
<td></td>
<td>-- to act on the stage</td>
</tr>
<tr>
<td>3.</td>
<td>need</td>
</tr>
<tr>
<td></td>
<td>-- to be able to</td>
</tr>
<tr>
<td></td>
<td>-- the lack of anything desired</td>
</tr>
<tr>
<td></td>
<td>-- to be necessary</td>
</tr>
<tr>
<td></td>
<td>-- a metal container for holding liquids, solids, and powders</td>
</tr>
<tr>
<td></td>
<td>-- to frolic</td>
</tr>
<tr>
<td></td>
<td>-- time of trouble</td>
</tr>
<tr>
<td></td>
<td>-- to take part in a game</td>
</tr>
<tr>
<td></td>
<td>-- poverty</td>
</tr>
<tr>
<td></td>
<td>-- freedom to act</td>
</tr>
<tr>
<td></td>
<td>-- to preserve</td>
</tr>
</tbody>
</table>
2. Matching, Type 2 (words with synonyms)
   (per cent of valid items 78.57)

Directions: Read the words under A and the words that mean the same under B. Then put the number of the word under A in the blank before its meaning under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slip</td>
<td>-- rotate, twist, revolve, bend</td>
</tr>
<tr>
<td>2. land</td>
<td>-- demonstrate, exposure, display, direct, splurge</td>
</tr>
<tr>
<td>3. show</td>
<td></td>
</tr>
<tr>
<td>4. time</td>
<td>-- slide, glide, twig, covering, trip, mistake</td>
</tr>
<tr>
<td>5. trade</td>
<td></td>
</tr>
<tr>
<td>6. turn</td>
<td>-- craft, business, sell, exchange, commerce</td>
</tr>
<tr>
<td></td>
<td>-- ground, disembark, soil, capture, earth</td>
</tr>
<tr>
<td></td>
<td>-- duration, interval, while, period, term</td>
</tr>
</tbody>
</table>
3. Multiple Choice, Type I (per cent of valid items) 

(41.67)

Directions: Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. The tree will --- fruit. 1. bear
2. The news made her --. 2. bridge
3. You must --- it in mind. 3. blue
4. There is a --- over the river.
5. Her eyes are as --- as the sky.
6. He caught a --- in his trap.
7. He broke the --- of his nose.
8. That horse is a real --- blood.
9. The sailor stood on the --- of the ship.
10. He cannot --- to hurt you.
11. Mother is at a --- party.
12. He is true ---.
4. Multiple Choice, Type II (per cent of valid items) 
(64.1)

Directions: One of these words at the right will go in all of these sentences. Choose the one right word.

1. We came just --- John. at
2. The boy takes --- his father. behind
3. What is he ---? after
4. You did it, --- all I said. before
5. The baby is named --- his uncle.
6. You may go --- supper.
7. Mary looks --- the children.
8. The dog is --- the cat again.

5. Multiple Choice, Type III (per cent of valid items) 
(32)

Directions: Underline the sentence that shows the correct use of the word point. When we say, "You missed the point of the story", we mean:

1. You did not like the story.
2. You had heard the story before.
3. You could not hear the story.
4. You thought the story was too long.
5. You did not get the main idea of the story.
6. Multiple Choice, Type IV (per cent of valid items 60.)

Directions: Read the meanings of the word by written below. Choose the meaning which you think is correct for this sentence. Put the number of that meaning in the space before the sentence.

Here is the sentence:

_____ You must finish your work by four o'clock.

Here are the meanings:

1. next or near to
2. along
3. past and beyond
4. not any later than
5. according to
6. through the agency of
7. because of
8. beside
7. Multiple Choice, Type V (per cent of valid items) (31.58 %)

Directions: These sentences need either the word when or while to make them correct. Write the correct word in the blanks.

1. You can not go --- it is still raining.
2. She read --- I shopped.
3. Is that worth your ---?
4. It was too late, --- he came.
5. We will be glad --- the war is over.
6. --- I do not think so, it could be true.
7. --- will it be ready?
8. I have two hours to --- away.
9. She wanted to know --- I saw him last.
8. True - false type I (per cent of valid items 25.93)
Directions: Write the word run only in the blanks where it makes sense.
1. Jack can --- fast.
2. Bill made a home ---.
3. Mary has a --- in her stocking.
4. We saw a Wild West ---.
5. Did he --- for Mayor?
6. Did the watch --- down?
7. We watched the bicycle --- today.
8. He tried to --- the meeting.
9. There was a --- on the bank.
10. A brook is sometimes called a ---.

9. True - false Type II (per cent of valid items 40.41)
Directions: Put an X in front of the sentence if roll is not the right word to use.
1. Baby likes to roll a ball.
2. He can roll a boat.
3. The scout made a blanket roll.
4. Did I hear the roll of thunder?
5. I like to watch the waves roll in?
6. He has a roll like a lion.
7. The eggs of fishes are called roll.
8. Jack can roll the drum.
10. Mother will roll the pie crust.
10. True - false Type III (per cent of valid items 23.81)

Directions: Read these definitions. Do any of them describe a meaning of cap? Put C in front of all the definitions that mean cap.

1. a covering for the head.
2. a justifiable claim.
3. the range of a gun.
4. the size of writing paper.
5. a small piece of paper containing an explosive charge.
6. to cover a diseased tooth.
7. to reach the utmost limit in action or words.
8. the rising ground bordering a river.

The following table shows the per cent of valid items for each technique used.
<table>
<thead>
<tr>
<th>Technique</th>
<th>Number of tests</th>
<th>Number of items</th>
<th>Number of valid items</th>
<th>Per cent of valid items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type I</td>
<td>4</td>
<td>45</td>
<td>25</td>
<td>55.56</td>
</tr>
<tr>
<td>Type II</td>
<td>5</td>
<td>28</td>
<td>22</td>
<td>78.57</td>
</tr>
<tr>
<td>Multiple choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type I</td>
<td>5</td>
<td>62</td>
<td>25</td>
<td>41.67</td>
</tr>
<tr>
<td>Type II</td>
<td>5</td>
<td>39</td>
<td>25</td>
<td>64.1</td>
</tr>
<tr>
<td>Type III</td>
<td>5</td>
<td>25</td>
<td>8</td>
<td>32.0</td>
</tr>
<tr>
<td>Type IV</td>
<td>5</td>
<td>35</td>
<td>21</td>
<td>60.0</td>
</tr>
<tr>
<td>Type V</td>
<td>2</td>
<td>19</td>
<td>6</td>
<td>31.58</td>
</tr>
<tr>
<td>True false</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type I</td>
<td>6</td>
<td>54</td>
<td>14</td>
<td>25.93</td>
</tr>
<tr>
<td>Type II</td>
<td>5</td>
<td>47</td>
<td>19</td>
<td>40.41</td>
</tr>
<tr>
<td>Type III</td>
<td>7</td>
<td>57</td>
<td>13</td>
<td>23.81</td>
</tr>
<tr>
<td>No.</td>
<td>Date and Time</td>
<td>Mw</td>
<td>Mt 1</td>
<td>Mt 2</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>9/27/91</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>9/27/91</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>9/27/91</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Note: No changes.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate some techniques for measuring the knowledge of word meanings in the fourth, fifth and sixth grades.

As a result of the findings of this study, it was hoped to determine:

1. Some effective procedures for demonstrating the different levels of meaning of the same word.
2. The relative value of these procedures for measuring the different meanings of the same word.
3. Which procedure shows the clearest item validity.
4. Which procedure permits the greatest number of meanings for the amount of space consumed.
5. Which procedures are easy to score.
6. Which procedures have the lowest chance factor.

The writer selected 100 words from Durrell's Primary Reading Vocabulary. The words selected were common words, well within the experiences of children, each had several meanings, and they offered no reading difficulty. Five tests were composed, each testing various meanings of twenty words.

THE INVESTIGATION

In the last decade, the rate of cancer has increased. The cause of this increase is not fully understood. It is believed that environmental factors and lifestyle choices contribute to cancer risk. Furthermore, advances in medical technology have allowed for earlier detection and treatment of tumors. Despite these advancements, cancer remains a major global health concern.

The investigation aimed to explore the relationship between lifestyle choices and cancer incidence. A comprehensive review of existing literature was conducted. Data from various sources was analyzed to identify patterns and trends. The research team collected data from hospitals, clinics, and population studies. The findings suggest that certain lifestyle factors, such as diet, exercise, and smoking, significantly influence cancer prevalence.

Further research is needed to develop effective strategies for prevention and early detection. Public health campaigns focusing on healthy lifestyles can play a crucial role in reducing cancer rates. Additionally, support for cancer patients and their families is essential for improving quality of life and overall well-being.

In conclusion, the investigation has highlighted the importance of lifestyle modifications in cancer prevention. Continued research and public awareness efforts are necessary to address this global health challenge.
The writer checked the meanings of these words with Webster's New International Dictionary (unabridged). No attempt was made to test all of the meanings of any word. Rather, the writer endeavored to test the very common meanings of the words, those meanings which the pupils were most likely to hear spoken and to find in their reading. The vocabulary throughout the tests was kept very simple and within the comprehension of the pupils in order to eliminate all reading difficulties. In obtaining the dictionary meanings for the words tested, all definitions marked dialect, obsolete, colloquial, slang, rare, archaic and those that belonged to special occupations were avoided.

The tests were recognition type in which modifications of matching, multiple choice and true false techniques were used. In most instances, each technique was used five times, once in each test. After the tests were constructed, the writer checked all of the meanings again to make certain that all meanings were correct.

The writer endeavored to make the directions for each section of every test very clear and definite, using a simple vocabulary so there would be no reading difficulty and the pupil would understand exactly what was required of him.

The tests were given the first week in March to a total population of 155 children, 55 in the fourth grade, 52 in the fifth grade, and 48 in the sixth grade. The
elementary school in which the tests were given is located in a large residential town in Massachusetts. The tests were given by the regular teacher and scored by the writer. The teacher was instructed not to help the pupils on any item, but it was permissible to explain any of the directions which a pupil did not understand. These tests were given at the rate of one test a day for five days. There was no time limit on the tests, but the teachers reported that the pupils were all finished at the end of a twenty-five minute period.

The chronological ages and the mental ages of the pupils were taken from the school records. The mental ages showed that the population was above average in intelligence.

The score for each test was found by counting the number of right items for each section of the test and then adding the total number of right items. No pupil received a perfect score for any test.

After obtaining the total score for each test, the writer did an item by item analysis for each section of the test in order to find the number of correct responses for each item by each grade. Using the results of the item by item analysis, the writer found the per cent of correct responses for each item for each grade.

On the basis of the per cent of correct responses for each item, the writer found the number of valid items for each technique used. An item was considered valid if the succeeding grade showed an increase of correct responses over
the preceding grade.

From this study the writer concludes:

That matching and multiple choice techniques are effective procedures for measuring the different levels of meaning of the same word.

The types of items that give the best results are these types in this order:

<table>
<thead>
<tr>
<th>Per cent of valid items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Matching Type II</td>
</tr>
<tr>
<td><strong>2.</strong> Multiple Choice Type II</td>
</tr>
<tr>
<td><strong>3.</strong> Multiple Choice Type IV</td>
</tr>
<tr>
<td><strong>4.</strong> Matching Type I</td>
</tr>
<tr>
<td><strong>5.</strong> Multiple Choice Type I</td>
</tr>
<tr>
<td><strong>6.</strong> True False Type II</td>
</tr>
<tr>
<td><strong>7.</strong> Multiple Choice Type III</td>
</tr>
<tr>
<td><strong>8.</strong> Multiple Choice Type V</td>
</tr>
<tr>
<td><strong>9.</strong> True False Type I</td>
</tr>
<tr>
<td><strong>10.</strong> True False Type III</td>
</tr>
</tbody>
</table>

The techniques on which the pupils consistently received the lowest scores and which showed the lowest item validity were:

1. True False, Type III, in which the pupils marked the dictionary definitions that had a meaning for a given word.

2. True False, Type I in which the pupils were to write a given word in the blanks in the sentences if it
made sense.

The matching technique showed the clearest item validity with multiple choice second.

The matching technique also tests the most meanings for the space consumed and again multiple choice is second.

In this study with these particular tests, the writer found that the matching technique was easiest to score, although none of the techniques offered much difficulty along this line. All of these techniques could be so arranged on the paper as to score very easily.

By counting the number of responses the pupil had to consider before making a choice, the writer concluded that, although the True False technique had the lowest item validity it also had the lowest chance factor, with Multiple Choice second, and Matching third. Here again it is interesting to note that although Matching has the highest chance factor that Matching, Type II had the clearest item validity.

On the basis of the results of this study, the writer concludes that the elementary schools should do much more classroom work on common words with multiple meanings.
CHAPTER V

SUGGESTIONS FOR FURTHER STUDY

As a result of this study, the writer thinks it would be of value to continue the study of children's knowledge of word meanings along these lines:

1. To revise these tests and give them to a larger population.

2. To build some tests to measure the difficulty in word meanings caused by different parts of speech.

3. To build some oral tests to measure word meanings with young children.

4. To make a study of the different word meanings found in the voluntary writing of children (letters and compositions).

5. To build some tests to measure the less common meanings of words.

6. To build some tests to discover how prefixes and suffixes affect the knowledge of word meanings in children.

7. To build tests to measure children's knowledge of colloquialisms and dialect.

8. To build tests to measure children's knowledge of the meaning of idioms (here idioms should be understood as an expression which, as a whole, has a meaning)
9. To build tests to measure children's knowledge of word meanings in subject fields as arithmetic, social studies and science.

10. To build tests to measure children's ability to understand dictionary definitions.

11. To build tests to measure children's ability to get meaning from newspaper articles and radio talks.

12. To make a study to determine the best methods and procedures for teaching word meanings.

13. To make a study to determine whether more oral language in the grades would make for better knowledge of word meanings.
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Books


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Skinner, Kate, "More About Remedial Reading", Grade Teacher, 57: 48, April, 1941.

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BIBLIOGRAPHY (Continued)

Monographs


Theses


TEST ONE

Write your name here________________________________________

A. Write the word run only in the blanks where it makes sense.

1. Jack can __run_____ fast.
2. Bill made a home __run____.
3. Mary has a __run____ in her stocking.
4. We saw a Wild West ______.
5. Did he __run____ for Mayor?
6. Did the watch __run____ down?
7. We watched the bicycle ______ today.
8. He tried to __run____ the meeting.
9. There was a __run____ on the bank.
10. A brook is sometimes called a __run____.

B. Put an X in front of the sentence if about is not the right word to use.

1. There were trees all about him.
2. It is about time to go.
3. Her house is about mine.
4. The story was about an Indian.
5. You may stay about an hour.
6. He did not have any money about him.
7. The city was about the river.
8. All children know that turn about is fair play.
9. He is able to be up and about.
10. He about saw the bear.

C. These sentences need one word to make them correct. Choose the right word from these four words at the right.

Direction changed to read: One of the four words at the right will go in all of these sentences.

1. We came just ______ John.
2. The boy takes ______ his father.
3. What is he ______?
4. You did it, ______ all I said.
5. The baby is named ______ his uncle.
6. You may go ______ supper.
7. Mary looks ______ the children.
8. The dog is ______ the cat again.
D. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. The tree will fruit. 1. bear
2. The news made her 2. bridge
3. You must it in mind. 3. blue
4. There is a over the river. 2.
5. Her eyes are as as the sky. 3.
6. He caught a in his trap. 1.
7. He broke the of his nose. 2.
8. That horse is a real blood. 3.
9. The sailor stood on the of the ship. 2.
10. He cannot to hurt you. 1.
11. Mother is at a party. 2.
12. He is true .

Do any of these definitions have a meaning of among? If among can be used, put C in front of the definition.

1. in the midst of
2. in the group with
3. surrounded by
4. by the united action of
5. in the time of

F. Underline the sentence that shows the correct use of the word still. When we say, "They are still talking," we mean:

1. They are talking quietly.
2. They have just begun to talk.
3. They are trying not to talk.
4. They are continuing to talk.
5. They are talking excitedly.
G. Put the number in front of each word in the blank before its meaning.

1. fire 1 the burning of fuel in a stove
    3 a particular region
    3 to sound clearly and resonantly
2. ring 1 a circular or round arrangement of people or things
    3 social rank or position
3. place 1 light, flame and heat in its destroying effects
    2 the field or contest of politics
    2 in relation to other figures in a row
    1 to discharge a gun

H. Here is the word stamp and many of its meanings. Some of the phrases have no meaning of stamp. Cross out the phrases that are not right.

stamp

1. The design on a coin is called a stamp.
2. The metal form used to stamp medals is called either a die or a stamp.
3. To raise or draw water.
4. To strike with a closed fist.
5. To set your foot down hard.
6. To put postage on a letter.
7. To press a thing hard in order to move it.
8. To fix a thing deeply in your mind.
9. To have the mark of a genius.

I. Read the words under A and the definitions under B. Then put the number of the word under A in the blank before its meaning under B.

<table>
<thead>
<tr>
<th>A</th>
<th></th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slip</td>
<td>✓ 6</td>
<td>rotate, twist, revolve, bend</td>
</tr>
<tr>
<td>2. land</td>
<td>✓ 3</td>
<td>demonstrate, exposure, display, direct, splurge</td>
</tr>
<tr>
<td>3. show</td>
<td>✓ 2</td>
<td>slide, glide, twig, covering, trip</td>
</tr>
<tr>
<td>4. time</td>
<td>✓ 1</td>
<td>slide, glide, twig, covering, trip</td>
</tr>
<tr>
<td>5. trade</td>
<td>✓ 5</td>
<td>craft, business, sell, exchange, commerce</td>
</tr>
<tr>
<td>6. turn</td>
<td>✓ 4</td>
<td>ground, disembark, soil, capture, earth</td>
</tr>
</tbody>
</table>
J. Put **light** in the blanks if it makes sense.

1. She has a **light** skin.
2. The picture hung in a good **light**.
3. Father will **light** the fire.
4. The cake was not good as it was so ________.
5. Farming is very ________ work.
6. He broke one **light** in the window.
7. The box was so ________ that Jack could not move it.
8. The ________ wind blew down ten trees.
9. The deer is very ________ foot.
10. The boy was happy and ________ hearted.

K. Read the following sentence. Then read the meanings of the word, **at**, written below. Choose the meaning which you think is correct for this sentence. Put the number of that meaning in the blank before the sentence.

Here is the sentence:

5. He sold radishes at ten cents a bunch.

Here are the definitions:

1. Place where an event occurs.
2. Showing presence at an event.
3. Showing the object of action or effort.
4. Indicating a relation of employment.
5. Indicating the value of
6. Indicating a relation of cause.
TEST TWO

Write your name here

A. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. I 2 that boy over there. 1. care
2. Money does not 2 much to him. 2. mean
3. That is a 3 stone. 3. heavy
4. The horse acted 2 today.
5. Take 1, that you do not fall.
6. I will mail it in 1 of Mr. Smith.
7. We had a 3 rain.
8. Did you 2 to give it away?
9. The dog has a 3 coat.
10. The room had a 3 odor of lilies.
11. The baby is a great 1 to her.
12. He does not 1 about his neighbors.

B. Read these definitions. Do any of them describe a meaning of cap? Put C in front of all the definitions that mean cap.

C1. a covering for the head.
C2. a justifiable claim.
C3. the range of a gun.
C4. the size of writing paper.
C5. a small piece of paper containing an explosive charge.
C6. to cover a diseased tooth.
C7. to reach the utmost limit in action or words.
C8. the rising ground bordering a river.

C. Write the word carry only in the blanks where it makes sense.

1. He will carry the box for you.
2. That store does not carry meat.
3. He had to carry his way through the woods.
4. He does not carry himself well.
5. You must carry when you add this example.
6. Did Mr. Roosevelt carry the election?
7. The plant will carry well in that window.
8. That gun has a long carry.
9. There is a carry between the lakes.
10. You must carry out orders.
D. Underline the sentence that shows the correct use of the word help. When we say, "She could not help crying," we mean:

- 1. She could not start crying.
- 2. She could not stop crying.
- 3. She could not avoid crying.  
- 4. She could not uphold crying.
- 5. She could not continue crying.

E. These sentences need one word to make them correct. Choose the right word from these four words at the right:

- 1. Does John want money?
- 2. He is in great want.
- 3. You must decide what you want.
- 4. I want you to go.
- 5. His greatest want is to fly a plane.
- 6. I hope you will never want.
- 7. He died for want of water.
- 8. The police want him.

F. Here is the word for and many of its meanings. Some of the phrases have no meaning of for. Cross out the phrases that are not right.

- 1. supposing that
- 2. in place of
- 3. because of
- 4. connected with
- 5. in spite of
- 6. on the condition that
- 7. consisting of
- 8. during
- 9. in consideration of
- 10. for the sake of
G. Put an X in front of the sentence if from is not the right word to use.

1. He released the fox from the trap. ✗
2. He looked at me from head to foot. ✗
3. Things went from bad to worse. ✗
4. He is cured from his cold. ✔
5. He took a dime from his pocket. ✔
6. The beggar went from door to door. ✔
7. He was born from a long line of kings. ✗
8. We waited there from an hour. ✗
9. He was lost from the woods. ✔
10. He had a present from his son. ✗

H. Read the words under A and find their meanings under B. Write the numbers in front of the words under A before the meanings under B.

A
1. can to move lightly as leaves in the wind ✔
2. play to act on the stage ✗
3. need to be necessary ✗

B
1. to move lightly as leaves in the wind
2. to act on the stage
3. the lack of anything desired
4. a metal container for holding liquids, solids, and powders
5. to frolic
6. time of trouble
7. to take part in a game
8. poverty
9. freedom to act
10. to preserve

I. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. The baby has a 3 skin. 1. like
2. Would you 1 to read now? 2. good
3. That is 3 play. 3. fair
4. His calf won a prize at the 3 .
5. Fish are 2 to eat.
6. Dr. Hill is a 2 doctor.
7. Do you 1 to sing.
8. Her dress is 1 mine
9. The rain stopped and the day is 3 .
10. That is just 1 him.
11. Mother gave him a 2 scolding.
12. It looks 1 rain.
J. Read this sentence. Then read the meanings of the word fast written below. Choose the meaning which you think is correct for this sentence. Put the number of that meaning in the space before the sentence.

Here is the sentence: 3 Ellen and Jane are fast friends.

Here are the meanings:

1. to take little or no food
2. deeply, soundly
3. faithful, steadfast
4. not fading
5. securely fixed
6. rapid, swift
7. ahead of the standard time
8. the act or period of fasting

K. Read the words under A and those that mean the same under B. Write the number found in front of the words under A before those that mean the same under B.

A
1. just 3
2. fine 1
3. guess 2
4. hard 4

B
conjecture, hasty conclusion, estimate,
- surmise, think
fair, impartial, upright, exact, barely,
- but now, legally right
superior, slender, delicate, penalty,
- pleasant, excellent
- solid, firm, difficult, strong,
industrious, severe, violent, near,
- securely, vigorously
TEST THREE

Write your name here______________________________________________________________

A. Read this sentence. Then read the meanings of the word clean written below. Choose the meaning which you think is correct for this sentence. Put the number of the meaning in the space before the sentence.

Here is the sentence:

_5_ He lived a clean life.

Here are the meanings:

1. skilful; well done
2. free from dirt
3. unobstructed
4. unmixed with foreign matter
5. pure; without moral or spiritual stain
6. to remove dirt from
7. to remove undesirable parts of

B. These sentences need one word to make them correct. Choose the right word from these four words at the right.

go in all of the sentences. Choose the one right word.

1. A captain is __________ a private.
2. She had a cape __________ her shoulders.
3. He walked __________ the fields.
4. We drove __________ the new road.
5. He jumped __________ the brook.
6. He spent __________ ten dollars.
7. The water is running __________.
8. He will stay __________ night.
9. You may have what is left __________.

directions changed to read: One of the words at the right will go in all of the sentences. Choose the one right word.

above
over
on
under
C. Read the words under A and find those that mean the same under B. Write the number found in front of the words under A before those that mean the same under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. well</td>
<td>5. brief, reduced, abridged, concise, abrupt, crisp</td>
</tr>
<tr>
<td>2. till</td>
<td>2. money drawer, before, unless, cultivate, until</td>
</tr>
<tr>
<td>3. keep</td>
<td>4. right</td>
</tr>
<tr>
<td>4. right</td>
<td>5. short</td>
</tr>
<tr>
<td>5. short</td>
<td>5. good, correct, precise, exact, proper, seemly, privilege, title, just, honorable</td>
</tr>
<tr>
<td>6. true</td>
<td>6. faithful, loyal, constant, steadfast, resolute, tried, sincere, trustworthy, natural</td>
</tr>
</tbody>
</table>

D. Read these definitions. Do any of them describe a meaning of if? Put C in front of all the definitions that mean if?

| 1. on the condition that |
| 2. whenever |
| 3. out of |
| 4. whether |
| 5. in the act of |
| 6. inasmuch as |
| 7. although |
| 8. a supposition or condition |

E. Write the word train only in the blanks where it makes sense.

1. He wanted to _train_ the violin.
2. We watched the stream-lined _train_ go by.
3. She will _train_ the children in dancing.
4. He wants to _train_ to be a doctor.
5. John rode through the air in a _train_.
6. He tried to _train_ his business.
7. Her wedding dress had a long _train_.
8. The king had a large _train_ of servants.
9. The infantry will _train_ its guns on the hill.
10. Peter knows how to _train_ wild animals.
F. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. Does the court \( \underline{2} \) in Arlington?  1. line
2. He comes from a long \( \underline{1} \) of teachers.  2. set
3. Alice began to \( \underline{3} \) the box.  3. change
4. I noticed his expression \( \underline{4} \).  
5. He had his heart \( \underline{2} \) on a bicycle.  
6. The farmer \( \underline{1} \) his hens.  
7. She gave me two dimes in \( \underline{3} \).  
8. He knows a great deal in his \( \underline{1} \).  
9. Mother \( \underline{2} \) the house in order.  
10. I want to \( \underline{3} \) my library book.  
11. You must \( \underline{3} \) your wet clothes.  
12. He followed his \( \underline{1} \) of duty.

G. Underline the sentence that shows the correct use of the word hold. When we say, "You must hold your tongue," we mean:

1. You must bite your tongue.  
2. You must run out your tongue.  
3. You must restrain your tongue.  
4. You must move your tongue rapidly.  
5. You must swallow your tongue.

H. Put an X in front of the sentence if roll is not the right word to use.

\( \checkmark \) 1. Baby likes to roll a ball.  
\( \xmark \) 2. He can roll a boat.  
\( \checkmark \) 3. The scout made a blanket roll.  
\( \checkmark \) 4. Did I hear the roll of thunder?  
\( \xmark \) 5. I like to watch the waves roll in.  
\( \checkmark \) 6. He has a roll like a lion.  
\( \checkmark \) 7. The eggs of fishes are called roll.  
\( \checkmark \) 8. Jack can roll the drum.  
\( \checkmark \) 9. Jane bought a cinnamon roll.  
\( \checkmark \) 10. Mother will roll the pie crust.
I. Read these words under A and find their meanings under B. Write the number found in front of the words under A before the meanings under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. room</td>
<td>circular, globular, cylindrical</td>
</tr>
<tr>
<td>2. round</td>
<td>possibility of admission, opportunity</td>
</tr>
<tr>
<td>3. feel</td>
<td>a vacant place</td>
</tr>
<tr>
<td></td>
<td>to have sympathy for</td>
</tr>
<tr>
<td></td>
<td>to touch</td>
</tr>
<tr>
<td></td>
<td>refund</td>
</tr>
<tr>
<td></td>
<td>to be conscious of</td>
</tr>
<tr>
<td></td>
<td>uttered with a full tone</td>
</tr>
<tr>
<td></td>
<td>freedom to act</td>
</tr>
<tr>
<td></td>
<td>to grope</td>
</tr>
<tr>
<td></td>
<td>the rung of a ladder</td>
</tr>
<tr>
<td></td>
<td>a chamber in a building</td>
</tr>
</tbody>
</table>

J. These sentences need either the word field or ground to make them correct. Read the sentence and put in the right word.

1. That is the **ground** wire for the radio.
2. This is good **ground** for corn.
3. That is a large **field** of wheat.
4. The army gained a great deal of **ground**.
5. He studies in the **field** of art.
6. The school has an excellent athletic **field**.
7. The flag has forty-eight stars set in a **field** of blue.
8. The picture had a black horse on a yellow **ground**.
9. Here is a large camp **ground**.
10. She will **ground** them in arithmetic.
Write your name here______________________________

A. Read these definitions. Do any of them describe a meaning of soil? Put C in front of all the definitions that mean soil.

1. badly cooked or baked
2. to bring to rest by touching the earth
3. the loose top layer of the earth's surface
4. to pretend to be working
5. to make dirty
6. to mar
7. earth
8. the right of holding real estate

B. Put an X in front of the sentence if above is not the right word to use.

1. He was heard above the noise.
2. He appealed to the court above.
X 3. John walked above the flowers.
4. The plane was far above the treetops.
5. The birds chirped above themselves.
6. The large snake lived above the jungle.
7. The note said, "read the above page."
8. She is above stealing.

C. These sentences need one word to make them correct. Choose the right word from these four words at the right.

1. She came before ten o'clock.
2. I shall eat before I go.
3. The prisoner was brought before the judge.
4. John walked before the horse.
5. He will try before he gives up.
6. There was a garden before the house.

D. Underline the sentence that shows the correct use of the word point. When we say, "You missed the point of the story," we mean:

1. You did not like the story.
2. You had heard the story before.
3. You could not hear the story.
4. You thought the story was too long.
5. You did not get the main idea of the story.
E. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. It happened ___ King John. 1. even
2. The number of boys and girls is ___. 2. under
3. The ground was very __. 3. on
4. You may sit ___ this chair. ___
5. She is ___ the doctor's care. ___
6. He talked ___ peace. ___
7. The house was ___ fire. ___
8. She has an ___ temper. ___
9. He weighs ___ fifty pounds. ___
10. Jack works ___ Mr. Brown. ___
11. The picture hung ___ the wall. ___
12. That is clear ___ to a child. ___

F. Write the word sure only if it makes sense.

1. I am ___ sure ___ you will win. ___
2. He is ___ sure ___ to do as he said. ___
3. She is very ___ sure ___ at you. ___
4. That will break as ___ sure ___ as fate. ___
5. They were ___ sure ___ for you. ___
6. A cat is very ___ sure ___ footed. ___

G. Read the meanings of the word by written below. Choose the meaning which you think is correct for this sentence. Put the number of that meaning in the space before the sentence.

Here is the sentence:

___ You must finish your work by four o'clock.

Here are the meanings:

1. next or near to
2. along
3. past and beyond
4. not any later than
5. according to
6. through the agency of
7. because of
8. beside
H. These sentences need either the word when or while to make them correct. Write the correct word in the blanks.

1. You can not go while it is still raining.
2. She read while I shopped.
3. Is that worth your while?
4. It was too late when he came.
5. We will be glad when the war is over.
6. While I do not think so, it could be true.
7. When will it be ready?
8. I have two hours to while away.
9. She wanted to know when I saw him last.

I. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. He used a rope to 2 the boat. 1. stop
2. I will 1 the car.
3. It is just a 3 to the store.
4. He put a 2 under the sagging porch.
5. You must sing it a 3 lower.
6. Did you 1 the rat hole?
7. I am one 3 nearer done.
8. You must 1 talking.
9. Sit down and 2 your hunger.
10. That window needs a window 1.
11. This is a bus 1.
12. Be careful of that broken 3.

J. Read the words under A and find their meanings under B. Write the numbers found in front of the words under A before the meanings under B.

A

1. last 3 vigil, mind, heed, observe, mark,
2. grade observation, sentry, portion of time,
3. watch time piece
4. long descend, slip, depreciate, perish,
5. ball surrender, autumn
6. fall latest, final, concluding, terminal,
    endure, stay, survive
    sphere, globe, game, orb
    incline, slant, order, rank, graduate,
    level, even
    yeard, hanker, crave, desire, wish, want,
    tedious, protracted
Write your name here ________________________________

A. Choose the word to make each sentence correct. Put the number found in front of the correct word in the blank in the sentence.

1. His camp is on the northwest 3 of the lake.
   1. face
   2. head
   3. arm
   4. hand

2. It is time to 1 the question.
   1. face
   2. head
   3. arm
   4. hand

3. He is a mill 4.
   1. face
   2. head
   3. arm
   4. hand

4. He cast a bronze 2 of Lincoln.
   1. face
   2. head
   3. arm
   4. hand

5. He owns a thousand 2 of cattle.
   1. face
   2. head
   3. arm
   4. hand

6. He cannot escape the 2 of the law.
   1. face
   2. head
   3. arm
   4. hand

7. We see his 1 on every bill board.
   1. face
   2. head
   3. arm
   4. hand

8. Will you 4 me a pencil.
   1. face
   2. head
   3. arm
   4. hand

9. Twenty-five dollars is its 1 value.
   1. face
   2. head
   3. arm
   4. hand

10. In what 3 of the service is he?
    1. face
    2. head
    3. arm
    4. hand

11. He writes a good 4.
    1. face
    2. head
    3. arm
    4. hand

12. The mayor will 2 the procession.
    1. face
    2. head
    3. arm
    4. hand

13. That will bring things to a 2.
    1. face
    2. head
    3. arm
    4. hand

14. She can 1 the hem of her dress.
    1. face
    2. head
    3. arm
    4. hand

B. Here is the word with and many of its meanings. Some of the phrases have no meaning of with. Cross out the phrases that are not right.

1. indicating companionship
2. indicating association
3. indicating position of
4. indicating agreement
5. indicating consideration for
6. indicating guardianship
7. indicating manner
8. notwithstanding
9. indicating the absence of

C. Put an X in front of the sentence if high is not the right word to use.

1. That child has a high voice.
   X2. He owns a high estate.
   3. At twelve o'clock, it is high noon.
   4. He is high priest of that tribe.
   5. That is a high disease.
   X6. He talked to me about a high matter.
   7. Clothes are very high now.
   8. It stands about three feet high.
   9. We had high winds all day.
D. Use the word great only if it makes sense.

1. He ranks with the great.
2. He thinks great thoughts.
3. She told it in great detail.
4. There were great crowds of people.
5. She became great when she heard the news.
6. There are great problems before us.
7. She is a great friend of mine.
8. He had a great accident.

E. Underline the sentence that shows the correct use of the word bill. When we say, "The theater tried to bill Jack Benny," we mean:

1. The theater tried to charge him for the show.
2. The theater tried to pay him for the show.
3. The theater tried to put him out of the show.
4. The theater tried to prove he spoiled the show.
5. The theater tried to enter him on the show's program.

F. These sentences need one word to make them correct. Choose the right word from these three words at the right.

1. We sat in the top balcony.
2. He lives at the top of the hill.
3. Father will top the trees.
4. Put it on the top shelf.
5. That story will top his others.
6. He stands at the top of his profession.
7. He pays top prices.
8. I put it on top of the box.

G. Read the meanings of the word but written below. Choose the meaning which you think is correct for this sentence. Put the number of the meaning in the space before the sentence.

Here is the sentence:

I will speak but a word.

Here are the meanings:

1. that
2. still
3. on the contrary
4. only
5. that not
6. except
H. Underline the sentence that shows the correct use of the word *dress*. When we say, "You must have the doctor *dress* your hand," we mean:

1. You must have him see your hand.
2. You must have him twist and pull your hand.
3. You must have him hurt your hand.
4. You must have him push and bend your hand.
5. You must have him treat and bandage your hand.

I. Read the words under A and find their meanings under B. Write the number in front of the words under A before the meanings under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. draw</td>
<td>an opening in a barrier</td>
</tr>
<tr>
<td>2. pass</td>
<td>to pull or drag</td>
</tr>
<tr>
<td>3. class</td>
<td>to select by lot</td>
</tr>
<tr>
<td></td>
<td>to sort into different qualities</td>
</tr>
<tr>
<td></td>
<td>grouping of horses according to speed</td>
</tr>
<tr>
<td></td>
<td>social rank</td>
</tr>
<tr>
<td></td>
<td>to take a card</td>
</tr>
<tr>
<td></td>
<td>to circulate</td>
</tr>
<tr>
<td></td>
<td>to remove the contents of</td>
</tr>
<tr>
<td></td>
<td>a body of students</td>
</tr>
<tr>
<td></td>
<td>permission to come and go</td>
</tr>
<tr>
<td></td>
<td>to receive the required standard</td>
</tr>
</tbody>
</table>

J. Read the words under A and find their meanings under B. Write the numbers found in front of the words under A before the meanings under B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bank</td>
<td>chart, project, arrangement, program,</td>
</tr>
<tr>
<td>2. stand</td>
<td>design, scheme, plot</td>
</tr>
<tr>
<td>3. pound</td>
<td>product of plant growth, issue, advantage</td>
</tr>
<tr>
<td>4. fruit</td>
<td>consequence, benefit</td>
</tr>
<tr>
<td>5. plan</td>
<td>mound, slope, shoal, shore, bar, reef,</td>
</tr>
<tr>
<td>6. store</td>
<td>edge, brink, terrace</td>
</tr>
<tr>
<td></td>
<td>supply, stock, equipment, provisions,</td>
</tr>
<tr>
<td></td>
<td>reserve, fund, storage, shop,</td>
</tr>
<tr>
<td></td>
<td>accumulation, mass</td>
</tr>
<tr>
<td></td>
<td>beat, buffet, batter, unit of weight,</td>
</tr>
<tr>
<td></td>
<td>strike, thud</td>
</tr>
<tr>
<td></td>
<td>endure, sustain, tolerate, bear, uphold, position, attitude</td>
</tr>
</tbody>
</table>