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A comparison of the vocabularies of the grade one and two books of the Alice and Jerry series, the Curriculum Foundation series, the Today Work Play Book series, and the Gates primary reading standardized test

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SCHOOL OF EDUCATION

Thesis

A COMPARISON OF THE VOCABULARIES
OF THE GRADE ONE AND TWO BOOKS
OF THE ALICE AND JERRY SERIES
THE CURRICULUM FOUNDATION SERIES
THE TO-DAY WORK PLAY BOOK SERIES
AND THE GATES PRIMARY READING STANDARDIZED TEST

Submitted by

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In Partial Fulfillment of Requirements for the Degree of
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INTRODUCTION

INTRODUCTION

The purpose of this study is to compare the vocabularies of the books of the Alice and Jerry¹ Series, the Curriculum Foundation² Series, the To-day's Work Play Book³ Series, from the pre primer through the second reader, with the Gates Primary Reading Tests⁴ for Grade One and Two, to find out:

1. How well does the test sample the words of the basal readers?
2. What per cent of the words in the test are in the basal readers?

In a previous study of test vocabularies, Ballenger⁵ quotes from the Gates⁶ manual.

1. O'Donnell, Mabel and Carey, Alice. The Alice and Jerry Books. Evanston, Illinois: Row Peterson and Company, 1947.
2. Gray, William S., Baruch, Dorothy, Montgomery, Elizabeth. Curriculum Foundation Series. Chicago: Scott, Foresman Company, 1946-47.
3. Gates, Arthur L., Huber, Miriam Blanton, Peardon, Celeste Comegys, Salisbury, Frank Seely. To-day's Work Play Books. New York: The Macmillan Company, 1945.
4. Gates, Arthur I. Gates Primary Reading Tests. New York: Bureau of Publications, Teachers College, Columbia University, 1943.
5. Ballenger, H. L. "Comparative Study of the Vocabulary Content of Certain Standard Reading Tests." Elementary School Journal 23: 522-534; February 1942.
6. Gates, Arthur I. Manual for Directions for Gates Primary Reading Tests: 5. New York: Bureau of Publications, Teachers College, Columbia University.

All the words in the tests here offered are taken from the primary list--A Reading Vocabulary for the Primary Grades,¹ indeed, practically all from the easier two-thirds of the list. Since these words are those used in speech by young children, are found in primary readers and select primary literature, are related to interesting and important features of children's lives, and satisfy best the other demands of early usage they are highly suitable for standard tests.

He concludes his reference with the following:

The data presented in this study² with respect to the Gates test of word recognition, show that the criteria set forth in the statement quoted are not sufficiently definite to insure the selection of a vocabulary suitable for use in a reading test designed for first grade use. Such criteria should be supplemented by a level gradation of the words that are selected on this basis. By referring to Table I,³ one may see how the words are distributed among the ten levels in Stone's⁴ Graded Vocabulary for Primary Reading. Only 9 of the 48 words in the test appear widely in pre primers or primers, while only 21 are widely introduced in primary series of readers by the end of the first grade. It seems clear that a sampling of only 21 words from among 395 is too small to make this a valid first grade test.⁵

This study is an attempt to compare the vocabulary of the test and the text.

1. Gates, Arthur I. A Reading Vocabulary for the Primary Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1926-27.
2. Ballenger, H. L. "Comparative Study of the Vocabulary Content of Certain Standard Reading Tests." Elementary School Journal 23: 522-534; February 1942.
3. Stone, C. R. "Vocabulary Study Based on One Hundred Seven Primary Grade Books." Elementary School Journal 42: 452-5; February 1942.
4. Ibid. 452-5.
5. Ballenger, H. L. "Comparative Study of the Vocabulary Content of Certain Standard Reading Tests." Elementary School Journal 23: 522-534; March 1927.

CHAPTER I

REVIEW OF RELATED RESEARCH

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REVIEW OF RELATED RESEARCH

Definition of Terms

Since this study is a comparison of the vocabularies of three basal reading systems and one standard reading test, the following terms need to be defined.

Basal Reader-----"a series of books or other materials especially suitable for each successive stage of reading development."¹

Test, word recognition-----"A test designed to measure the power of the reader to perceive and identify words with which he is familiar."²

Test, standardized-----"A test for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity."³

Norm-----"The average or typical value of a particular function in a specified homogeneous population. The sample used in completing a norm should be large and representative."⁴

1. Good, Carter V. Dictionary of Education. New York: McGraw Hill Book Company.

2. Ibid. p. 329.

3. Ibid. p. 421.

4. Ibid. p. 275.

Reliability-----"The accuracy with which a measuring device measures."¹

Validity-----"The extent to which a test or other measuring device measures what it purports to measure."²

In connection with this comparative study of the vocabularies of three basal reading systems and a standard reading test there is related research that is pertinent to both text and test,--their uses, suitability or evaluation, vocabularies, and their rise or history.

Buros³ stresses the importance of suitability of selection of tests because of their function and frequency of use. He suggests a "test of test" organization for their critical evaluation, not for the construction of new ones, and thinks that a "test consumer's" research organization would advance the test movement.

Ballenger⁴ reports the rapid use of tests by teachers, supervisors and superintendents and the consequent growth that has resulted in the presence of many on the market. He points to the extent of one's vocabulary as a large factor in their comprehension scores as the logical reason for having

1. Ibid. p. 341.

2. Ibid. p. 442.

3. Buros, Oscar. The Nineteen Thirty-eight Mental Measurement Yearbook. New Brunswick: Rutgers University Press, 1938. p. 4.

4. Ballenger, op. cit., p. 522-534.

tests made of words that are familiar to the individuals tested. He questions the type of words commonly used and whether these words are understood just because they are there.

Dolch¹ states that "tests of sight words that exist are not adapted to use with the vocabulary of any particular book."

Tests, as measures of achievement, stem from Thorndike and his students, Cook² reports. Monroe³ states that the emphasis was on objectivity--not content.

The advent of scale tests was early and the movement was extremely popular. In this connection the following tests are recorded as examples.

In 1908 Stone⁴, a pupil of Thorndike, published an arithmetic reasoning test. This is referred to as the first standardized instrument to appear.

1. Dolch, E. W. "Testing Reading." Elementary School Journal 34: 36-43; September 1933.
2. Cook, Walter W. "Tests Achievement." Encyclopedia of Educational Research : 1283-1301. New York: The Macmillan Co.
3. Monroe, W. S. "Educational Measurement in 1920 and in 1945." Journal of Educational Research 38: 334-340.
4. Stone, C. W. "Arithmetic Abilities and Some Factors Determining Them." Contributions to Education 19: . New York: Teachers College, Columbia University, 1908.

Courtis¹ published a test to measure achievement in elementary arithmetic in 1909. In that year Ayres² published a handwriting scale with the samples of increasing legibility as determined by their rate of reading. Thorndike³ produced a scale for handwriting in 1910. In 1912 Hillegas⁴ had a composition scale, in 1913 Buckingham⁵ published a spelling scale, and in 1920 Charters⁶ constructed one for language.

This type of test had, as its basis of selection, the difficulty of the test item. McCall⁷ stresses validity as foremost in test importance.

Chronologically reading tests of achievement appear at a later date. Starch⁸ reported his silent reading test in 1915. In 1916 Kelly's⁹ was published. A reading test was

1. Courtis, S. G. "Measurement of Growth and Efficiency in Arithmetic." Elementary School Journal 10: 58-74; 1909.
2. Ayres, L. P. "A Scale for Measuring the Quality of Handwriting of School Children." Russell Sage Foundation Bulletin 113: 16. New York: Russell Sage Foundation, 1912.
3. Thorndike, E. L. "Handwriting." Teachers College Record : 83-175; March 1910.
4. Hillegas, M. B. "A Scale for the Measuring Quality in English Composition by Young People." New York: Teachers College, Columbia University, 1914. p. 54.
5. Buckingham, B. R. "Spelling Ability, It's Measurement and Distribution." Contributions to Education 59: . New York: Teachers College, Columbia University, 1913.
6. Charters, W. W. "Constructing a Language and Grammar Scale." Journal of Educational Research 1: 249-57; April 1920.
7. McCall, Wm. A. "How to Measure in Education." New York: The Macmillan Company, 1922. p. 195.
8. Starch, Daniel. "The Measurement of Efficiency in Reading." Journal of Educational Psychology; January 1915.
9. Kelly, F. S. "The Kansas Silent Reading Tests." Journal of Educational Psychology 7: 63-80; February 1916.

constructed by Courtis¹ in 1916 and in 1918 Monroe's² was in print.

These were all silent reading tests and did not meet with immediate acceptance because of the widespread prevalence of oral reading. Smith³ records that it was not until the advent of the Twentieth Yearbook⁴ that they acquired impetus. When acceptance was given to this type of test, much use was made of them.

The initial test movement follows pretty closely. The published results of studies by Meyer,⁵ University of Missouri, Starch and Elliot⁶, Starch⁷ alone, and others. These results record consistently startling variance in subjective ratings.

1. Courtis, S. A. "Problems of Measuring Ability in Silent Reading." American School Board Journal 54; May 1917.
2. Monroe, W. S. "Monroe's Standardized Silent Reading Tests." Journal of Educational Psychology 9: 303-12; June 1918.
3. Smith, Nila B. "Successive Emphases in American Reading Instruction." Teachers College Record 34: 188-203; December 1932.
4. Horn, Ernest. The Twentieth Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company, 1921. 172 p.
5. Meyer, Max. "The Grading of Students." Science 28: 243-250; August 1908.
6. Starch, D. and Elliot, E. C. "Reliability of Grading Work in Mathematics." School Review 21: 254-59; April 1913.
7. Starch, Daniel. "Reliability and Distribution of Grades." Science 38: 630-636; October 1913.

The school survey¹ movement results are of great import. Significant surveys are reported for Pittsburgh in 1908, Boise in 1910, and Idaho in 1910. Although the movement grew in popularity it was restricted in its progress by the unwieldy size of school systems and the instruments of evaluation, observation and oral examination. Attention turned to the new standardized tests and, for the first time, these tests were used in the New York City Survey, 1911-1912. Courtis,² a member of this Survey Commission, had his arithmetic test given to 30,000 pupils. He stressed the advantages of norms and offered his cooperation and assistance to those superintendents who wished to give tests and establish them. Largely, through his efforts, bureaus of research and measurement were instituted to administer tests and interpret results. These early bureaus stimulated systematic administration of tests. Many state departments of education and universities have carried on extensive testing programs.

Since its inception the test movement has had tremendous growth.

1. Sears, Jessie B. "School Surveys." Encyclopedia of Educational Research. New York: The Macmillan Company.
2. Courtis, S. A. "Measurement of Growth and Efficiency in Arithmetic." Elementary School Journal 10: 58-74, 1909.

Evaluation of Standard Reading Tests

Among the reasons for intensive test study are the widespread usage and vocabulary content. The accepted report of Hilliard¹ that "the extent of one's vocabulary is a large factor in comprehension scores that are made", that tests should be made of the words that are familiar to the individuals tested, and the usefulness of a test is measured by the degree or extent to which it contains these words are presented as premises for test study.

Ballenger² questions "What words are included in the commonly used standard reading tests and are they understood by the child because they are within the scope of his vocabulary?" Through a study of tests and individuals' needs he purports to answer. Nine tests are studied and evaluated for suitability and adequate sampling of vocabularies that appear widely in first grade books.

The criteria used for the measurement of vocabularies is the combined list of Horn³ and Thorndike.⁴

1. Hilliard, G. H. "Probable Types of Difficulties Underlying Low Scores in Comprehension Tests." Unpublished Thesis, University of Iowa, 1922.
2. Ballenger, op. cit. p. 522-534.
3. Horn, Ernest. "A Basic Writing Vocabulary." Monographs of Education 4: . University of Iowa, 1926.
4. Thorndike, E. L. The Teacher's Word Book of 30,000 Words. New York: Teachers College, Columbia University, 1944.

For recognition all words in each test are checked by Stone's¹ Graded Vocabulary for primary reading. The report of the vocabulary study of nine first grade reading tests shows that, on the basis of adequate sampling of words commonly appearing in pre primers, primers and first readers, several of the tests are not suitable for that grade.

The report continues--"In the Manual of Direction for the Garrison² First Year Reading Test appears this statement: 'Teachers have learned that primary reading tests, particularly those for the first grade, must have a vocabulary common to many primers and first readers if they are to be used successfully as general tests through the country'." As a result, it is reported that her tests make an excellent showing in the comparative study reported herein.

In a second comparison of word lists in fourteen tests the following deductions are reported in the samples chosen:

1. There are 760 different words in the tests which are not included in the first 3,000 words of either list.
2. There is a question, therefore, of using such unfamiliar words as a test of comprehension.

1. Stone, C. R. "Stone's Graded Vocabulary for Primary Reading." St. Louis, Missouri: Webster Publishing Co., 1941.

2. Garrison, Marie. "First Year Reading Test: Test 1, Mid-Year." Cincinnati, Ohio: C. A. Gregory Company, 1938. p. 1.

3. There is great variability in the test vocabularies-- only 11 words are common to the fourteen tests, namely, a, and, but, for, in, of, that, the, this, to, with.
4. There are 2,039 different words in the tests and 1,106, or more than half of them appear only once in either of the lists used as criteria.
5. Some of the test vocabularies are very simple when checked by these lists.

Some Text Vocabulary Studies and Findings

As early as 1918 Housh¹ counted the words of ten second grade readers to determine the range of frequency. He records a varied range of words from 7-8000 and 419 words that are common to all.

One of the earliest studies was by Packer² in 1921. He reports a wide range of infrequency of word occurrence-- 3,541 different words in ten first readers.

Miller³ did a similar study for ten third grade readers.

1. Housh, E. T. "Analysis of Ten Second Year Readers." Manuscript in University of Iowa Library.
2. Packer, J. L. "The Vocabularies of Ten First Readers." The Twentieth Yearbook of the National Society for the Study of Education, Bloomington, Illinois, 1921. p. 127-144.
3. Miller, W. S. "Analysis of the Vocabularies of Ten Third Readers." Manuscript in University of Iowa Library.

Another early study was by Silke and Silke¹ in 1922. In his tabulating of frequencies in 12 primers he concludes that books of the primer level differ widely in the number of different words in their vocabularies.

A later study by Silke² in 1930 included 12 more recent primers. In this study he reports a decrease of 26% in vocabulary load since his previous study in 1922, still too few words that are common, and still limited frequency.

In 1936, Hockett and Neeley³ in their study of 33 books, record only 25 words that are common to all.

A further study was made by Hockett⁴ in 1938. In the vocabularies of 28 second grade readers he notes a definite decrease in the number of running words published from 1934 to 1937.

These studies report some general findings--a variability in text vocabularies, infrequency of word occurrence, and a definite trend, in the later studies, toward reduced vocabulary load.

1. Silke, E. and G. A. "A Study of the Vocabularies of Beginning Books in Twelve Reading Methods." Elementary School Journal 22: 745-49; June 1922.
2. Silke, E. "A Comparative Study of Twelve Beginning Books in Reading." Journal of Educational Research 22: 369-74; December 1930.
3. Hockett, J. A. and Neeley, D. P. "A Comparison of the Vocabularies of Thirty-Three Primers." Elementary School Journal 37: 190-202; December 1936.
4. Hockett, J. A. "Vocabularies of Twenty-Eight First Readers." Elementary School Journal 37: 344-52; January 1937.

Basal Readers and Their Change

Russell¹ reports that between the two World Wars great changes have taken place in primary grade basic readers and that the significance of these changes effects not only the form and content but the whole educational system. Reading, he considers, is still the most important learning activity in most schools. Its innovations, therefore, influence the whole curriculum.

He reports incomplete agreement on all the changes that have been brought about in primary grade readers according to current discussion by Hildredth,² Stone,³ and others.

In reply to questionnaires to four hundred selected supervisors, teachers, superintendents, and others throughout the United States he gives the following returns.

The results of the study are given in terms of general organization, content, vocabulary controls, methods, and accessories for a primary grade reading program.

On content the replies reveal much agreement and favor on (common experience) materials in the primary grades, especially grade one.

1. Russell, David. "Opinions of Experts about Primary Grades Basic Reading Programs." Elementary School Journal 44: 602-609; June 1944.
2. Hildredth, Gertrude. "All in Favor of a Low Vocabulary." Elementary School Journal 44: 41-44; September 1943.
3. Stone, C. R. "A Reply to 'All in Favor of a Low Vocabulary.'" Elementary School Journal 44: 41-44; September 1943.

On vocabulary control they were asked to consider both the number of different words and the amount or repetition of words. There was no agreement about the size and repetition of vocabulary in two sample pre primers; but of two sample primers, the replies reliably favor a shorter primer containing fewer different words.

The total vocabularies favored for the different books are smaller than those in most of the readers now in common use.

Research has shown wide differences in vocabularies of basal readers, therefore this study is an attempt to compare the vocabularies of the Alice and Jerry,¹ the Curriculum Foundation² and To-day's Work Play Books³ with the vocabulary of the Gate's⁴ test.

1. O'Donnell, Mabel and Carey, Alice. The Alice and Jerry Books. Evanston, Illinois: Row, Peterson and Company, 1947.
2. Gray, William S., Baruch, Dorothy, Montgomery, Elizabeth. Curriculum Foundation Series. Chicago: Scott, Foresman Company, 1946-47.
3. Gates, Arthur I., Huber, Miriam Blanton, Peardon, Celeste Comegys, Salisbury, Frank Seely. To-day's Work Play Books. New York: The Macmillan Company, 1945.
4. Gates, Arthur I. Gates Primary Reading Tests. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

CHAPTER II

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The purpose of this study is to compare the vocabularies of the Alice and Jerry Series, the Curriculum Foundation Series, the To-day's Work Play Book Series and the Gates Primary Reading Test for Grade One and Two to determine:

1. How well does each test sample the words of the basal readers.
2. What per cent of the words in the test are in the basal readers.

Basal reading series were used as the basis for this study of grade one and two reading material because they have carefully controlled vocabularies.

Vocabularies of tests and readers were compared only through the second grade level because beyond that grade many words may be acquired through supplementary reading that are not in the basal vocabulary. It would be difficult, therefore, to determine what words of a test had been previously learned.

Listing the Words of the Basal Series

The vocabularies of the following readers were used for this comparison.

TABLE I

THE BOOKS OF THE ALICE AND JERRY SERIES FOR USE IN GRADES ONE AND TWO

Books	Levels	Number of Words
Skip Along	Pre-Primer 1	20
Under the Sky	Pre-Primer 2	26
Open the Door	Pre-Primer 3	21
High on a Hill	Pre-Primer 4	11
The New Day In and Out	Primer	102
The New Round About	First Reader	195
The New Friendly Village	Second Reader	396

TABLE II

THE BOOKS OF THE CURRICULUM FOUNDATION SERIES FOR USE IN GRADES ONE AND TWO

Books	Levels	Number of Words
We Look and See	Pre-Primer I	17
We Look and Play	Pre-Primer II	22
We Come and Go	Pre-Primer III	19
Fun with Dick and Jane	Primer	100
Our New Friends	First Reader	178
Friends and Neighbors	Second Reader 2-1	236
More Friends and Neighbors	Second Reader 2-2	327

TABLE III
THE BOOKS OF THE TO-DAY'S WORK PLAY BOOKS SERIES
FOR USE IN GRADE ONE AND TWO

Books	Levels	Number of Words
Come and Ride	Pre-Primer 1	30
This is Fun	Supp. Pre-Primer	22
Tags and Twinkle	Primer	122
Good Times on Our Street	First Reader	167
Friends and Workers	Second Reader	321

The reader vocabulary lists used for making this comparative study were obtained from the word lists which appear at the end of each reader. All the words in the word list that were included by the author, and were not found recorded in a previous book of the same series, were counted. All variants--words ending in s, ed, ing, 's, er, ly--were counted as separate words, if they were so listed in the word list.

As the words appear in the word list according to the page on which they occur, it is necessary to alphabetize the list for facility in checking.

The vocabulary lists for the three basal series were obtained in a similar manner.

The following Table IV shows the new words of each book as listed in the Alice and Jerry Series.

Table V shows the new words of each book as listed in the Curriculum Foundation Series.

Table VI shows the new words of each book as listed in the To-day's Work Play Book Series.

TABLE IV

NEW WORDS IN THE FIRST AND SECOND GRADE BOOKS
OF THE ALICE AND JERRY SERIES

Pre-Primer Words

a	do	home	look	pretty	three
airplane	down	house	looked	puppy	to
Alice	Father	I	man	ran	too
and	go	in	may	red	train
at	going	is	me	ride	two
big	good	it	morning	said	up
blue	good-by	Jerry	Mother	saw	walked
boats	got	Jip	my	see	want
Brown	green	jump	name	she	went
can	had	kittens	not	something	what
caps	have	like	on	store	window
come	he	little	one	the	with
did	here		play	this	yes
					you

Primer Words

again	by	garden	jumped	open	stay
all	came	gate	just	out	stopped
am	Carl	gave	laughed	pig	surprise
animals	city	get	Lee	played	talk
are	cluck	girl	liked	please	that
ate	coat	goats	lived	pony	then
away	cock-a-	happy	ma-ma	puddle	toys
ball	doodle-doo	hello	Mac	quack	tweet
barnyard	could	help	mew	rabbit	very
best	cow	hen	moo	rain	walk
Betsy	day	her	Mr.	rooster	wanted
bird	dog	his	nest	run	was
bow-wow	doll	hole	new	say	wee
boy	duck	hop	night	snap	white
breakfast	eat	hug	now	so	will
but	find	into	oh	splash	wish
	fly	Jack	old	started	word
	for				

TABLE IV (Cont.)

First Reader Words

about	catch	gas	must	sell	top
afraid	church	gay	nap	shining	town
always	coasting	geese	next	show	trees
alone	cold	give	nightingale	sing	trucks
Andrew	coming	Grand-	no	sit	tune
antlers	cried	father	north	six	turn
another	cross	Grand-	of	sky	turtle
apples	danced	mother	off	sleds	twenty
around	deer	grew	once	sleep	twins
as	delighted	grow	organ	sleepy	until
asked	door	head	other	smiled	upon
autumn	early	hear	over	snow	wagon
baby	eggs	hide	Paddy	some	warm
back	enough	hill	parade	someone	water
bad	every	him	party	soon	we
bank	everyone	himself	Pauline	south	well
barn	far	how	pear	Spots	were
basket	farm	hurt	pennies	spring	when
be	farmer	ice cream	penny	summer	where
bed	farmer's	if	pet	sun	who
before	fast	know	picnic	Sunday	why
bell	fat	lady	pockets	tadpole	wife
Billy	fell	leaves	pool	tall	wild
birthday	fish	legs	put	thank	winter
Bobby	fisherman	letter	really	them	wisest
broken	five	long	ribbon	there	woods
bump	flew	lovely	right	they	work
bundle	flowers	make	river	things	world
cake	followed	many	road	thought	years
called	frog	Martha	rolled	time	your
candles	from	mend	sang	ting-a-	
car	fun	mender	sat	ling	
carry	funny	money	seat	tomorrow	
		Monkey		took	
		much			

TABLE IV (Cont.)

Second Reader Words

after	bones	corral	edge	floor	Hogan
afternoon	bought	cotton	eight	follow	hold
air	bracelet	couldn't	else	food	honest
alike	branch	country	end	fool	hook
alive	bread	course	enjoy	foot	hope
almost	bring	cover	even	forget	horns
along	brought	crab	evening	forgot	horse
America	buck	cracks	ever	found	hot
among	bunks	crawl	exciting	four	howdy
an	buy	crowd	expect	friend	hungry
Andy	cabins	Dan	eye	friendly	hurry
any	cage	dancing	face	front	I'm
answer	can't	dark	fair	fruit	important
asleep	captain	dashing	family	full	Indian
Aunt	care	dear	fastened	garage	iron
bacon	cat	declare	faster	glad	isn't
bag	cattle	deep	feast	gone	Jim
bake	cellar	dig	feathers	granny	Joe
banana	certainly	dime	feel	grass	joins
beautiful	Charlie	dinner	feet	gray	joke
because	chuckled	discover	fellow	grazing	jolly
bee	circus	dishes	fence	great	jug
been	clams	dollar	few	grin	keep
began	clean	dolly	fiddle	guess	key
behind	climb	done	fiddler	hair	kinds
believe	cluck	donkey	fiddling	hammer	kitchen
bench	clouds	don't	fields	hands	knees
better	clown	dressed	fine	happen	knew
black	cobbler	drove	fire	hard	ladder
blacksmith	color	each	first	has	last
blankets	cook	ears	flap-jacks	heard	late
blind	corn	easy	flat	hee-haw	lazy
leaned	never	quiet	shells	sticky	treasure
learn	nice	quite	shingles	still	trick
left	nothing	races	ships	stone	trot
let	ocean	rakes	shoe	stood	trouble
lick	o'clock	ranch	shook	stop	try
light	only	range	shop	straight	turnip
listened	or	rascal	shore	street	turquoise
live	our	ready	shoulder	stroller	twelve
lonesome	own	real	shout	such	twinkle
lucky	pack	remember	shove	suit	twirl
made	pail	remembered	side	supper	uncle

TABLE IV (Cont.)

Second Reader Words (Cont.)

making	pan	rest	sign	suppose	under
mean	pasture	riddle	silly	sure	use
middle	patch	riddling	silver	table	village
might	peddler	ring	slowly	take	voice
mile	people	rocks	smart	tap	wait
milk	picked	rode	smell	tell	wash
minute	picture	rolling	smile	ten	watch
mischievous	pieces	roof	smooth	tents	waves
Miss	pillars	rope	snapping	than	way
moon	pincers	running	soft	Thanks-	weeks
more	pine	rust	soles	giving	west
moss	place	saddle	song	their	wet
most	plains	safe	sorry	these	wheels
mountains	poor	same	sound	think	while
mouth	post	sand	special	threw	whiskers
move	pot	sandy	speeding	through	whisper
Mrs.	potatoes	sea	spider	ticked	whispered
mule	prize	sea-weed	spread	tickets	win
music	proud	seen	stalks	tied	wind
nail	prove	send	stand	tired	won't
nearer	pull	seven	stars	together	worms
neck	queer	several	steamed	told	would
neighbors	questions	sheep	steps	trading	you're
				trails	

TABLE V

NEW WORDS IN THE FIRST AND SECOND GRADE BOOKS
OF THE CURRICULUM FOUNDATION SERIES

Pre-Primer Words					
a	come	here	make	run	two
and	cookies	house	me	said	up
away	Dick	I	mother	Sally	wants
baby	down	in	my	see	we
ball	father	is	not	Spot	where
big	find	it	oh	something	work
blue	for	Jane	one	Tim	yellow
boats	funny	jump	play	the	you
can	go	little	Puff	three	
cars	helps	look	red	to	
Primer Words					
all	cluck	good	likes	rabbit	this
am	cows	good-by	looked	ran	Tom
animals	did	Grand-	ma-ma	ride	too
are	do	father	mew	sat	toys
at	dog	Grand-	must	saw	under
ate	doll	mother	new	say	wanted
barn	ducks	guess	no	school	was
birthday	eat	happy	now	she	well
black	eggs	have	on	so	went
bow-wow	family	he	our	soon	what
boy	farm	hello	out	Susan	white
bump	fast	hen	pets	tail	who
but	four	home	pig	talk	will
came	friends	hop	please	thank	with
cat	fun	horses	pony	that	yes
chickens	get	into	pretty	there	
children	girl	Jack	quack-	they	
		kittens			
		laughed			

TABLE V (Cont.)

First Reader Words					
after	could	had	met	poky	them
again	dark	has	milk	puppy	then
along	day	head	moo	push	things
an	dear	helped	morning	pushed	think
another	Dick's	her	Mr.	put	thought
any	dinner	hill	Mrs.	rain	time
apples	don't	him	name	reads	took
as	door	his	Nancy	road	town
ask	eating	how	nest	robins	tree
asked	Ellen	hurry	next	room	umbrella
back	every	Jane's	night	rooster	us
bang	everywhere	Jill	nothing	round	Valentine
basket	faster	Jim	nuts	running	very
be	fat	jumped	of	Sally's	wagon
began	feed	just	old	sang	walk
behind	feet	know	once	sleep	walked
Bill	fell	last	open	sleepy	way
Billy	fine	laugh	or	slower	wee
bird	first	let	other	snow	were
book	five	let's	outdoors	some	when
brown	fly	lives	over	splash	which
bumped	food	looking	paint	squirrel	why
Bunny	found	lost	painted	stop	wind
busy	from	made	party	stopped	wish
buy	galloping	making	Patty	store	woman
called	give	man	peep	story	worked
can't	glad	many	pennies	street	yard
color	going	may	Peter	surprise	your
coming	gray	maybe	playing	swish	
corn	green	merry-go-round	pocket	take	
Second Reader 2-1 Words					
about	burn	deep	goose	kinds	people
across	buzz	didn't	got	knew	pick
afraid	by	dig	grass	large	pie
always	cabbage	drops	ground-hog	late	pile
Ann	cakes	drum	grows	leaves	place
answered	calf	each	hair	letter	plant
around	call	early	Hallowe'en	lights	pleasant
bake	candy	earth	hand	line	porridge
balloons	care	elephant	handkerchief	lion	pot

TABLE V (Cont.)

Second Reader 2-1 Words (Cont.)					
bear	catch	enough	hat	long	potato
beautiful	caw	ever	heard	lot	potatoes
because	chimney	eyes	herself	minute	pull
bee	chinny-	fall	hide	miss	quick
before	chin-chin	far	high	money	take
bell	Christmas	fence	himself	more	ready
best	churn	field	hole	mouse	right
better	circus	fire	honey	move	roll
bigger	city	fish	honk	much	Saturday
biggest	clean	flew	hot	near	scare
blew	climb	floor	Huff	neighbors	second
blow	clothes	fool	hungry	never	seeds
Bobby	coat	forget	hurried	nice	seen
boil	cock-a-	fox	if	noise	shock
both	doodle-doo	front	I'll	nose	short
breakfast	cold	full	I'm	o'clock	shout
bricks	couldn't	game	Joe	off	shovel
brother	country	garden	John	own	show
brought	cried	gave	Johnny	parade	side
build	crow	goat	jolly	park	sign
buildings	cry	gone	keep	pay	silly
	cut				
sister	spring	telephone	ting-a-	try	wiggles
sit	stand	tell	ling	turn	window
six	start	ten	tired	Uncle	winter
slow	stay	than	to-day	until	wolf
small	stick	their	together	use	wonderful
smell	sting	third	told	visit	won't
sniff	straw	those	tomorrow	wait	woods
soft	strings	through	top	wake	would
sorry	sun	tie	train	watch	wouldn't
			tricks	water	Zeke
			tried		

TABLE V (Cont.)

Second Reader Words - 2-2

above	bring	drink	gay	hung	means
afternoon	bugs	drive	geese	hurt	meet
ago	bumpety	droppe d	getting	ice	men
almost	butter	dust	gobble	inside	middle
alone	cap	ear	goes	isn't	might
angry	carried	earn	great	it's	Molly
answer	carry	Easter	grew	I've	most
apron	cart	easy	grocery	jay	mouth
arms	caught	else	groceries	joke	moving
aunt	chairs	end	gruff	kept	myself
babies	change	engine	grunt	kitchen	neck
bad	chatter	errand	ha	Kitty	need
bags	clock	every	hadn't	knock	nickels
baking	clowns	everybody	hammer	lay	noon
bank	colder	excited	happen	lazy	oak
bark	cool	face	hard	leaf	often
became	corner	fairy	harder	learn	only
bed	count	farmer	hardly	left	outside
been	cover	feathers	haven't	legs	over
believes	crack	few	having	lift	paid
beside	cream	fiddle	hear	listen	pan
Betty	cries	fill	heavy	living	paper
bite	dances	fix	helper	longer	part
boards	dancing	flour	hiding	longest	past
bought	David	flowers	hippety	loud	path
box	detour	follow	hive	louder	pen
boxes	dimes	foot	hoe	loudest	Penny
branch	ding-dong	forest	hold	lunch	perhaps
branches	does	forgot	hope	machine	pictures
bread	doesn't	forth	hopped	magic	pink
bridge	done	friendly	horns	maple	pins
bright	dress	gate	hotter	matter	plenty
point	rope	sing	stood	Tommy's	weed
policeman	rose	skate	storekeeper	tonight	week
pond	rub	skip	straight	touch	wet
pooh	sad	sleds	strange	toward	what's
poor	Sam	slide	strong	trap	wheat
present	same	sliding	such	trip	while
proud	sand	slowly	sudden	troll	whisper
pumpkin	sandy	sly	suddenly	trot	whole
queer	save	smaller	summer	truck	wide
quickly	screams	smart	supper	turtle	wife
quiet	scrub	smile	sure	tweet	wild

TABLE V (Cont.)

Second Reader Words 2-2 (Cont.)					
quit	seems	smiling	surely	ugly	wings
reach	sell	sounds	tables	upside	wise
real	shall	squawk	taking	village	wonder
really	sheep	squeak	tall	vine	woodpecker
remember	shoes	squeal	tap	voice	words
rest	shorter	stairs	taste	waddle	wren
riding	shortest	stamp	terrible	wag	write
river	should	star	that's	wagged	years
roar	shut	station	these	warm	yesterday
roller	side	steps	thresh	wasn't	yet
roof	since	still	tiny	wave	you'll
				weather	young
					yourself

The reader vocabulary lists used in making this comparative study were obtained in a similar manner for the next series.

The following table shows the words as listed and alphabetized for the To-day's Work Play Books.

TABLE VI

NEW WORDS IN THE FIRST AND SECOND GRADE BOOKS
OF TO-DAY'S WORK PLAY BOOK SERIES

Basal Pre-Primer Words			Supp. Pre-Primer Words	
and	hay	ride	a	Grandmother
at	here	right	animals	in
calf	I	said	ball	it
come	is	Tags	beach	not
farm	Jim	the	big	oh
farmer	Judy	this	biggest	policeman
Father	laughed	to	can	see
fun	like	we	city	toys
get	look	went	engine	want
go	Mother	which	fire	way
			Grandfather	zoo

Primer Words				
airplanes	cock-a-	home	out	thank
all	doodle-doo	horses	painted	then
am	cows	house	peep	there
animal	did	how	pet	they
are	do	into	pilot	tomorrow
away	dog	it	play	too
barn	door	Jim's	played	took
bigger	down	know	put	train
biggest	eat	letter	rabbits	twinkle
birthday	eggs	little	ran	two
black	farmer's	lives	red	up
blue	find	looked	roof	us
bow-wow	for	make	rooster	wagon
box	girls	man	saw	wanted
boys	going	me	school	was
brown	good	Miss	see	what
but	good-by	must	she	wheels
cake	get	my	so	where
call	gray	no	some	white
came	had	now	something	wife
cat	happy	of	store	will
chickens	have	oh	story	with
city	he	on	surprises	woods
	hens	one	tell	yellow
	him		than	yes
				you

TABLE VI (Cont.)

First Reader Words				
about	corn	his	old	things
after	could	holes	once	think
again	cried	honk	others	thought
always	cut	if	our	three
an	day	Jack-o-	over	time
another	Dick	lantern	parade	Tom
around	dinner	Jingo	please	Topsy
asked	elephants	jumped	pocket	tree
baby	every	just	poppy	tricks
back	feather	kitchen	pull	twelve
baskets	fell	kitten	pulled	use
be	fine	let	pumpkin	very
bear	fireman	liked	push	walking
beavers	first	lived	rain	warm
bed	fly	log	ready	washed
bees	fog	long	river	water
best	four	lost	robins	way
bicycle	friendly	lunch	run	wear
Bill	from	made	sat	were
birds	funny	many	sleep	when
blanket	gave	may	snow	why
Bobby	geese	men	spring	window
bread	give	merry-go-	squirrels	winter
build	glad	round	stay	wish
bump	Grandmother	milk	stick	wobble
buttons	grocery	money	sting	woman
buy	grow	monkey	street	work
called	Hank	morning	take	would
cap	has	Mr.	tail	year
circus	head	much	tar	your
clean	hello	mud	that	z-zing
clouds	help	nest	their	
clowns	her	never	them	
coat	hill	new		
		next		
		night		
		nuts		

TABLE VI (Cont.)

Second Reader Words				
afraid	bought	country	fish	himself
air	bowls	cover	fisherman	hold
airports	breakfast	creatures	fishermen	hot
almost	bright	cry	five	Huff
along	bring	cutting	flags	hungry
ants	brothers	dance	floor	hunt
any	brought	dancing	flowers	hurt
arms	brownie	dark	food	Indian
as	bulbs	dig	found	island
ask	butterfly	digging	Frank	ivy
babies	buzz	does	front	Jack
bad	by	don't	garden	jar
bags	Captain	drink	getting	Jean
balk	care	drive	goes	Johnny
bay	catch	each	gone	Jupie
beam	caterpillar	early	grandfather	keep
beautiful	carried	ears	grass	keeper
because	carrots	elves	great	kind
been	cellar	end	Green	knew
before	cents	enemies	ground	land
began	chair	enough	Gruff	last
behind	Charlie	ever	hair	late
believe	children	eyes	hands	laughing
bell	clay	face	hard	leather
Bingo	climb	fall	having	leaves
Blackie	close	far	hear	left
blows	clothes	fast	heard	Lewis
boat	coal	feast	held	lights
boots	cocoon	feet	herder	living
both	cold	few	hide	lobster
bottom	coming	field	hiding	machine
	cook	fires	high	mail
making	people	rug	splash	throws
Mary	piece	running	spots	thumb
met	pies	sand	stand	tie
might	pile	Saturday	start	tiny
miles	place	say	still	tired
minutes	plants	scales	stones	together
mittens	plow	scenes	stop	told
more	pole	secrets	stopped	Tommy
most	ponies	seen	stories	top
mouse	pony	sell	storm	tracks
mouth	pool	send	stove	tried

TABLE VI (Cont.)

Second Reader Words (Cont.)				
move	poor	sheep	straw	turn
Mrs.	pot	shining	string	turtles
mule	potato	shoemaker	such	ugly
name	pretty	shoes	summer	under
Nancy-Belle	Puff	shook	sun	until
near	queer	shoulder	supper	village
neck	radio	show	sure	wait
nice	ragged	side	sweet	wake
nine	rags	sister	swim	walk
noise	ranch	sit	table	war
nothing	real	sitting	tablecloth	warriors
ocean	really	sky	taking	wash
o'clock	riding	sled	talk	watch
off	ring	slowly	teacher	well
only	road	small	telephone	wet
open	rode	smell	ten	wharf
or	roll	snapping	terrible	wheat
own	ropes	soft	these	while
pair	room	soon	thresh	who
paws	roots	soup	threshers	wind
penguin	rubber	south	through	wings
				wool
				Zeb

The Standardized Test Used in the Study

These criteria were used in selecting the test for comparison with the basal reading series:

1. It is designed for use in grades one or two or both.
2. It is a standardized test.

The following table gives the title, types and form of the standard test used in this study.

TABLE VII

TEST USED FOR COMPARISON OF THE VOCABULARIES OF THE
 GRADE ONE AND TWO BOOKS OF THE ALICE AND JERRY,
CURRICULUM FOUNDATION, AND TO-DAY'S WORK PLAY BOOK SERIES

Test	Grade	Type	Form	Publisher	Date of Publication
Gates Primary	1, 2	1, 2	I	Bureau of Publications, Teachers College, Columbia University, New York	1942

Listing the Words of the Standard Test

Procedure

All the words in the tests were recorded and alphabetized. Each test was recorded and checked separately. If a word appeared more than once it was called a repetition and excluded from the original number of words counted. All repetitions were likewise excluded and recorded as such.

If a word appeared in both tests it was called a duplicate, counted as such, and excluded from the original number.

In the list for the individual tests the number includes new words, mentions but excludes repetitions.

In the combined list of both test types, the number includes new words and mentions but excludes repetitions and duplicates.

The following table shows the words found in each test and in combination.

TABLE VIII
NUMBER OF WORDS IN EACH TYPE OF THE TEST

Name	Grade	Form	Type	Number of Words	Repe- titions	Dupli- cates
Gates Primary	1, 2	I	1	185	7	14
Reading	1, 2	I	2	107	115	
	1, 2	I	1, 2	278		

The following table lists the running words and repetitions in the two types of this test separately and in combination. In the combination of tests the words common to both tests are called duplicates.

TABLE IX

VOCABULARY LIST OF THE STANDARDIZED TEST USED IN THE STUDY
 GATES PRIMARY READING TESTS
 FOR GRADE ONE AND GRADE TWO (FIRST HALF)
 TYPE 1 WORD RECOGNITION FORM I

185 new words and 7 repetitions

across	cover	has	made	said	toy
again	cow	hair	maid	sand	trees
back	crow(2)	hand	mail	say	try
ball	dark	have	may	sea	twelve
band	dirty	hay	meat	shop	walk
bank	divide	hear	men	shot	walking
bark	door	hen	mice	sit	want
barn	drive	hide	mile(2)	sleds	wanting
bear	drop(2)	hill	more	sleep	warmer
bed	face	hot	nail	slow	water
bell	falling	hour	new	smell	went
block	fan	how	not	smile	wheat
blow	fans	keep	only	soap	wheel
boat	farmer	king	out	song	while
bow(2)	father	kite	pair	soup	wind
boy	fight	lady	pan	south	window
buy	find(2)	lake	paper	staid	winds
can	finding	last	pick	stair	wood
cap	fix	leaf	pies	stand	word
chalk(2)	flag	leave	pig	star	wore
change	floor	left	pink	stick	
clap	fly	lie	put	stop	<u>Repetitions</u>
clean	foot	lies	ran	store	bow(2)
clock	fork	lifts	rain	story	chalk(2)
cluck	four	light	rats	sun	crow(2)
cock	fox	like	read	take	drop(2)
cocoa	frog	liking	red	talk	find(2)
colt	gates	lily	ride	talked	mile(2)
cook	get	lip	river	thank	rock(2)
corn	goat	live	road	threw	
corner	gold	loaf	rock(2)	throw	
	grew	lost	roof	tie	
			room	took	
			root	top	
			run	town	

TABLE IX (Cont.)

TYPE 2 SENTENCE READING FORM I

107 words and 115 repetitions

a (24)	flying	picture (3)	woman (2)
an (2)	full	pleasant	woodpecker
and (2)	has (7)	poison	writing
are	hat	policeman	young
automobile	hay	pretty (2)	
baby	here (2)	princess	
badly	house	roof	<u>Repetitions</u>
ball	in	runs (2)	
barn	ink	shirt	a (23)
basket	is (26)	shows	an (1)
big	journey	sign	and (1)
bird	key	silk	bottle (1)
bottle (2)	kitten	skate	boy (1)
box	knife	smokes	clothes (1)
boy (2)	letter	snow	has (6)
cat	like	some (2)	here (1)
child	likes	stands	is (25)
children	little	starts	Mother (1)
cleaning	lives	stove	of (5)
clothes (2)	made	strong	on (1)
coat	makes	suit	picture (2)
cow	man	tall	pretty (1)
daughter	Mother (2)	teacher	runs (1)
dirt	mouse	tent	some (1)
dog	near	the (23)	the (22)
doll	new	there	this (20)
donkey	of (6)	this (21)	woman (1)
door	office	to	
dress	on (2)	tree	
duck	open	wagon	
ear	peaches	water	
eating	pears	white	
eats	pencil		
elephant	person		
eye			
face			
falling			

TABLE IX (Cont.)

TYPE 1 WORD RECOGNITION FORM I
Number of Words 185 and 7 rep.

TYPE 2 SENTENCE READING FORM I
Number of Words 107 and 115 rep.

COMPLETE VOCABULARY 292 - 14 d. = 278

a	boy*	dirt	flag	hot	likes
across	buy	dirty	floor	hour	liking
again	can	divide	fly	house	lily
an	cap	dog	flying	how	lip
and	cat	doll	foot	in	little
are	chalk	donkey	fork	ink	live
automobile	change	door*	four	is	lives
baby	child	dress	fox	journey	loaf
back	children	drive	frog	keep	lost
badly	clap	drop	full	key	made*
ball*	clean	duck	gates	king	maid
band	cleaning	ear	get	kite	mail
bank	clock	eating	goat	kitten	makes
bark	clothes	eats	gold	knife	man
barn*	cluck	elephant	grew	lady	may
basket	coat	eye	has*	lake	meat
bear	cock	face*	hair	last	men
bed	cocoa	falling*	hand	leaf	mice
bell	colt	fan	hat	leave	mile
big	cook	fans	have	left	more
bird	corn	farmer	hay*	letter	mother
block	corner	father	hear	lie	mouse
blow	cover	fight	hen	lies	nail
boat	cow*	find	here	lifts	near
bottle	drow	finding	hide	light	new*
bow	dark	fix	hill	like*	not
box	daughter				of

TABLE IX (Cont.)

			Duplicates - 14	
			Words Common to Both Tests	
office	silk	toy		
on	sit	tree		
only	skate	trees		
open	sleds	try	ball	ball
out	sleep	twelve	barn	barn
pair	slow	wagon	boy	boy
pan	smell	walk	cow	cow
paper	smile	walking	door	door
peaches	smokes	want	face	face
pears	snow	wanting	falling	falling
pencil	soap	warmer	has	has
person	some	water*	hay	hay
pick	song	went	like	like
picture	soup	wheat	made	made
pies	south	wheel	new	new
pig	staid	while	roof	roof
pink	stair	white	water	water
pleasant	stand	wind		
poison	stands	window		
policeman	star	winds		
pretty	starts	woman		
princess	stick	wood		
put	stop	woodpecker		
ran	store	word		
rain	story	wore		
rats	stove	writing		
read	strong	young		
red	suit			
ride	sun			
river	take			
road	talk			
rock	talked			
roof*	tall			
room	teacher			
root	tent			
run	thank			
runs	the			
said	there			
sand	this			
say	threw			
sea	throw			
shirt	tie			
shop	to			
shot	took			
shows	top			
sign	town			

Comparing Test and Reader Vocabularies

After the alphabetical vocabulary lists from the basal readers and the standard test had been prepared, the lists were ready for comparison.

In the vocabularies of the readers, the lists with few exceptions and those only including a repetition from a previous book, totalled the number in the word list at the back of the book.

In the vocabularies of the tests, only the running words were considered. The others were named and excluded.

The procedure was as follows:

Each book of the three series was checked separately three times in alphabetical order, e.g., it was checked by Type 1 of the test on the left hand side with a black check, by Type 2 on the right hand side with a red mark and, by the combined Type 1 and Type 2 list, in the middle of the word with a dot.

In the acceptance of a word there was one variation--a word was considered present if it had an "s" on the end when compared with one that did not, or, if the "s" was omitted, and the test word ended in "s". The variability was allowed for the omission or addition of "s".

The data from this study was analyzed and will be presented in the next chapter.

CHAPTER III

ANALYSIS OF DATA

CHAPTER III

ANALYSIS OF DATA

The data were analyzed to answer the two questions in the previously stated purpose of the study:

1. What number and per cent of the Basal Reading Systems are sampled by the tests.
2. What number and per cent of the words of each test are found in the first and second grade books of the three Basal Reading Systems.

The next table shows the number and per cent of words in Grade One and Two of the Alice and Jerry Series that are tested by Type 1, Type 2, and Type 1 and 2 in combination.

TABLE X

A COMPARISON OF THE ALICE AND JERRY VOCABULARY
AND THE GATES PRIMARY TEST TYPE 1, TYPE 2 AND TYPE 1 AND 2
COMBINED, IN NUMBER OF WORDS AND PER CENT OF WORDS TESTED

Name of Series	Voc.	Name of Test					
Alice and Jerry		Gates Primary					
		T.1	T.2	T.1 & 2	T.1	T.2	T.1 & 2
		No. of Words			Per cent		
Pre-Primer 1 - 20		2	3	5			
Pre-Primer 2 - 26		7	9	15			
Pre-Primer 3 - 21		6	3	9			
Pre-Primer 4 - 11		1	2	3			
Cumulative 78		16	17	32			
Primer 102		19	15	29			
First Reader 195		27	16	39			
Cumulative Gr. 1	375	62	48	100	16	13	27 Gr.I
Second Reader	396	44	17	54	14	4	14 Gr.II

The combined number of words in Type 1 and Type 2 checked on separate lists does not coincide with the number of words checked by Type 1 and 2 lists combined because of the number of duplicates in the tests.

The following lists are the actual words from which this table was made.

TABLE XI

WORDS COMMON TO
THE ALICE AND JERRY SERIES - GRADE 1 - 375

AND

THE GATES PRIMARY READING TESTS - GRADES 1 & 2

Type 1 - 185

Type 2 - 107

Type 1 and 2 - 278

Type 1-62		Type 2-48		Type 1 and Type 2 - 100		
again	river	a	like	a	hear	river
back	road	and	little	again	hen	run
ball	run	are	make	and	here	road
bank	said	baby	man	are	hide	said
barn	say	ball	mother	baby	hill	say
bed	sit	barn	new	back	house	show
boat	sleds	basket	of	ball	how	sit
boy	sleep	big	on	bank	is	sleds
can	south	bird	open	barn	in	sleep
caps	store	box	pear	basket	kittens	show
cow	sun	boy	pretty	bed	lady	snow
door	talk	coat	put	big	leaves	some
farmer	thank	cow	run	bird	letter	south
Father	took	dog	show	boat	like	store
find	top	doll	snow	box	little	sun
fly	town	door	some	boy	make	talk
gate	trees	duck	the	can	man	thank
get	walk	eat	there	caps	may	the
goat	want	here	this	coat	mother	there
grew	water	house	to	cow	new	this
have	went	is	trees	dog	not	to
hear	words	in	wagon	doll	of	took
hen	woods	kittens	water	door	on	top
hide	word	letter	white	duck	open	town
hill				farmer	out	trees
how				father	pear	wagon
lady				find	pig	walk
leaves				fly	pretty	want
like				gate	put	water
may				get	rain	went
new				goat	ran	white
not				grew	red	windows
out				have	ride	woods
pig						word
rain						
ran						
red						
ride						

TABLE XI (Cont.)

WORDS COMMON TO
THE ALICE AND JERRY SERIES - GRADE 2 - 396

AND
 THE GATES PRIMARY READING TESTS - GRADES 1 & 2 - 278

Type 1 - 185 Type 2 - 107 Type 1 and 2 - 278

Second Grade 61		Second Grade 54	
Type 1 - 44	Type 2 - 17	Type 1 and Type 2	
buy	mile	an	made
clean	more	buy	mile
clock	nail	cat	more
cook	only	clean	nail
corn	pan	clock	only
cover	rock	cook	pan
dark	roof	corn	picture
door	sand	cover	rock
ears	sea	dark	roof
face	shop	donkey	sand
foot	smell	door	sea
four	smile	ears	shop
has	stand	eye	sign
hair	stars	face	smell
hands	stop	foot	smile
hot	take	four	stand
keep	threw	full	stars
last	try	has	stop
left	twelve	hair	suit
light	wheels	hands	take
live	while	hot	tents
made	wind	keep	threw
		key	try
		last	twelve
		left	wheels
		light	while
		live	wind

TABLE XII

A COMPARISON OF THE CURRICULUM FOUNDATION VOCABULARY
AND THE GATES PRIMARY TEST TYPE 1, TYPE 2 AND TYPE 1 AND 2
IN NUMBER OF WORDS AND PER CENT OF WORDS TESTED

Name of Series		Name of Test					
Curriculum Foundation		Voc.	Gates Primary				
			No. of Words			Per cent	
			T.1	T.2	T.1 & 2	T.1	T.2
						T.1 & 2	
Pre-Primer 1 -	17		1	3	3		
Pre-Primer 2 -	22		6	5	11		
Pre-Primer 3 -	19		3	6	8		
Primer	100		19	18	32		
First Reader	178		28	15	40		
Cumulative Gr. 1		336	57	47	94	17	14
Grade 2-1	236		31	15	44	13	7
Grade 2-2	327		29	11	38	9	3
Cumulative Gr. 2		563	60	26	82	11	5

The number of words in Type 1 and Type 2 checked separately do not coincide with the number of words checked by Type 1 and Type 2 in combination because of the number of duplicates.

The following lists are the actual words from which this table was made.

TABLE XIII

WORDS COMMON TO
THE CURRICULUM FOUNDATION SERIES - GRADE 1 - 355
 AND

THE GATES PRIMARY READING TESTS - GRADES 1 AND 2

Type 1, Form I - 185 Type 2, Form I, - 107 Type 1 and 2 - 278

Grade 1 - 57		Grade 1 - 47		Grade 1 - 94		
Type 1		Type 2		Type 1 and Type 2		
again	new	a	in	a	four	reads
back	not	an	is	again	get	red
ball	out	and	kittens	an	has	ride
barn	pig	are	likes	and	have	road
boats	put	baby	lives	are	hen	room
boy	ran	ball	little	baby	here	run
buy	rain	barn	made	back	hill	said
can	reads	basket	man	ball	house	say
cluck	red	big	mother	barn	how	sleep
corn	ride	bird	new	basket	in	snow
cows	road	boy	of	big	is	some
dark	room	cat	on	bird	kittens	stop
door	run	children	pretty	boat	last	store
father	said	cows	runs	boy	likes	story
find	say	dog	snow	buy	little	takes
fly	sleep	doll	some	cat	lives	talk
four	stop	door	the	can	lost	thank
get	store	ducks	there	children	made	the
has	story	eat	this	cluck	man	there
have	takes	eating	to	corn	may	this
hen	talk	has	tree	cows	mother	to
hill	thank	here	wagon	dark	new	took
how	took	house	white	dog	not	town
last	town		woman	doll	of	toys
likes	toys			door	on	tree
lost	walk			ducks	put	wagon
made	wants			eat	pig	walk
may	went			eating	pretty	wants
	wind			Father	put	went
				find	rain	wind
				fly	ran	white
						woman

TABLE XIII (Cont.)

WORDS COMMON TO
THE CURRICULUM FOUNDATION SERIES - GRADE 2-1 - 236
 AND
THE GATES PRIMARY READING TESTS - GRADES 1 AND 2 - 278

Second Reader 2-1					
Type 1 - 31		Type 2-15	Type 1 and Type 2 - 44		
across	lights	clothes	across	hair	show
bear	more	coat	bear	hand	sign
bell	pick	elephant	bell	hat	sit
blow	pie	eyes	blow	hide	slow
clear	sit	full	clean	hot	smell
crow	slow	hat	clothes	keep	stand
drops	smell	letter	coat	leaves	start
floor	stand	mouse	crow	letter	stick
fox	stick	near	drops	lights	sun
goat	sun	pleasant	elephant	more	tie
hair	tie	show	eyes	mouse	top
hand	top	sign	floor	near	try
hide	try	stand	fox	pick	water
hot	water	start	full	pie	woods
keep	woods	water	goat	pleasant	
leaves					

Second Reader 2-2					
Type 1 - 29		Type 2-11	Type 1 and Type 2 - 38		
bank	men	box	bank	fix	sand
bark	only	dress	bark	foot	skate
bed	pan	face	bed	gate	sleds
cap	paper	pictures	box	grew	smile
change	river	policeman	cap	near	stairs
clock	roof	roof	change	men	star
corners	sand	skate	clock	only	strong
cover	sled	strong	corner	pan	tall
drive	smile	tall	cover	paper	wheat
farmer	stairs	woodpecker	drive	pictures	while
fix	star	young	face	policeman	woodpecker's
foot	wheat		farmer	river	words
gate	while			roof	young
grew	woods				
near					

TABLE XIV

A COMPARISON OF TO-DAY'S WORK PLAY BOOKS VOCABULARY AND THE GATES PRIMARY TEST TYPE 1, TYPE 2, AND TYPE 1 AND 2 COMBINED, IN NUMBER OF WORDS AND PER CENT OF WORDS TESTED

Name of Series		Voc.	Name of Test					
To-Day's Work Play Books			Gates Primary					
			No. of Words			Per cent		
			T.1	T.2	T.1 & 2	T.1	T.2	T.1&2
Pre-Primer	30		8	9	15			
Supp. Primer	22		5	5	9			
Primer	122		21	22	37			
First Reader	167		28	14	37			
Cumulative Gr. 1		341	62	50	98	18	14	29
Second Reader		321	41	14	53	13	5	17

The combined number of words in Type 1 and Type 2 checked on separate lists does not coincide with the number of words checked by Type 1 and 2 in combination because of the number of duplicates in the tests.

The following lists are the actual words from which this table was made.

TABLE XV

WORDS COMMON TO
THE TO-DAY'S WORK PLAY BOOK SERIES - GRADE 1
AND

THE GATES PRIMARY READING TESTS - GRADE 1 AND 2

Type 1, Form I-185 Type 2, Form I-107 Type 1 and 2-278

Type 1 - 62		Type 2 - 50		Type 1 and Type 2 - 98		
again	may	a	kitten	a	four	red
back	men	an	letter	again	get	ride
ball	new	and	like	an	has	river
barn	not	are	little	and	have	roof
bear	out	baby	lives	are	hay	run
bed	put	ball	made	baby	hens	said
boys	rain	barn	make	back	here	sleep
buy	ran	baskets	man	ball	hill	snow
can	red	big	mother	barn	house	some
cap	ride	birds	new	baskets	how	stick
clean	river	box	of	bear	in	store
corn	roof	boys	on	bed	is	story
cows	run	cat	policeman	big	kitten	take
door	said	coat	roof	birds	letter	thank
farmer	sleep	cows	snow	box	like	the
farmer's	stick	dog	some	boys	little	there
father	store	door	the	buy	lives	this
find	story	eat	there	can	lost	to
fly	take	elephants	this	cap	made	took
four	thank	has	to	cat	make	toys
get	took	hay	tree	clean	man	tree
has	toys	here	wagon	coat	may	twelve
have	tree	house	water	corn	men	wagon
hay	twelve	is	white	cows	mother	walking
hens	walking	in	woman	dog	new	want
hill	want			door	not	water
how	water			eat	of	went
like	went			elephants	on	wheels
lives	wheels			farmer	out	white
lost	window			farmer's	policeman	window
made	woods			father	put	woman
				find	rain	woods
				fly	ran	

TABLE XV (Cont.)

WORDS COMMON TO
 THE TO-DAY'S WORK PLAY BOOK SERIES - GRADE 2 - 321
 AND
 THE GATES PRIMARY READING TESTS - GRADE 1 AND 2

Type 1 - 41		Type 2 - 14	Type 1 and Type 2 - 53	
bell	only	children	bell	only
cook	pair	clothes	children	open
cover	pies	ear	clothes	pair
dark	road	eyes	cook	pies
drives	roots	face	cover	pretty
face	sand	mouse	dark	road
flags	say	near	drives	roots
hair	sit	open	ear	sand
hands	sled	pretty	eyes	say
hear	smell	show	face	show
hide	soup	stand	flags	sit
hot	south	start	hair	sled
keep	stand	stove	hands	smell
last	stop	teacher	hear	soup
leaves	sun		hide	south
left	talk		hot	stand
lights	throws		keep	start
mail	walk		last	stop
miles	wheat		leaves	stove
more	while		left	sun
	wind		lights	talk
			mail	teacher
			miles	throws
			more	walk
			mouse	wheat
			near	while
				wind

TABLE XVI = TABLE X, XII AND XIV COMBINED

NUMBER AND PER CENT OF WORDS TESTED IN GRADE
ONE AND GRADE TWO IN THE
ALICE AND JERRY SERIES, CURRICULUM FOUNDATION SERIES,
AND TO-DAY'S WORK PLAY BOOK SERIES
TESTED BY THE GATES READING TEST

		Number of Words			Per cent		
		T. 1	T. 2	T. 1&2	T. 1	T. 2	T. 1&2
Alice and Jerry Series	Gr. 1	62	42	100	16	13	27
	Gr. 2	44	17	54	14	4	14
	Gr. 1 & 2	106	59	154	14	8	20
Curriculum Foundation Series	Gr. 1	57	47	94	17	14	28
	Gr. 2	60	26	82	11	5	14
	Gr. 1 & 2	117	73	176	13	8	20
To-day's Work Play Book Series	Gr. 1	62	50	98	18	14	29
	Gr. 2	41	14	53	13	5	17
	Gr. 1 & 2	103	64	151	16	10	23

TABLE XVII

A COMBINATION OF PARTS AND PER CENTS OF TEST USED
TYPE 1, TYPE 2, AND TYPE 1 AND 2 FOR THE THREE BASAL
SYSTEMS - GRADE 1, GRADE 2, GRADES 1 AND 2

Test	Tot. test Voc.	No.wds used for Gr.1	No.wds used for Gr.2	No.wds used for Gr.1&2	% used for Gr.1	% used for Gr. 2	% used for Gr.1&2
ALICE AND JERRY SERIES							
Gates T. 1	185	62	44	106	34	24	57
Gates T. 2	107	48	17	65	45	16	61
Gates T. 1&2	278	100	54	154	36	20	56
CURRICULUM FOUNDATION SERIES							
Gates T. 1	185	57	60	117	31	32	63
Gates T. 2	107	47	26	73	16	24	70
Gates T. 1&2	278	94	82	176	34	30	63
TO-DAY'S WORK PLAY BOOKS SERIES							
Gates T. 1		62	41	103	34	22	56
Gates T. 2		50	14	64	46	13	60
Gates T. 1&2		98	53	151	35	19	54

CHAPTER IV

SUMMARY AND CONCLUSIONS

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study had as its purpose a comparison of the vocabularies of the first and second grade books of the three basal reading systems and one standardized test to determine:

1. How well the test samples the basal readers.
2. What per cent of the words in the test are in the basal readers.

The findings were analyzed in the light of the stated purpose of the study and the following conclusions are presented:

1. The texts varied widely in the number and per cent of words used.
2. The number of words included in the Alice and Jerry Series was Type 1 - 106 words, Type 2 - 65 words, and Type 1 and 2 - 154 words.
3. The number of words included in the Curriculum Foundation Series was Type 1 - 117 words, Type 2 - 73 words, and Type 1 and 2 - 176 words.

4. The number of words included in To-Day's Work Play Book Series was Type 1 - 103 words, Type 2 - 64 words, and Type 1 and 2 - 151 words.
5. The number of words in the test used for the Alice and Jerry Series was Type 1 - 106 words, Type 2 - 65 words, Type 1 and 2 - 154 words.
6. The number of words in the test used for the Curriculum Foundation Series was Type 1 - 117 words, Type 2 - 73 words, and Type 1 and 2 - 176 words.
7. The number of words in the test used for the To-day's Work Play Book Series was Type 1 - 103 words, Type 2 - 64 words, and Type 1 and 2 - 151 words.

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