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# A word classification of the L.A. Lurie et al primary word list

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BOSTON UNIVERSITY  
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Thesis

A WORD CLASSIFICATION  
OF THE L. A. LURIE ET AL. PRIMARY WORD LIST

Submitted by

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In Partial Fulfillment of Requirements for  
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1961

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## INTRODUCTION

"Your language--your vocabulary--is your projection lens, and unless it is accurately ground and polished, the picture of your idea that you throw on the minds of others will be out of focus and wholly distorted."<sup>1</sup>

In the history of man, the most direct and distinct means of communication with one another is language. Expressions, ways, customs, mannerisms are secondary to this medium. Our contemporary living English language represents the men and women of this modern day.

A primary grade word list was developed in 1959 from recently published textbooks. It is presented alphabetically with frequency of occurrence by subject areas.

The purpose of this study is to classify this list according to meaning so that it might be useful to people building materials for primary grade children.

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<sup>1</sup>Wilfred Funk, The Way to Vocabulary Power and Culture (New York: Wilfred Funk, Inc., 1946), p. 2.

## CHAPTER I

### REVIEW OF RELATED RESEARCH

The research in this chapter will be concerned with meaning problems in vocabulary and vocabulary lists.

McKee<sup>1</sup> suggests that when one person misunderstands the meaning of the symbol or word, that communication is nonexistent. The individual does his thinking with the meanings that he possesses in his mind.

In his analysis of word meaning, Dolch<sup>2</sup> states that:

To any individual the meaning of a word results from all experiences he has had, which is more or less brought to consciousness when the word is thought of. Words are symbols for ideas.

Language is ever changing, especially in this age of rapid progress and abundant research. The Jet Age, the Nuclear Age, the Atomic Age, the Space Age, the Scientific Age--all of these and more have increased the word power of language. New terms have been introduced; nuances, shadings, intonations have added meanings to many words; simple words have acquired new connotations.

Because of this continuous progress and change, language development has no limits. It is an endless and constantly growing phase of man. It progresses at the pace he does. It is always in step with man's activities and achievements. And language through word power must be active and growing, to keep up with man. Unless a word is at work, it is of little use.

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<sup>1</sup>Paul McKee, Language in the Elementary School (Boston: Houghton Mifflin Company, 1939).

<sup>2</sup>E. W. Dolch, Reading and Word Meanings (Boston: Ginn and Company, 1927), pp. 18-19.

Herrick and Jacobs<sup>1</sup> clarify this point when they claim that:

All of our contacts with language are manifestly firsthand experience. But it is an easily observed and easily proved fact that the primary sources of language lie in those concrete experiences which provide concrete bases for meaning. The farther an idea is removed from firsthand experience, the more difficult is the idea, the more abstract is the concept, the more difficult is the word to understand.

Words are in direct relationship to experience. They convey the thinking and the understanding of an individual.

Durrell,<sup>2</sup> stressing the great importance of each individual word, states that "Every word is the center of a variety of association."

For a word to be useful it must have a definite and accurate meaning. Without this, a word would be the same as the drone of an airplane or the buzz of a bee.

Dawson and Zollinger<sup>3</sup> affirm that:

It is only as words take on meaning that they are useful in speech, writing and reading. In the beginning, all meanings are derived from the child's direct experiences. He touches, manipulates, tastes, smells, watches, hears; he throws and strikes the objects in his immediate surroundings and environment, and thus, through his own senses, builds up meanings. The first meanings are specific and limited in scope.

With experience, with questioning, the child increases his speaking vocabulary at a rapid pace during the years of childhood.

Dolch,<sup>4</sup> expressing his views on meaning in vocabulary growth,

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<sup>1</sup>Virgil E. Herrick and Leland B. Jacobs, Children and the Language Arts (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 322.

<sup>2</sup>Donald D. Durrell, Improvement of Basic Reading Abilities (Yonkers-on-Hudson, New York: World Book Company, 1957), p. 289.

<sup>3</sup>Mildred A. Dawson and Marion Zollinger, Guiding Language Learning (Yonkers-on-Hudson, New York: World Book Company, 1957), p. 213.

<sup>4</sup>E. W. Dolch, "Vocabulary Development," Elementary English, 30:70-75, February, 1953.

declares:

One view of vocabulary development starts from the premise that meaning is necessarily equivalent to experience. Much experience--much meaning; little experience--little meaning. And since words are symbols for meaning, words must be symbols for experience.

In school, vocabulary growth is a significant and important part of the reading program. Educators today are stressing this field of vocabulary growth through word meaning.

Curti<sup>1</sup> believes that perceptual and educational meaning develop side-by-side and that they are related to intelligence, social status, and the stage of cultural development attained by the society in which a child lives.

Smith<sup>2</sup> claims that the chief concern of our present-day semanticists is to point out relationships between symbols and what they refer to, and the effect of the interpretation of language symbol upon human behavior. It considers meanings in relationships to experience and to man's way of interpreting his universe, his method of thinking, his values. In other words, the meaning comes first, then the symbol representation.

Many studies have been conducted in this matter of word meanings, and this will be a never-ending field of research.

It is a well-known fact--and this was verified by Lorge<sup>3</sup> in his studies--that "the commonest words are multi-meaning in character."

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<sup>1</sup>Margaret W. Curti, Child Psychology (New York: Longmans, Green and Co., 1938).

<sup>2</sup>Nila Banton Smith, "Reading Readiness: Semantic Implications," Elementary English Review, 26:451-460, December, 1949.

<sup>3</sup>I. Lorge, The Semantic Count of the 570 Commonest English Words, Institute of Psychological Research (New York: Teachers College, Columbia University, 1949).

Russell<sup>1</sup> made a study of the dimensions of children's meaning vocabulary in grades four through twelve. He constructed two sets of tests which would be diagnostic of the dimensions of a child's vocabulary, with some "measure of breadth, depth and height of a word," and of the child's knowledge of words and concepts in different subject matter areas, such as social studies and science.

Dolch<sup>2</sup> wished to alert educators to the need of strengthening vocabulary. He states that research should be continued in the field of vocabulary, finding out how many words and which words children know something about." Attention should be given to the "depth of meaning." The school should take account of the sources of the depth of meaning, from years of living, many life activities, travel, wondering, imaginative living.

Crosby<sup>3</sup> feels that many of the experiences of today's children were unfamiliar to the childhood of the teacher. Today's boys and girls are experiencing language through new and wonderful media--television, radio, extensive travel.

Because one must take into account multiple meanings of words, reading is the most complex and difficult part of any reading program. As Dolch<sup>4</sup> points out, "In fact, almost all the common words sooner or later

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<sup>1</sup>David H. Russell, The Dimensions of Meaning Vocabularies in Grades Four through Twelve (Berkeley and Los Angeles: University of California Press, 1954).

<sup>2</sup>E. W. Dolch, "Depth of Meaning," Journal of Education, 69:562-566, May, 1949.

<sup>3</sup>Muriel Crosby, "Factors that Influence Language Growth," Elementary English Review, 30:34-41, January, 1953.

<sup>4</sup>E. W. Dolch, "Use of Vocabulary Lists in Predicting Readability and

get derived or add figurative meanings, that present word lists do not properly make allowances for."

Seegers and Seashore<sup>1</sup> made an analysis of the Funk and Wagnall's Unabridged Dictionary and showed that there are in it 87,000 multiple meanings of basic words.

In one of his reading studies, Durrell<sup>2</sup> cites that:

Another cause of pupils' failure to retain may be that the words lack full meaning. A word may have numerous colorful associations for the child or it may have a single uninteresting one. In general, the enriched-meaning techniques should precede other types of exercises.

Very often reading becomes difficult to a child because he lacks the meanings or concepts which the printed symbols represent. Ferrin<sup>3</sup> points this out:

Simple words although high in frequency in the vocabulary lists are sometimes a source of serious difficulty because, children knowing one meaning of a word, are unaware that the meaning required by the special context in which the word occurs is unknown to them.

The teacher of the beginner reader must introduce an adequate meaning vocabulary. As Dolch<sup>4</sup> remarks, "depth of meaning" instead of mere

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in Developing Reading Materials," Elementary English Review, 26:142-149, March, 1949.

<sup>1</sup>J. C. Seegers and R. H. Seashore, "How Large Are Children's Vocabularies?" Elementary English Review, 26:181-194, April, 1949.

<sup>2</sup>Durrell, op. cit.

<sup>3</sup>C. A. Ferrin, "A Summary of Research in Vocabulary Development of School Children" (unpublished Master's thesis, Boston University, 1956), Introduction, p. 12.

<sup>4</sup>E. W. Dolch, "Vocabulary Study by Fields of Interest," Elementary English Review, 32:283, May, 1955.

"superficial meaning" should be stressed.

Herrick and Jacobs<sup>1</sup> note that "words shift meanings not only in different settings but also over periods of time."

Dolch<sup>2</sup> states that vocabulary study by "fields of interest" should be one approach used in language growth.

Bond and Tinker<sup>3</sup> observe that:

Since many words have several meanings, the initial contact with a new word in context can provide it with only a limited meaning. To extend and enrich the meaning of a new word, the word should also be presented to the child in a variety of contexts selected to bring out and emphasize different shades of meaning or different meanings.

Delacato and Moyer<sup>4</sup> feel that from the early reading activities, analysis of words from the meaning aspect is, in many instances, completely eliminated from the program. "This tendency to slight analytical activities in the early stage of reading is contributing to a weakness on the part of the child to understand word meanings and their relationship to reality." They break down the meaning of a word into two different types:

1. The denotative meaning
2. The connotative meaning, which includes both the informative and the affective aspect.

The denotative meaning is concerned with the object that the word means, while the connotative meaning is that meaning which occurs to a child

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<sup>1</sup>Herrick and Jacobs, op. cit., p. 333.

<sup>2</sup>E. W. Dolch, Reading and Word Meanings (Boston: Ginn and Company, 1927).

<sup>3</sup>Guy L. Bond and Miles A. Tinker, Reading Difficulties (New York: Appleton-Century-Crofts, Inc.), p. 246.

<sup>4</sup>Carl H. Delacato and Richard S. Moyer, "Can We Teach Word Meaning?" Elementary English Review, 30:102-106, February, 1953.

upon hearing or seeing a word which is not covered by the denotative meaning. They feel that teachers, in planning units of experience for the class, should introduce both meanings of the word. Emphasis on the understanding of meaning will facilitate the child's ability to think logically and realistically, and will help him to acquire reading skills more easily.

Parke<sup>1</sup> claims that one drawback in the progress toward integrated language arts in primary grades may lie in instructional material. Insufficient attention has been given to the interrelationships among various materials at each grade level.

Lodge<sup>2</sup> writes:

The separation of language growth into oral, written, and mechanical aspects of language in three sections above needs to be corrected by an emphasis upon the interrelationships of all phases of language development.

Stauffer<sup>3</sup> points out that the teacher's job is a crucial one. She must direct reading instruction in such a way that the total act becomes a reading-thinking act. Children can be taught how to think critically and to read critically within the units of experience and intellectual maturation.

She must not stress conformity but freedom of thought. She must encourage an intellectual boldness and straightforwardness that will not tolerate mental servitude to anything but the truth.

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<sup>1</sup>Margaret B. Parke, "Composition in Primary Grades," Elementary English Review, 36:108-117, February, 1953.

<sup>2</sup>W. J. Lodge, "Developing Characteristics of Childhood Related to the Language Arts," Elementary English Review, 30:106-115, February, 1953.

<sup>3</sup>Russell G. Stauffer, "A Directed Reading-Thinking Plan," Education, 79:527-532, May, 1959.

Betts'<sup>1</sup> discussion of reading in the language development sequence was intended to serve two purposes:

1. To identify reading in the sequence of language development by indicating some of the relationships of reading, listening, speaking, and writing
2. To describe some of the procedures for estimating language achievement so that guidance in reading can be initiated on a systematic basis.

For better comprehension in the reading program, Roberts'<sup>2</sup> introduced five approaches in word attack:

1. Contextual Approach
2. Auditory Approach
3. Structural Approach
4. Visual Approach
5. Kinesthetic Approach.

Dolch<sup>3</sup> states that school texts must be chosen primarily for interest and for social values. After the reading material is properly adapted, editors should seek to aid the teachers in the teaching of word meaning. The editor should (1) aid by giving the children the right meanings through pictures, either in the book or in the hand of the teacher; (2) show the teacher how to explain meanings which can be built up from the child's past experience. This is a kind of assistance more necessary

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<sup>1</sup>E. A. Betts, "Reading in the Language Development Sequence," Bibliography Ed., 71:574-595, May, 1951.

<sup>2</sup>Clyde Roberts, Word Attack (New York: Harcourt, Brace and Company, Inc., 1956).

<sup>3</sup>E. W. Dolch, Reading and Word Meanings (Boston: Ginn and Company, 1927).

than is usually realized; (3) secure in the reading matter such repetition of the word meanings that the context may do as much as possible of the teaching.

Dawson<sup>1</sup> lists the factors contributing to a child's vocabulary growth as:

1. The type of environment in which he lives
2. His capacity to learn--an alert child will pick up a multitude of meaning and concepts
3. The interests the child has developed
4. The instruction and guidance the child receives in the use of words. The teacher may work to widen and deepen meanings in what the child observes and discusses.

Wells<sup>2</sup> claims that one of the factors that influence language growth is the recognition of relationships between comprehension and expression. This will enable the teacher to help the child to use his equipment for language growth.

Schottman<sup>3</sup> suggests that:

Instruction in word recognition skills must be direct, not indirect. There must be a plan which covers the various aspects of a program in developing independence in word recognition and which allows for the development of a meaningful vocabulary by providing as many meaningful experiences as possible.

Durrell<sup>4</sup> states that word recognition and pronunciation difficulties arise when a child lacks clear understanding of the meaning of a word.

A good reading teacher knows that a basic rule of reading is that

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<sup>1</sup>Dawson and Zollinger, op. cit.

<sup>2</sup>Charlotte Wells, "Factors that Influence Language Growth," Elementary English Review, 29:348-355, October, 1952.

<sup>3</sup>T. Schottman, "Encouraging the Growth of Vocabulary," Elementary English Review, 29:333-335, October, 1952.

<sup>4</sup>Durrell, op. cit.

the reader must secure from the writing exactly the message that the writer has set down. The reader interprets it in the light of its broader concept.

Artley<sup>1</sup> lists nine goals of instruction to help the teacher in the reading program:

1. Ability to recognize words
2. Understanding the meanings of words
3. Ability to group words into thought units
4. Ability to sense the various purposes for which one may read and to adapt rate and procedure to purpose
5. Ability to sense the writer's purpose and to apply the proper mind-set to the reading so that purpose will be realized
6. Ability to read for the literal sense meaning
7. Ability to read for the inferred meaning
8. Ability to perceive the relationships among ideas
9. Ability to recognize literary devices and techniques.

Bond and Bond<sup>2</sup> observe that:

Probably the most basic of all comprehension abilities is associating the correct meaning of a word with its printed symbol. If the reader is to truly communicate with an author he must not only recognize the printed symbol but he also must select from many meanings the exact meaning the author had in mind.

At the start the child reads material that is highly related to experience rather common among children in the United States. Before long, however, he reads about places that he could not have seen, experiences he could not have had, and concepts he could not have formed. He is expected through reading to develop new concepts, new understandings, new experiences. It is certainly true that the reader gets from the printed page in proportion to the understandings he brings to it. It is also true that he comprehends the printed page only to the degree that he understands the specific meaning of each essential word used by the author.

To stimulate this vocabulary growth and to bring about a great

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<sup>1</sup>A. Sterl Artley, "Basic Instruction in Reading in Elementary and High Schools," Conference on Reading, 65:142-146, October, 1948 (Chicago: University of Chicago Press).

<sup>2</sup>Guy L. Bond and Eva Bond, Teaching the Child to Read (New York: The Macmillan Company, 1960), p. 202.

interest in words, Cole<sup>1</sup> recommends approaching the matter through games and self-administered exercises.

Sternlieb<sup>2</sup> developed a numerous variety of devices to achieve this end. Newspaper clippings, news items, magazine articles, special pictures, special units, special books are some of the tools used in this study.

Hildreth<sup>3</sup> suggests usage of a picture dictionary in the primary grades. In using these books, young readers develop a larger vocabulary of words and meanings for themselves.

Through this experience the child forms the habit of thinking and word meanings in context and of turning to a dictionary for help with words. In using the alphabet to find words, he gets practice in dictionary skills.

Hildreth<sup>4</sup> claims that:

Primary pupils meet common words that are used in different senses, e.g., bank, run, draw, ruler, pick, wave, sink, suit, yard, bear, and so on. Although these complexities are not often met before the end of the primary period, the teacher needs to point out variable word meanings as they occur and help the pupils interpret them properly.

Dolch<sup>5</sup> states that there should be two aspects to the teaching and

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<sup>1</sup>Luella Cole, The Improvement of Reading (New York: Farrar and Rinehart, Inc., 1938).

<sup>2</sup>I. B. Sternlieb, "Stimulated Vocabulary Growth," High Points, 37:48, April, 1955.

<sup>3</sup>Gertrude Hildreth, Teaching Reading (New York: Henry Holt and Company, 1958), p. 331.

<sup>4</sup>Ibid.

<sup>5</sup>E. W. Dolch, Reading and Word Meanings (Boston: Ginn and Company, 1927), p. 9.

guiding of vocabulary development:

1. The planned vocabulary development program--being told old meanings, usage of dictionary, and from reading
2. The incidental vocabulary program--the interest--new meanings--experiences for understanding.

Monroe<sup>1</sup> notes that dictionary skills have their beginning early in the middle grades to give pupils independence in determining word meanings and deciding which of a number of possible meanings is appropriate for a given language setting. She states that building readiness for reading is a goal that is not unique in the kindergarten and first grade pre-reading program. "It is a goal that moves forward with the child as he approaches each new level of growth in reading."

Harris<sup>2</sup> believes that in the upper grades it pays to devote some attention to the comparison of words which express somewhat similar meanings. At the secondary-school level, it is worth while to take time to acquaint students with the organization of a good thesaurus, such as Roget's Thesaurus in Dictionary Form.

Austin<sup>3</sup> thinks that every primary-grade teacher should make provision for important types of reading comprehension. (1) Reading to get the main idea or a general impression; (2) reading to note significant details; (3) reading to follow a sequence of events; (4) creative reading.

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<sup>1</sup>Marion Scott Monroe, Growing into Reading (New York: Scott, Foresman and Co., 1951), pp. 257-258.

<sup>2</sup>A. J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Co., 1947), pp. 347-367.

<sup>3</sup>Mary C. Austin, "Classroom Techniques in Improving Reading Techniques in Improving Ability to Interpret," Supplementary Educational Monographs, October, 1949, p. 29.

Bond and Handlon<sup>1</sup> remark that:

Although the readiness program as such is generally considered a prelude to beginning reading, teachers see the need for getting pupils ready for reading at all grade levels. For example, in the fourth grade, students are commonly expected to be ready for wide, rather independent reading; in the seventh and eight grades, for reading of a rather specialized nature that takes them into specific subject-matter fields. If a child's previous instruction has not been such that he has been gradually and consistently made ready for his new tasks, teachers will have to get him ready for them.

The child must widen the precise understanding of a word in one setting to include the vivid, accurate understanding of the word in its several meanings. If this interpretation to its fullest extent and appreciation of the fine shadings of word meanings is to be gained, a well-planned sequential program that meets the needs and interests of all children at different levels of maturity must be provided by the school. The building of concepts and the development of a rich, meaningful vocabulary is a never-ending task that needs to be continued throughout life. It is the responsibility of the elementary teacher to spark the interest and to provide the child with the means to pursue this activity.

As soon as the child is able to pronounce his first word, the process of vocabulary growth has begun. Within the first five years of his life, the child, depending on environmental, social, and economic factors, acquires a sizeable oral vocabulary.

Pelsma,<sup>2</sup> in his studies of 1910, observed his daughter, three weeks at a time, preceding her second, third, fourth, and fifth birthdays. Daily he recorded conversations held with his daughter. His findings were that his child had a vocabulary of 379 words at the age of 2, 681 words at the age of 3, 1278 words at the age of 4, and 1800 words at the age

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<sup>1</sup>Guy L. Bond and Bertha Handlon, Adapting Instruction in Reading to Individual Differences (Minneapolis: University of Minnesota Press, 1948), p. 59.

<sup>2</sup>John R. Pelsma, "A Child's Vocabulary and Its Development," The Pedagogical Seminary, 17:328-369, 1910.

of 5, This list excluded all proper nouns and verb forms except the present tense.

In 1913 Heilig<sup>1</sup> pointed out that environment has great influence on a child's vocabulary. Through his recordings of a child's vocabulary from 23 months to three years of age, he concluded that at 23 months the child's vocabulary numbered 355 words, at the second birthday 455 words, and at the third birthday 2153 words. The parents did not attempt to teach the child new words, but answered all her questions.

Boyd<sup>2</sup> did similar recordings of his child's vocabulary from the age of one to the end of her fourth year. His daughter, at age three, had a speaking vocabulary of 1657 words.

In his study of his child's vocabulary, Grant<sup>3</sup> arrived at the following statistics: 828 words at the age of 24 months, 937 words at 25 months, and 1201 words at 26 months.

Nice<sup>4</sup> kept a record of her 4-year-old child's vocabulary a month before each birthday. At three years of age, the child knew 856 words and at four years of age, 1506 words.

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<sup>1</sup>Matthias R. Heilig, "A Child's Vocabulary," The Pedagogical Seminary, 10:1-16, March, 1913.

<sup>2</sup>William Boyd, "The Development of a Child's Vocabulary," The Pedagogical Seminary, 21:95-124, No. 1, 1914, University of Glasgow.

<sup>3</sup>James Richard Grant, "A Child's Vocabulary and Its Development," The Pedagogical Seminary, 22:183-203, 1915, University of Arkansas.

<sup>4</sup>Margaret Morse Nice, "The Development of a Child's Vocabulary in Relation to the Environment," The Pedagogical Seminary, 22:35-64, No. 1, 1915.

Shibles<sup>1</sup> remarks that "As a result of many studies, it would appear that many educators are underestimating the size of total understanding vocabulary of first-grade children."

The Child Study Committee<sup>2</sup> of the International Kindergarten Union made a list of the speaking vocabulary of kindergarten children. By recording the children's conversations, a list of 2596 words was compiled.

Buckingham and Dolch<sup>3</sup> presented a combined word list. This vocabulary was compiled from Thorndike's list of 20,000 words, Horn's 10,000-word list, the Free Association Study's 9,000-word list, and from eight other word lists. Nine thousand five hundred twenty words were totaled in this study.

Gates<sup>4</sup> made a revision of his 1928 word list by including 1,811 words used in all forms of reading material in grades 1, 2, and 3.

Thorndike and Lorge<sup>5</sup> published a word list consisting of 30,000 words. This list included the material of two earlier studies of Thorndike. The frequency of occurrence of each word was indicated as was done in the two previous lists.

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<sup>1</sup>Burleigh H. Shibles, "How Many Words Does a First Grade Child Know?" Elementary English Review, 36:42-47, January, 1959.

<sup>2</sup>Child Study Committee of the International Kindergarten Union, A Study of the Vocabulary of Children Before Entering the First Grade, Washington, D. C., 1928. (Cited hereafter as I.K.U.)

<sup>3</sup>B. F. Buckingham and E. W. Dolch, A Combined List (Boston: Ginn and Company, 1936).

<sup>4</sup>Arthur I. Gates, A Reading Vocabulary for the Primary Grades (New York: Bureau of Publications, Teachers College, Columbia University, 1935).

<sup>5</sup>E. L. Thorndike and I. Lorge, Book of 30,000 Words (New York: Bureau of Publications, Teachers College, Columbia University, 1944).

Rinsland's<sup>1</sup> word list was an analysis of words used in 100,212 children's compositions from first to eighth grade. He concluded from his study that children use a very wide range of words and almost any word may be used by a child if the meaning is understood. He listed a total of 11,061 different words that occurred only once or twice, plus a few nonsense words and slang.

Lurie, et al.<sup>2</sup> developed a vocabulary list of primary grade textbooks published not earlier than 1953. These textbooks were from the subject area of reading (basal readers), arithmetic, social studies, and science. They based their study on the 1935 Gates list. By omitting all the words in the Gates list, Lurie's list became an extension of his. This new list was alphabetically arranged and it listed the total frequency of each word and the total frequency of each word in each subject area. The master list totaled 3,265 words.

Smith,<sup>3</sup> through her studies of the development of the sentence and vocabulary in young children, found that there is an average gain per year of 572.5 words.

Larrick,<sup>4</sup> in her investigation of how many words a child knows, stated that a child's vocabulary is far larger today because of the

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<sup>1</sup>Henry D. Rinsland, A Basic Vocabulary of Elementary School Children (New York: The Macmillan Company, 1945).

<sup>2</sup>L. A. Lurie, et al., "A Primary Word List, A Revision of the 1935 Gates Primary Word List" (unpublished Master's thesis, Boston University, 1959).

<sup>3</sup>Smith, op. cit.

<sup>4</sup>Nancy Larrick, "How Many Words Does a Child Know?" Education Digest, 19:42-44, February, 1954.

advantages of radio and television. Consequently, the educators are faced with these questions:

1. Are we making the most of the child's very extensive word acquaintance?
2. Are we giving children a chance to use the words they have acquired?
3. Are we keeping up our own vocabulary up to or ahead of the child?

Batlit, et al.<sup>1</sup> made a study in 1954 of the spontaneous speaking vocabularies of children in nursery-kindergarten, grade one, grade two, and grade three. She found that the total number for each year was 3149 words for kindergarten, 2051 for grade one, 4,445 for grade two, and 3149 for grade three.

Corcoran, et al.<sup>2</sup> did a similar experiment of recording spontaneous speaking vocabularies of young children. Seven schools in six communities were chosen. These groups varied greatly from crowded tenement to small residential or high socio-economic levels. Three types of vocabularies were recorded--spontaneous vocabulary, discussion vocabulary, and picture vocabulary. This mode of approach brought forth a greater variety of words as well as a large running count. The total number of words was 2425, and the running count was 65,523.

Through research conducted at Northwestern University, Seashore<sup>3</sup> reports that the average reader used in the classrooms of America's grade

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<sup>1</sup>Agnes Batlit, et al., "The Spontaneous Speaking Vocabulary of Children in Nursery-Kindergarten, Grade One, Two, and Three," (unpublished Master's thesis, Boston University, 1954).

<sup>2</sup>C. T. Corcoran, et al., "The Speaking Vocabulary of Kindergarten, Grade I, Grade II, and Grade III" (unpublished Master's thesis, Boston University, 1955).

<sup>3</sup>Robert H. Seashore, "A New Light on Children's Vocabularies," School and Society, 66:163-164, August, 1947.

schools has 500 new words a year, while the child builds his vocabulary at the rate of 5,000 new basic and derivative words annually. The average first grader knows approximately 16,000 words. Thus, this fact points out that the textbooks in schools are lagging behind the children's knowledge of words.

Buckingham and Dolch<sup>1</sup> state that:

One of the major problems of the school is that of adapting teaching material to the learner. A large part of this problem is the choosing for school books of a vocabulary which is within the word knowledge of the children who are to study those books. This cannot be done until we have found out the words which children in the various grades know the meanings.

Meaning and understanding go hand in hand in the reading field. Dolch<sup>2</sup> pointed out that there are "many kinds of different meanings for a single spelling." Many symbols have more than one meaning. For instance, the word "hold" can be used in the following phrases:

hold a rope

hold office

hold land

get hold of money

the hold of a ship.

Selke,<sup>3</sup> in his comparative study of the vocabularies of twelve beginning books in reading, found that some words were learned with some

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<sup>1</sup>Buckingham and Dolch, op. cit., pp. 3-8.

<sup>2</sup>E. W. Dolch, Reading and Word Meanings (Boston: Ginn and Company, 1927).

<sup>3</sup>E. Selke, "A Comparative Study of the Vocabularies of Twelve Beginning Books in Reading," Journal of Educational Research, 22:369-374, December, 1930.

difficulty and others were quickly forgotten. He felt that lack of clear, accurate meanings was responsible for part of this difficulty.

In his research study of developing meaning vocabulary, Gunderson<sup>1</sup> noted that the child is exposed to synonyms even before he is taught the use of the dictionary.

Enright<sup>2</sup> analyzed the speaking vocabularies of ninety-six kindergarten children to study their relationship to first grade reading needs. Experience words were selected which required a background of information for their understanding by children. The test was a series of pictures prepared on the selected 253 words. Her conclusions were that there is little difference in the word knowledge of boys and girls and that there is no essential difference in word knowledge between urban and rural communities.

Cox<sup>3</sup> did a comparison of children's speaking language and the language employed in the beginning readers. The study showed that children talk about a greater number of things, that their use of descriptive words is richer, that they employ a larger number of verbs and verb forms, and that they use a larger number of relational words than the words and subjects introduced in the beginning readers.

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<sup>1</sup>Agnes G. Gunderson, "Provision in Readers for Developing Meaning Vocabulary in Grades One, Two, and Three," Elementary School Journal, 43:41-46, September, 1942.

<sup>2</sup>Elizabeth L. Enright, "Analysis of Kindergarten Children's Speaking Vocabulary in Relation to First Grade Reading Needs," (unpublished Master's thesis, Boston University, 1943).

<sup>3</sup>Vivian K. Cox and Marie M. Hughes, "Language of First Grade Children," Elementary English, 26:373-380, November, 1949.

Both Alsbrooks<sup>1</sup> and Boyle<sup>2</sup> made separate studies of the learning rate of colorful and abstract words in grade one. Their conclusions were similar in that they found the rate of learning of colorful words was statistically higher than that of abstract words, and that there was no difference in learning rate between boys and girls.

Cunningham<sup>3</sup> attempted to discover the number of understandings of 90 third grade children for a selected list of 100 words. As a result of this experiment, much confusion appeared or occurred in word meaning with certain words, some giving trouble to boys, others to girls. Only one word (cow) in the entire 100-word list caused no meaning difficulty.

Dunn<sup>4</sup> attempted to find the comprehension of 50 first grade children for a group of words taken from first grade reading books. Such words as "see" could cause confusion in the past tense (saw). The conclusive data on this test showed that first grade children need to have the various meanings of the words found in the first grade material presented to them, and only ten words had complete understanding. These were blue, red, ball, bear, play, down (to lower level), sticks (pieces

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<sup>1</sup>Helen S. Alsbrooks, "Learning Rate of Colorful and Abstract Words in Grade One" (unpublished Master's thesis, Boston University, 1959).

<sup>2</sup>Virginia R. Boyle, "Learning Rate of Colorful and Abstract Words in Grade One" (unpublished Master's thesis, Boston University, 1950).

<sup>3</sup>C. C. Cunningham, "Analysis of Word Meaning from a Selected Vocabulary for Third Grade Children" (unpublished Master's thesis, Boston University)

<sup>4</sup>Margaret V. Dunn, "Word Meaning in the First Grade" (unpublished Master's thesis, Boston University, 1951).

of wood), store, yard, and feet (part of the body).

Canty<sup>1</sup> attempted to measure the understanding of a selected list of 240 multi-meaning words in the everyday reading vocabularies of third graders. One hundred fifty children from upper-middle to low socio-economic levels were tested. Canty concluded that some words were better known than others, that the boys had a wider understanding than the girls, and that the children's lack of understanding would make the teaching of many meanings necessary.

Analyzing two speaking vocabulary lists made in 1954 and 1955 and comparing them with the Rinsland,<sup>2</sup> I.K.U.,<sup>3</sup> and Gates<sup>4</sup> lists, Dempsey et al.<sup>5</sup> compiled them into one list. This vocabulary was of children in kindergarten, grade one, grade two, and grade three. After the frequency criteria were considered, the totals were 2271 for kindergarten, 1190 for grade one, 2280 for grade two, and 2403 for grade three. In classifying these words, the object was to assign as many words as possible to specific areas. A separate classification list was established for each grade, because they felt that multi-meaning words sometimes vary in classification from grade level to grade level.

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<sup>1</sup>I. V. Canty and N. T. Fitzgerald, "An Analysis of the Multi-Meaning Words from a Selected List of Third Grade Text Books" (unpublished Master's thesis, Boston University, 1954).

<sup>2</sup>Rinsland, op. cit.

<sup>3</sup>I.K.U., op. cit.

<sup>4</sup>Gates, op. cit.

<sup>5</sup>J. K. Dempsey, et al., "A Compilation, Classification, and Comparison of Lists of Spontaneous Speaking Vocabulary of Children in Kindergarten, Grade I, Grade II, and Grade III" (unpublished Master's thesis, Boston University, 1956).

Speidel,<sup>1</sup> using 196 children in her study, attempted to measure the effect of the use of classification devices upon word analysis ability. As a result of using these devices, she found a highly significant gain in pronunciation of new and unfamiliar words, in vocabulary, in comprehension, and in average reading. However, there was no significant gain in speed.

Simons<sup>2</sup> showed that classification devices have merit in vocabulary development. These appeared helpful to the children in

1. Enlarging and enriching concepts through practice in classifying words
2. Increasing sight vocabulary by stimulating interest in identifying and recognizing words
3. Motivating learning as a result of seeing and checking on their own progress
4. Providing an interesting variation for practice in quick word perception.

Harmon<sup>3</sup> made a similar study of word analysis through use of word classification devices. However, his conclusions showed no significant gains in pronunciation, comprehension, and speed. Only a slightly significant gain appeared in vocabulary. Harmon feels that the classification devices did not show the expected significant gains, because the experiment was undertaken late in the school year or because of other factors not taken into account.

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<sup>1</sup>Elizabeth B. Speidel, "Word Analysis Through Word Classification," (unpublished Master's thesis, Boston University, 1956).

<sup>2</sup>Alberta G. Simons, "Word Classification Devices for Third and Fourth Grade Vocabulary Development" (unpublished Master's thesis, Boston University, 1956).

<sup>3</sup>Ernest G. Harmon and Melden E. Smith, "Word Analysis Through the Use of Word Classification Devices" (unpublished Master's thesis, Boston University, 1957).

## CHAPTER II

### PLAN OF STUDY

L. A. Lurie's Primary Word List, a Revision of the 1935 Gates Primary Word List, was selected for this study in word classification. It is both a current and accurate one.

As helping guides, Roget's College Thesaurus in Dictionary Form and Webster's Complete Unabridged Dictionary were used.

A word list, separated in interest groups, can be very extensive. However, with primary grade learners in mind, this list had to remain within the boundaries of purposeful and meaningful usage.

Beginning alphabetically, the first class to work with was agriculture. The Lurie list was scanned carefully and all words pertaining to farm, such as tools, crops, activities, and types of agriculture, were included. This particular class was a definite and explicit one, because through school and other media, the child is acquainted with the majority of these terms.

The following category, amusement, was subdivided into five groups: toys and equipment, games and players, stunts, spectator recreation, and related words. In the last of these subdivisions, the word "excitement" was included because to the young learner excitement has the definite connotation of pleasure and amusement. The same reasoning holds true for the words "holiday" and "vacation."

Certain categories were, without a doubt, explicit in themselves. There was no question as to the words that would fit in these interest

groups. For example, in the class of anatomy, all terms related to the body were included.

A few of the groups which caused no uncertainty or hesitation are as follows:

Animals

Bees and Insects

Books and Newsprint

Fish and Sea Life

Flowers and Plants

Nonsense Words

Proper Nouns

Sound

Time

Transportation and Travel

Trees

Once the obvious interest groups were classified, and always with Roget's Thesaurus as reference, it was decided to list particular categories, although these would include two or three or four words.

In the class of death and birth, the two words "newborn" and "wither" belonged here and to no other group. Other groups which can be identified in this way are:

Imagination and Fantasy

Language

Religion and Morals

Sociability

Waste

It was found advisable to separate into three classes the following: behavior, mental traits and processes, and physical traits and qualities. Although all three are closely interrelated, especially to the child's thinking, the divisions emphasize the shadings and definitions of the words.

In revising the interest groups, many words were found to fit into more than one interest group. Their various meanings could be understood clearly by the young reader.

The word "chief" automatically was well suited to three groups of interest: government, mathematical concepts, and man (special names).

Another word, "brand," was included in the animal and sign or symbol categories.

"Shuttle" was both a tool (occupation) and an action.

"Quiver" fitted in the receptacle and container group and also in the motion and movement group.

"Principal" was classed under school, occupation, and mathematical concepts.

"Charge" had two clear meanings: warfare and business.

The word "operate" was placed in the two categories of health and sickness, and motion and movement.

"Character" is a mental trait or quality and also a feature of books and newsprint.

The categories of weather and movement or motion were applicable to the term "bolt."

With this overlapping and interrelationship of words in mind, the word list was revised with care and scrutiny.

A few other words which were placed in more than one category are:

"crop" -- agriculture and words related to animals

"ruler" -- government and school

"damp" -- water and weather

"beam" -- part of a house and light.

However, because of the primary grade learner's comprehension and scope of understanding meanings, a number of words were excluded from some categories.

The term "energy" is definitely classed as heat, but this scientific fact is not usually part of a child's knowledge.

"Nerve" was included in anatomy, although it also belongs to mental traits meaning courage, vigor, and strength.

"Temper" was listed solely under behavior, but it also is a physical trait meaning harden or soften.

In Roget's Thesaurus the word "curb" is classified under hindrance, edge, and sole. It seemed logical to exclude the first and last categories and list the word under the physical features of the community.

With careful revision, the final word classification included fifty-six interest groups, many of these with subtopics, as follows:

Action and Activity

Agriculture

Amusement

- A. Toys and Equipment
- B. Games and Players
- C. Stunts
- D. Spectator Recreation
- E. Related Words
  - Verbs      Nouns

Anatomy

**Animals**

- A. Kinds
- B. Related Words

**Arts**

- A. Music
  - 1. Instruments
  - 2. Related Words
- B. Painting and Sketching
- C. Literature
- D. Colors
- E. Drama

**Bees and Insects****Behavior****Birds**

- A. Kinds
- B. Related Words

**Birth and Death****Books and Newsprint****Business and Industry****Change****Communication****Community**

- A. Physical Features
- B. Related Words

**Direction****Distance****Emotions and Feelings**

- A. Nouns
- B. Adjectives
- C. Verbs
- D. Adverbs

**Fire and Fuel****Fish and Sea Life**

- A. Kinds and Parts
- B. Related Words

**Flowers and Plants**

- A. Kinds and Parts
- B. Related Words

**Food**

- A. Kinds
- B. Nuts
- C. Herbs and Seasonings
- D. Beverages
- E. Cooking and Utensils
- F. Meals and Table Service
- G. Miscellaneous

**Government****Health and Sickness****Heat****House and Home**

- A. Kinds
- B. Parts and Surroundings
- C. Furnishings
- D. Fabrics
- E. Words Related to Household Activities

**Imagination and Fantasy****Language****Law, Order, and Related Words****Location****Light****Man**

- A. Relationships
- B. Special Names
- C. Clothing and Accessories
- D. Grooming and Cleanliness
- E. Related Words

**Mathematical Concepts**

- A. Numbers
  - 1. Cardinal
  - 2. Ordinal
- B. Money
- C. Basic Processes
- D. Quantitative Words
- E. Weights and Measures
- F. Geometric Concepts

- G. Shapes and Forms
- H. Miscellaneous

Mental Qualities and Processes

- A. Adjectives
- B. Verbs
- C. Nouns

Motion and Movement

Nonsense Words

Occupation

- A. Kinds
- B. Tools and Materials
- C. Related Words

Physical Qualities and Traits

- A. Adjectives
- B. Nouns
- C. Verbs
- D. Adverbs

Physical Science

- A. Geography
  - 1. Kinds
  - 2. Minerals
  - 3. Metals and Alloys
- B. Physics
- C. Chemistry
- D. Astronomy
- E. Weather

Proper Nouns

- A. Names of Places
- B. Names of People
- C. Names of Things

Receptacles and Containers

Religion and Morals

Safety and Protection

School

Signs and Symbols

Smell and Taste

Sociability

Sound

Subject and Kind

Time

Transportation and Travel

- A. Air
- B. Land
- C. Water
- D. Related Words

Trees

- A. Kinds
- B. Related Words

Vision

Warfare and Destruction

Waste

Water

Weapons and Arms

## CHAPTER III

### WORD CLASSIFICATIONS

#### ACTION AND ACTIVITY

businesslike  
deed  
energy  
exercise  
full-grown  
grown  
grown up  
growth  
operate  
operation  
perform  
performance  
practice  
process  
produce  
production  
reproduce  
service

#### Related Words

possible  
impossible

#### AGRICULTURE

agriculture  
alfalfa  
bale  
barley  
beanstalk  
blade  
bran  
corncrib  
cornfield  
cornstalk  
crop  
cultivate

cultivator  
farmhouse  
farmland  
feather-planting  
fertile  
fertilizer  
flax  
furrow  
garden  
gardener  
gin  
grange  
grassland  
harrow  
harvest  
hayfield  
hayloft  
hay mower  
hotbed  
hothouse  
humus  
husk  
irrigation  
kernel  
loam  
manure  
pitchfork  
plantation  
plough  
reap  
reaper  
rye  
seedling  
sickle  
silage  
silo  
sow  
thresh  
tractor

## AMUSEMENT

### A. Toys and Equipment

bar  
base  
beanbag  
bobsled  
camera  
checkerboard  
checkers  
dart  
deck (cards)  
dollhouse  
dominoes  
firecracker  
fishhook  
fishline  
glider  
hobbyhorse  
jack-in-the-box  
jackknife  
jacks  
jigsaw (puzzle)  
jingle  
merry-go-round  
mitt  
pinwheel  
popgun  
puppet  
racket  
roller skate  
reel  
sandbox  
seesaw  
ski  
slingshot  
snowman  
snowmen  
stilt  
surfboard  
toboggan  
trapeze

### B. Games and Players

acrobat  
ballplayer  
baseball  
baseman  
basketball

batter  
contest  
cricket  
croquet  
football  
golf  
hiding-go-seek  
hockey  
hopscotch  
ring-around-the-rosy  
shortstop  
softball  
tennis

### C. Stunts

acrobat  
dine  
cartwheel  
chip  
handspring  
hurdle  
stunt  
tackle

### D. Spectator Recreation

baseball  
carnival  
cricket  
fairground  
festival  
film  
football  
hockey  
movies  
radio  
television  
TV  
three-ring (circus)

### Related Words

#### Verbs

amuse  
celebrate  
enjoy  
entertain  
excite

Nouns

adventure  
 celebration  
 champion  
 championship  
 entertainment  
 enjoyment  
 excitement  
 holiday  
 inning  
 playground  
 playfellow  
 playtime  
 playroom  
 recreation  
 program  
 adventure  
 toy shop  
 toy store  
 vacation

## ANATOMY

abdomen  
 ankle  
 backbone  
 barb  
 bareback  
 beard  
 blood  
 brain  
 brow  
 cheek  
 eardrum  
 fingernail  
 fist  
 forehead  
 foreleg  
 frown  
 intestine  
 lung  
 muscle  
 mustache  
 nerve  
 nipple  
 palm  
 rib  
 saliva  
 scar  
 shiner

skeleton  
 snout  
 stomach  
 teat  
 thorax  
 thumb  
 tiptoe  
 tusk  
 waist  
 whisker

## ANIMALS

alligator  
 alpaca  
 antelope  
 badger  
 barb  
 beaver  
 bobcat  
 bronco  
 buck  
 buffalo  
 bull  
 burro  
 calves  
 camel  
 chickadee  
 chimpanzee  
 cob  
 cocker  
 cottontail  
 cougar  
 coyote  
 cowpony  
 cub  
 dinosaur  
 doe  
 dragon  
 duckbill  
 elk  
 ewe  
 fawn  
 field mouse  
 gander  
 giraffe  
 hamster  
 hare  
 hippopotamus  
 hog

Holstein (cattle)  
 hound  
 jackal  
 Jersey (cattle)  
 kangaroo  
 koala  
 leopard  
 lizard  
 llama  
 longhorn  
 mammal  
 marmoset  
 mink  
 mole  
 mule  
 mutton  
 muskrat  
 opossum  
 otter  
 panda  
 panther  
 piglet  
 polecat  
 porcupine  
 porpoise  
 pup  
 quail  
 raccoon  
 rattler  
 rattlesnake  
 reptile  
 rhinoceros  
 salamander  
 seal  
 skunk  
 sow  
 stallion  
 steer  
 tadpole  
 weasel  
 wildcat  
 woodchuck  
 zebra

Related Words

antler  
 bay  
 bearskin  
 bellow  
 bleat  
 brand

bray  
 bridle  
 buckskin  
 burrow  
 catclaw  
 canter  
 chuck  
 corral  
 cowbell  
 crop  
 cud  
 curbit  
 currycomb  
 deerskin  
 doghouse  
 dogtrot  
 goatskin  
 graze  
 grizzly  
 fleece  
 flopeared  
 harness  
 henhouse  
 herd  
 herdboy  
 hibernate  
 hoof  
 hoofbeat  
 hoofprint  
 horseshow  
 howl  
 lasso  
 leash  
 mane  
 muleback  
 rawhide  
 rein  
 rodeo  
 roundup  
 saddle  
 sheepskin  
 smokehouse  
 stall  
 stirrup  
 stockyard  
 suet  
 tallow  
 trappings  
 webfeet  
 whip  
 zoo

## ARTS

## A. Music

## 1. Instruments

bagpipe  
banjo  
bugle  
cymbal  
harmonica  
harp  
instrument  
guitar  
flute  
organ  
tom-tom  
trumpet  
violin

## 2. Related Words

bandwagon  
bowstring  
drumbeat  
drummer  
drumstick  
carol  
clog  
compose  
concert  
keyboard  
lilt  
mazurka  
melody  
musical  
musician  
record  
reel (dance)

## B. Painting and Sketching

artist  
charcoal  
design  
easel  
museum  
painter  
paintbrush  
pallet

## C. Literature

fairytale  
literary  
poetry  
verse

## D. Colors

ash  
blue-green  
blue-striped  
bright-colored  
dapple-gray  
gild  
golden-brown  
gray-green  
indigo  
ivory  
milk-white  
red-brown  
sea-blue

## E. Drama

audience  
drama  
dramatize  
scenery  
skit  
stage  
theater

## BEES AND INSECTS

anthill  
beehive  
beehouse  
beetle  
chrysalis  
cocoon  
cricket  
dragonfly  
earthworm  
fishworm  
grub  
honeybee  
insect

katydid  
lacewing  
larva  
lice  
locust  
moth  
pest  
praying mantis  
pupa  
silkworm  
wasp

#### BEHAVIOR

bother  
habit  
mischief  
mischievous  
mosy  
poky  
quarrelsome  
respect  
respectfully  
saucy  
sharp-tongued  
shy  
stubborn  
temper  
unsmiling  
well-behaved  
well-trained

#### BIRDS

##### Kinds

blue jay  
bobolink  
buzzard  
canary  
cardinal  
catbird  
cockatoo  
cuckoo  
gull  
hummingbird  
jay  
linnet  
magpie

nightingale  
nuthatch  
oriole  
parakeet  
parrot  
peacock  
penguin  
pelican  
pheasant  
poultry  
puffin  
raven  
redwing  
sandpiper  
songbird

##### Related Words

birdbath  
birdhouse  
caw  
chitter  
chatter  
fantail  
fluff  
flutter  
quill

#### BIRTH AND DEATH

newborn  
wither

#### BOOKS AND NEWSPRINT

author  
binder  
blotter  
booklet  
bookmark  
bookmobile  
bookstore  
browse  
bulletin  
catalog  
character  
diary  
dictionary  
editor  
folder

glossary  
 index  
 information  
 librarian  
 library  
 list  
 literary  
 logbook  
 magazine  
 newsprint  
 notebook  
 print  
 printer  
 scrapbook  
 storybook

#### BUSINESS AND INDUSTRY

advertise  
 advertisement  
 agency  
 association  
 auction  
 bargain  
 barter  
 bazaar  
 benefit  
 billboard  
 binder  
 borrow  
 bulletin  
 businesslike  
 cashier  
 chairman  
 charge  
 cheap  
 chief  
 clerk  
 collect  
 collection  
 commerce  
 committee  
 conference  
 congress  
 constitution  
 contractor  
 cost  
 council  
 customer  
 deal

department  
 deposit  
 display  
 due  
 earn  
 estimate  
 exchange  
 execute  
 exhibit  
 export  
 file  
 filing  
 firm  
 hire  
 import  
 loan  
 mail order  
 manufacture  
 markdown  
 retail  
 sale  
 waybill  
 wholesale

#### CHANGE

convert  
 migrate  
 transform  
 turn  
 switch  
 renew  
 replace

#### COMMUNITY

##### A. Physical Features

alley  
 bakery  
 boardwalk  
 building  
 cannery  
 chapel  
 clubhouse  
 cobblestone  
 country  
 countryside  
 county

courthouse  
 crossroad  
 creamery  
 curb  
 dairy  
 delicatessen  
 department  
 dike  
 district  
 ditch  
 downtown  
 drugstore  
 dugout  
 dump  
 farmhouse  
 firehouse  
 flagpole  
 grandstand  
 gravel  
 gristmill  
 grove  
 gutter  
 gymnasium  
 hydrant  
 loop  
 mailbox  
 marketplace  
 neighborhood  
 overpass  
 pathway  
 pharmacy  
 pier  
 pit  
 plantation  
 port  
 post office  
 powerhouse  
 quarry  
 reservoir  
 restaurant  
 roadside  
 roundhouse  
 route  
 rut  
 storehouse  
 tannery  
 toll bridge  
 toyshop  
 trench  
 wharf  
 windmill  
 zoo

### Related Words

address  
 community  
 neighborhood  
 public  
 rural  
 suburb  
 suburban  
 vicinity

### COMMUNICATION

account  
 address  
 announce  
 announcer  
 argue  
 book  
 broadcast  
 billboard  
 bulletin  
 cable  
 caller  
 crier  
 communication  
 disagree  
 discuss  
 exclaim  
 explain  
 explanation  
 herald  
 information  
 inquire  
 interrupt  
 introduce  
 invitation  
 language  
 lecture  
 magazine  
 message  
 microphone  
 mission  
 note  
 phone  
 phonograph  
 poster  
 postcard  
 preach  
 protest  
 questionnaire

record  
 refrain  
 refuse  
 relate  
 remark  
 remind  
 report  
 sermon  
 signboard  
 speech  
 statement  
 spiel  
 telecast  
 telegram  
 telegraph  
 telltale  
 teletype  
 warn

#### DIRECTION

aim  
 bend  
 compass  
 course  
 direction  
 drift  
 forth  
 head first  
 line  
 lower  
 northeast  
 northern  
 path  
 range  
 sideways  
 southward  
 steer  
 upward  
 westward  
 where  
 whither

#### DISTANCE

distance  
 odometer

## EMOTIONS AND FEELINGS

### A. Nouns

anger  
 calm  
 comfort  
 confusion  
 content  
 courage  
 discontent  
 disgust  
 distaste  
 doubt  
 ease  
 enjoyment  
 fierceness  
 fright  
 goodness  
 happiness  
 kindness  
 laughter  
 shock  
 spite  
 woe  
 yen

### B. Adjectives

anxious  
 awful  
 bold  
 cold-blooded  
 comfortable  
 cooperative  
 cunning  
 curious  
 desperate  
 dreadful  
 eager  
 faithful  
 favorite  
 fearful  
 fearless  
 fond  
 fortunate  
 glad  
 hateful  
 homesick  
 humane  
 impatient

joyful  
 kindhearted  
 lonesome  
 nervous  
 noble  
 rollicking  
 sore  
 smug  
 uncomfortable  
 uneasy  
 unpleasant

C. Verbs

amaze  
 amuse  
 astonish  
 attract  
 boast  
 charm  
 disappoint  
 laugh  
 wept

D. Adverbs

happily  
 hopefully  
 kindly  
 unhappily

FIRE AND FUEL

ablaze  
 ash  
 blaze  
 bonfire  
 campfire  
 charcoal  
 cinder  
 coal  
 explosive  
 fireside  
 firewood  
 fireworks  
 flame  
 flint  
 fuel  
 kerosene  
 naphtha

refinery  
 rocket  
 smokestack  
 tinder  
 torch  
 wick  
 woodburning

FISH AND SEA LIFE

Kinds and Parts

barnacle  
 butterfly  
 catfish  
 clam  
 cod  
 codfish  
 codling  
 coral  
 crawfish  
 fantail  
 feeler  
 fin  
 fishbone  
 flipper  
 gill  
 guppie  
 haddock  
 kipper  
 lobster  
 mackerel  
 minnow  
 mussel  
 octopus  
 oyster  
 quahog  
 scallop  
 salmon  
 sardine  
 shark  
 shrimp  
 snail  
 squid  
 starfish  
 sunfish  
 trout  
 whelk

Related Words

aquarium  
bait  
fishbowl  
fishhook

gardener  
greenhouse  
hothouse  
terrarium  
wreath

## FLOWERS AND PLANTS

Kinds and Parts

bitterroot  
boll  
bud  
bulb  
bur  
cactus  
cornflower  
cottonseed  
gardenia  
geranium  
goldenrod  
grapevine  
jewel weed  
jonquil  
holly  
ivy  
linseed  
mayflower  
milkweed  
morning glory  
narcissus  
nectar  
nettle  
pansy  
pettle  
pod  
poison ivy  
sagebrush  
spore  
sunflower  
thicket  
thistle  
tumbleweed  
tuber

Related Words

flowerpot  
garden  
garland

## FOOD

## A. Kinds

applesauce  
apricot  
asparagus  
bacon  
batter  
beef  
biscuit  
blueberry  
bran  
brownies  
cacao  
cane sugar  
cereal  
cheeseburger  
chuck  
citrus  
cone  
cornflake  
cranberry  
crust  
cucumber  
cupcake  
custard  
dessert  
dip  
dough  
doughnut  
drumstick  
fig  
flapjack  
food  
frosting  
fudge  
gooseberry  
grapefruit  
gravy  
gumdrop  
ham  
hamburger  
hotdog  
icing

jelly  
johnnycake  
kernel  
lard  
lemon  
lima bean  
lime  
lollipop  
marmalade  
marshmallow  
marzipan  
May-apple  
melon  
mincemeat  
molasses  
muffin  
mulberry  
mushroom  
muskmelon  
mustard  
oatmeal  
parsnip  
pemmican  
pickle  
popcorn  
popsickle  
pork  
pretzel  
prune  
raisin  
raspberries  
salad  
sauerkraut  
sausage  
shortcake  
sirup  
soda  
soybean  
spaghetti  
spinach  
squash  
strawberry  
steak  
stew  
succotash  
sundae  
sweet-roll  
syrup  
taffy  
toast  
tomato

tortilla  
waffle  
watermelon  
wiener  
yam  
yeast  
yolk

#### B. Nuts

almond  
butternut  
cashew  
chestnut  
cocoanut  
nut  
pecan  
walnut

#### C. Herbs and Seasonings

chili  
clove  
dill  
ginger  
herb  
mint  
peppermint  
spice  
vinegar

#### D. Beverages

buttermilk  
cider  
gin  
juice  
lemonade  
orangeade  
punch  
sarsaparilla

#### E. Cooking and Utensils

beater  
buttermaking  
carve  
churn  
coddle  
dipper  
freezer

glaze  
 grater  
 ice-box  
 ladle  
 opener  
 pitcher  
 scoop  
 sift  
 skillet  
 strainer  
 tablespoon  
 teakettle  
 teaspoon  
 toaster

#### F. Meals and Table Service

clambake  
 dinner  
 menu  
 tablecloth

#### G. Miscellaneous

bakery  
 cannery  
 chef  
 chew  
 creamery  
 dairy  
 dairyman  
 delicatessen  
 digest  
 digestive  
 diner  
 dining  
 dinnertime  
 distaste  
 eggshell  
 forklift  
 gourmet  
 granulated sugar  
 gristmill  
 lunchbox  
 lunchtime  
 munch  
 nightcap  
 pasteurize  
 peel  
 provide  
 pulp

recipe  
 snack  
 starve  
 suck  
 suet  
 tipple  
 toothpick

#### GOVERNMENT

association  
 ballot  
 bandwagon  
 capital  
 chief  
 citizen  
 committee  
 coronation  
 council  
 countryman  
 customs  
 district  
 elect  
 election  
 execute  
 foreign  
 govern  
 government  
 governor  
 headquarters  
 inaugurate  
 independence  
 independent  
 kingdom  
 manage  
 management  
 meeting  
 nation  
 president  
 ruler  
 session  
 throne  
 note

## HEALTH AND SICKNESS

abed  
 accident  
 ache  
 aid  
 alcohol  
 ambulance  
 aspirin  
 bandage  
 blood  
 bruise  
 chickenpox  
 cure  
 disease  
 diagnostic  
 drug  
 drugstore  
 faint  
 fever  
 fumigate  
 gauze  
 germ  
 harmful  
 harmless  
 hospital  
 iodine  
 limp  
 measles  
 medical  
 medicine  
 operate  
 operation  
 pain  
 physical  
 poisonous  
 prescription  
 pox  
 repose  
 sanitation  
 siesta  
 vitamin

## HEAT

blaze  
 boiler  
 fireplace  
 furnace  
 glow

hearth  
 incubator  
 kiln  
 scorch  
 sizzle  
 sunburn  
 temperature  
 thermometer  
 thermos  
 thermostat  
 toaster  
 warmth  
 warm-blooded

## HOUSE AND HOME

## A. Kinds

adobe  
 apartment  
 building  
 bunk  
 castle  
 chalet  
 clubhouse  
 cookhouse  
 farmhouse  
 fort  
 houseboat  
 igloo  
 motel  
 pueblo  
 ranch  
 shelter  
 tepee

## B. Parts and Surroundings

aisle  
 auditorium  
 arch  
 backyard  
 balcony  
 bathroom  
 basement  
 beam  
 buzzer  
 cafeteria  
 catwalk  
 chamber

closet  
coatroom  
counter  
corridor  
cubbyhole  
dining room  
doorbell  
doorpost  
doorway  
drain  
driveway  
eave  
elevator  
entrance  
escalator  
foundation  
galley  
garden  
gatepost  
gateway  
ground floor  
hearth  
housetop  
keyhole  
knocker  
latch  
lavatory  
library  
living room  
lobby  
loft  
lounge  
mantel  
newsroom  
nursery  
parlor  
pane  
pantry  
patio  
platform  
playroom  
portal  
radiator  
ramp  
sill  
sink  
shingle  
showroom  
shutter  
slat  
stakes

stairway  
stilts  
switch (light)  
thatch-roof  
tile  
timber

### C. Furnishings

air conditioner  
appliance  
armchair  
armrest  
awning  
basin  
bathtub  
bed cover  
bedclothes  
bookcase  
bookend  
boiler  
brasswork  
bunk  
carpet  
candlestick  
china  
chest  
chute  
couch  
crib  
crockery  
crystal  
cushion  
draperies  
drawer  
faucet  
featherbed  
flowerpot  
frame  
freezer  
furnace  
furniture  
hanger  
hardware  
hook  
icebox  
kiln  
kitchenware  
knob  
locker  
looking glass

loom  
 mattress  
 mirror  
 patchwork (quilt)  
 porcelain  
 pot-holder  
 quilt  
 refrigerator  
 screen  
 shelves  
 showcase  
 sideboard  
 socket  
 sofa  
 storeroom  
 tack  
 toaster  
 towel  
 trivet  
 trundle bed  
 vase  
 washboard  
 wastebasket

#### D. Fabrics

calico  
 canvas  
 cheesecloth  
 chintz  
 corduroy  
 cord  
 gauze  
 lace  
 material  
 nylon  
 oilcloth  
 orlon  
 rayon  
 sailcloth  
 satin  
 textile

#### E. Words Related to Household Activities

boarder  
 cellophane  
 clean up  
 dweller  
 fiber  
 fireside

furnish  
 glue  
 guest  
 homemade  
 homestead  
 housework  
 knit  
 lodge  
 mop  
 mow  
 mower  
 needlework  
 nozzle  
 paste  
 plastic  
 preshrunk  
 sanforize  
 shellac  
 spindle  
 spool  
 sponge  
 sprinkler  
 strand  
 tape  
 tile  
 tinfoil  
 tissue  
 thimble  
 thread  
 thumbtack  
 turpentine  
 tub fast  
 vacuum (cleaner)  
 varnish  
 vaseline  
 vat dyed  
 wax  
 wrinkle

#### IMAGINATION AND FANTASY

fairyland  
 fairytale  
 haunt  
 make believe  
 mysterious  
 mystery  
 spooky  
 troll  
 wonderland

## LANGUAGE

abbreviate  
 abbreviation  
 alphabetical  
 comma  
 hyphen  
 literary  
 poetry  
 verse  
 written

Miscellaneous in Language

anyhow  
 anyway  
 hurrah  
 onto  
 thee  
 thy  
 usual  
 whoever

## LAW, ORDER, AND RELATED WORDS

bar  
 bother  
 confusion  
 control  
 correct  
 courthouse  
 disobey  
 disorderly  
 disturb  
 duty  
 escape  
 fault  
 forbid  
 lawmaker  
 license  
 monitor  
 peace  
 peaceful  
 prisoner  
 punish  
 punishment  
 spank

## LOCATION

abreast  
 alongside  
 apart  
 border  
 edge  
 faraway  
 far-off  
 fringe  
 hillside  
 hilltop  
 height  
 indoor  
 inner  
 location  
 lower  
 mountainside  
 mountaintop  
 nearby  
 next door  
 northeast  
 northern  
 northwest  
 offshore  
 opposite  
 outdoor  
 out-of-town  
 overboard  
 overhead  
 overseas  
 overside  
 peak  
 polar  
 region  
 ridge  
 right-handed  
 rim  
 rooftop  
 site  
 southern  
 southwest  
 tip  
 treetop  
 underfoot  
 underground  
 underneath  
 undersea

underside  
upper  
upside  
upstream  
yonder  
zone

### LIGHT

ablaze  
beacon  
beam  
bulb  
brighten  
campfire  
candlelight  
dawn  
daybreak  
daylight  
dim  
flame  
flare  
flash  
flashlight  
flick  
glow  
headlight  
jack-o-lantern  
lighthouse  
lightning  
lit-up  
moonlight  
starlight  
streak  
sunbeam  
sunlight  
sunlit  
sunrise  
sunup  
taillight  
twilight  
unlit

### Related Words

battery  
blind  
darkness  
dart  
electricity  
glimpse

### MAN

#### A. Relationships

amigo  
brotherhood  
folk  
forefather  
friendship  
kinsfolk  
nephew  
parent  
relative  
stepmother  
stepsister

#### B. Special Names

bandit  
boarder  
bride  
champion  
chairman  
chief  
cob  
colonist  
dweller  
escort  
expert  
female  
gentleman  
guest  
gypsy  
herald  
hero  
knight  
lord  
ma'am  
maid  
maiden  
Majesty  
male  
mate  
member  
monarch  
newcomer  
outlaw  
owner  
partner  
pilgrim  
pioneer  
pirate

pygmy  
 rapsallion  
 rascal  
 reverend  
 robber  
 rogue  
 rookie  
 settler  
 sonny  
 stranger  
 veteran  
 visitor

### C. Clothing and Accessories

armhole  
 article  
 badge  
 bathrobe  
 belt  
 braid  
 buckle  
 cane  
 charm  
 cigarette  
 cloak  
 clothing  
 coattail  
 cockade  
 earring  
 fastener  
 fillet  
 fringe  
 gown  
 hatbox  
 hatspring  
 handbag  
 headdress  
 helmet  
 insignia  
 jeans  
 jewel  
 jewelry  
 jumper  
 locket  
 mask  
 medal  
 moccasin  
 muff  
 muffler  
 necklace

necktie  
 nightcap  
 ornament  
 outfit  
 overalls  
 overcoat  
 pajamas  
 parasol  
 pocketbook  
 raincoat  
 robe  
 sandal  
 scarf  
 scuff  
 serape  
 shoestring  
 sleeve  
 smock  
 sneakers  
 snowshoes  
 sock  
 sombrero  
 spur  
 sunbonnet  
 tassel  
 topcoat  
 trinket  
 underwear  
 uniform

### D. Grooming and Cleanliness

bob  
 clean-up  
 dressed  
 haircut  
 hairbrush  
 hairpin  
 make up  
 powder  
 pigtail  
 rouge  
 shod  
 shoeshine  
 tress  
 undressed  
 worn  
 spotless

### Related Word

wedding

---

**MATHEMATICAL CONCEPTS**

 sixth  
tenth
**A. Numbers****1. Cardinal**

fifty  
 forty  
 fourteen  
 fifteen  
 eight  
 eighteen  
 eighty  
 million  
 nineteen  
 ninety  
 one-fourth  
 one-half  
 seventy  
 sixteen  
 sixty  
 sixty-seven  
 thirteen  
 thirty  
 thirty-one  
 thirty-two  
 thirty-three  
 thirty-four  
 thirty-five  
 thirty-six  
 thirty-seven  
 thirty-eight  
 thirty-nine  
 twenty  
 twenty-one  
 twenty-two  
 twenty-three  
 twenty-four  
 twenty-five  
 twenty-six  
 twenty-seven  
 twenty-eight  
 twenty-nine

**2. Ordinal**

eleventh  
 fifth  
 fourth  
 ninth  
 seventh

**B. Money**

coin  
 dime  
 fortune  
 mohur  
 pence  
 peso  
 postage  
 shilling  
 tax  
 tenpenny  
 tip  
 wampum  
 yen

**C. Basic Processes**

addend  
 addition  
 arithmetic  
 combine  
 combination  
 compare  
 compute  
 decimal  
 difference  
 digit  
 dividend  
 division  
 divisor  
 estimate  
 minuend  
 multiplicand  
 multiplication  
 multiplier  
 multiply  
 plus  
 product  
 quotient  
 remainder  
 subtract  
 subtraction  
 subtrahend  
 sum

## D. Quantitative Words

allowance  
altogether  
amount  
apiece  
armful  
armload  
balance  
broad  
bucketful  
capital  
cargo  
carload  
cartload  
cheap  
chief  
chip  
cluster  
content  
cupful  
degree  
difference  
dominant  
enormous  
enough  
equal  
especially  
except  
expand  
expensive  
extra  
extreme  
fraction  
freight  
group  
half-finished  
halfway  
handful  
heap  
height  
include  
increase  
jumbo  
layer  
least  
leftover  
level  
limit  
load  
magnify

midget  
minus  
mouthful  
nip  
numeral  
overflow  
overlap  
practically  
quarter  
refill  
renew  
repeat  
review  
sample  
scarcely  
score  
section  
separate  
separator  
single  
slice  
sockful  
sole  
somewhat  
span  
spare  
squad  
stack  
strip  
summary  
supply  
surface  
swarm  
team  
total  
trainload  
treasure  
tribe  
troop  
truckload  
twice  
two-track  
unequal  
uneven  
unit  
value  
various  
vast  
wage  
woodpile  
zero

## E. WEIGHTS AND MEASURES

acre  
 bale  
 bushel  
 cord  
 gallon  
 half pint  
 halves  
 height  
 meter  
 ounce  
 pint  
 price  
 rent  
 rod  
 scale  
 ton  
 weight  
 width  
 yard  
 yardstick

## GEOMETRIC CONCEPTS

arch  
 axis  
 central  
 column  
 compass  
 cone  
 cone-shaped  
 cube  
 disc  
 figure  
 file  
 form  
 frame  
 globe  
 linear  
 liner  
 loop  
 oblong  
 prism  
 pyramid  
 rectangle  
 sphere  
 triangle  
 zigzag

Shapes and Forms

extend  
 mold  
 mound  
 notch  
 shapeless  
 sharpen  
 slant  
 slope  
 soften  
 spiral  
 straighten  
 streamline  
 stump  
 warp  
 wreath

Miscellaneous

abacus  
 diagnostic  
 example  
 exercise

## MENTAL QUALITIES AND PROCESSES

## A. Adjectives

clear-headed  
 convenient  
 crazy  
 eager  
 excellent  
 fanciful  
 first-rate  
 fortunate  
 important  
 intelligent  
 magnificent  
 mutual  
 native  
 natural  
 necessary  
 noble  
 odd  
 optional  
 ordinary

peaceful  
 perfect  
 pure  
 sensible  
 simple  
 skillful  
 smart  
 solemn  
 special  
 strong-minded  
 stupid  
 superstitious  
 tantalizing  
 terrible  
 terrific  
 thankful  
 thoughtful  
 uncertain  
 uncommon  
 unfair  
 unusual  
 wondrous

#### B. Verbs

admire  
 aim  
 afford  
 balance  
 balk  
 behave  
 challenge  
 cheat  
 coddle  
 comfort  
 cram  
 daydream  
 decide  
 depend  
 describe  
 discover  
 examine  
 explain  
 explore  
 foil  
 imagine  
 improve  
 intend  
 judge  
 plot  
 pretend

prove  
 realize  
 recognize  
 reflect  
 rely  
 resolve  
 satisfy  
 solve  
 succeed  
 suggest  
 terrify  
 test  
 understand

#### C. Nouns

ability  
 aim  
 attention  
 cause  
 challenge  
 character  
 convenience  
 duty  
 explanation  
 favor  
 idea  
 ideal  
 misunderstanding  
 necessity  
 neglect  
 problem  
 proof  
 reference  
 reliance  
 sense  
 skill  
 souvenir  
 suggestion  
 training

#### MOTION AND MOVEMENT

advance  
 approach  
 arrange  
 arrest  
 attack  
 bob  
 bolt

budge  
busy  
caper  
clash  
cling  
slip  
clung  
cram  
crumple  
dart  
deliver  
delivery  
depart  
departure  
deposit  
descent  
display  
droop  
dropper  
energy  
enter  
escape  
exercise  
exhibit  
explore  
extend  
fallen  
fasten  
fast-flowing  
fast-moving  
flight  
flip  
flop  
flutter  
friction  
grab  
glide  
hackle  
haste  
haul  
hike  
hitch  
incline  
insert  
itch  
jab  
jiggle  
juggle  
kneel  
knit  
launch

leash  
limp  
litter  
loosen  
mince  
mingle  
motion  
motor  
mount  
nip  
offer  
operate  
operation  
oversleep  
overslept  
overtake  
overturn  
outgrow  
outstretch  
passer  
perform  
pitch  
plod  
pluck  
poke  
pounce  
prance  
prepare  
prickle  
project  
projection  
projector  
prop  
quiver  
ramble  
rapid  
reel  
remove  
return  
rotate  
rove  
runaway  
runner  
sank  
scatter  
scrape  
scuff  
scurry  
settle  
shiver  
shuttle

sink  
 skid  
 skimmer  
 slap  
 slit  
 snatch  
 snip  
 speed  
 speeder  
 speedometer  
 speedy  
 spin  
 split  
 spun  
 spur  
 stray  
 stretch  
 stroke  
 struggle  
 stuff  
 stumble  
 sway  
 swish  
 tangle  
 thrown  
 tighten  
 tip  
 tow  
 trace  
 trail  
 trailer  
 trample  
 trudge  
 twirl  
 twist  
 type  
 uncover  
 undress  
 unexplored  
 unfasten  
 unfold  
 unhitch  
 unlatch  
 unload  
 unpack  
 unroll  
 unwind  
 unwrap  
 uproot

## NONSENSE WORDS

ahchoo  
 boo hoo  
 chinny-chin-chin  
 clinkety-clank  
 clippety  
 clop  
 clup  
 cock-a-doodle-doo  
 cuckoo  
 dickory  
 eek  
 giddap  
 hee haw  
 hooray  
 hoppity-hop  
 howdy  
 kerchoo  
 kinny kinnie  
 klump  
 kronk  
 oink  
 scat  
 shoo  
 slurp  
 ting-a-ling  
 tock  
 tweedle-dee  
 ugh  
 wapato  
 whoosh  
 woka  
 woo  
 wow  
 wuff  
 yum  
 zoom

## OCCUPATION

### A. Kinds

acrobat  
 announcer  
 architect  
 author  
 aviator  
 baggageman  
 barber

blacksmith  
boatman  
bootblack  
brakeman  
bread man  
bricklayer  
businessman  
bus man  
camel seller  
cattleman  
chaplain  
coachmaker  
cobbler  
contractor  
cowboy  
cowgirl  
crier  
dairyman  
dentist  
detective  
doorkeeper  
editor  
engineer  
expressman  
ferry man  
flag man  
flyer  
gardener  
gatekeeper  
goatkeeper  
groom  
herder  
housekeeper  
hunter  
huntsman  
innkeeper  
inspector  
inventor  
janitor  
juggler  
keeper  
librarian  
lifeguard  
logger  
lumberman  
mailman  
manager  
mason  
mayor  
merchant  
musician

newsboy  
newsman  
officer  
painter  
patrolman  
peddler  
physician  
pilot  
plumber  
police  
policeman  
porter  
postmaster  
principal  
professor  
rainmaker  
ranchman  
ringmaster  
riveter  
ruler  
salesman  
scientist  
schoolmaster  
scout  
secretary  
server  
serviceman  
sheepman  
shoeman  
shopkeeper  
shopman  
silversmith  
skywriter  
stewardess  
storekeeper  
storeman  
superintendent  
surgeon  
surveyor  
tailor  
teller  
tinker  
toyman  
trader  
trainman  
truckman  
typesetter  
vendor  
waiter  
waitress  
warden

watchman  
 weatherman  
 woodsman  
 worker  
 workman

#### B. Tools and Materials

apparatus  
 blade  
 bulldozer  
 buzz-saw  
 cement  
 clipper  
 crowbar  
 equipment  
 erector  
 excavator  
 gravel  
 harrow  
 hatchet  
 haymaker  
 jigsaw  
 lever  
 loom  
 microscope  
 millstone  
 mortar  
 nozzle  
 pincer  
 plaster  
 pliers  
 plough  
 pulley  
 pump  
 sandpaper  
 sawhorse  
 screw  
 shovel  
 sheave  
 shuttle  
 siphon  
 sledge hammer  
 snowplow  
 spike  
 staff  
 stake  
 stanchion  
 stepladder  
 work bench  
 wrench

#### Related Words

repair  
 workhouse  
 workroom  
 workshed  
 workshop

#### PHYSICAL QUALITIES AND TRAITS

##### A. Adjectives

attractive  
 awkward  
 bald  
 blunt  
 brand-new  
 brittle  
 broad  
 broad-brimmed  
 clumsy  
 coarse  
 comfortable  
 concrete  
 cozy  
 crisp  
 crooked  
 dainty  
 delicious  
 drowsy  
 firm  
 funny-looking  
 fuzzy  
 glossy  
 gray-haired  
 handsome  
 hardened  
 hard-ridden  
 light foot  
 long-bow  
 long-haired  
 long-legged  
 lordly  
 majestic  
 man-made  
 naval  
 oaken  
 pale  
 parch

plump  
powerful  
precious  
ragged  
raw  
ready-made  
red-faced  
red-haired  
scaly  
shaggy  
shallow  
sharp  
shear  
shiny  
skinny  
silken  
simple  
sleek  
slick  
slim  
soft-shelled  
solid  
speckled  
spotless  
steep  
sticky  
stone-like  
stout  
sturdy  
tattered  
toothless  
usable  
useful  
useless  
vacant  
wakeful  
weak  
well-built  
well-drained  
well-dressed  
wide-eyed  
wobbly  
woolen  
wooly

B. Nouns

beauty  
fancy  
force  
freak

grace  
leisure  
loveliness  
sleepy head  
strength

C. Verbs

linger  
yawn

D. Adverbs

breathlessly  
cozily  
sleepily

PHYSICAL SCIENCES

A. Geography

1. Kinds

arrozo  
badland  
barren land  
bay  
belt  
border  
boulder  
butte  
canyon  
cliff  
coast  
continent  
creek  
dam  
dell  
desert  
dike  
equator  
farmland  
geyser  
glacier  
globe  
grassland  
gulf  
gulley  
harbor  
hemisphere  
hillside

horizon  
 iceberg  
 inlet  
 island  
 jungle  
 lava  
 ledge  
 mainland  
 marsh  
 marshy  
 mesa  
 moor  
 mudhole  
 mud-ruck  
 pebble  
 prairie  
 reef  
 riverbank  
 riverbed  
 sandpile  
 sandtable  
 seacoast  
 seaside  
 stalagmite  
 stalagtite  
 sod  
 soil  
 swamp

## 2. Minerals

coal  
 copper  
 crystal  
 deposit  
 flint  
 limestone  
 lodestone  
 ore  
 petroleum  
 sandstone  
 shale  
 turquoise  
 uranium

## 3. Metals and Alloys

aluminum  
 metal  
 pewter  
 pumice  
 steel

## B. Physics

automat  
 axis  
 axle  
 charge  
 electric  
 electrical  
 electricity  
 electromagnet  
 energy  
 equipment  
 filing  
 fulcrum  
 friction  
 gear  
 invent  
 invention  
 machine  
 machinery  
 magnet  
 magnetic

## C. Chemistry

alcohol  
 apparatus  
 chemical  
 crystal  
 dehydrate  
 dissolve  
 dye  
 equipment  
 evaporate  
 evaporation  
 experiment  
 explosive  
 filter  
 fuel  
 lye  
 oxygen  
 rust  
 rusty

## D. Astronomy

comet  
 dipper  
 eclipse  
 Mars  
 meteor  
 planet

space  
telescope  
universe

E. Weather

blizzard  
bolt  
breeze  
calm  
chilly  
damp  
downwind  
draft  
drip  
droplet  
evaporate  
flood  
fog  
frozen  
gale  
gust  
icicle  
icy  
lightning  
mist  
moisture  
raindrop  
rainstorm  
sleet  
snowdrift  
snowfall  
snowstorm  
thunder  
thunderstorm  
tornado  
vane (weather)  
whirlwind  
windfall  
windstorm  
windy  
pressure

PROPER NOUNS

A. Places

Afghanistan  
Africa  
Alaska  
Albany  
Alberta  
Alps  
America  
Anchorage  
Antartica  
Antwerp  
Arabia  
Arctic  
Argentina  
Arizona  
Asia  
Atlantic  
Australia  
Austria  
Azores  
Bali  
Baltimore  
Banbury  
Bavaria  
Belgium  
Bermuda  
Bolivia  
Boonesborough  
Boston  
Brazil  
Britain  
Buenos Aires  
Burma  
California  
Canada  
Ceylon  
China  
Columbia  
Connecticut  
Costa Rica  
Coulee  
Denmark  
Denver  
Drakesville  
Ecuador  
Egypt  
Eiffel Tower

Ellendale  
England  
Erie  
Eurasia  
Europe  
Fiji  
Florida  
Fort Worth  
France  
Galapagos  
Gardinia  
Gaspé Peninsula  
Geneva  
Germany  
Gettysburg  
Greece  
Greenville  
Guatemala  
Guinea  
Haiti  
Holland  
Hollywood  
Hong Kong  
Hoover Dam  
Hudson  
Iceland  
Idaho  
Illinois  
India  
Iowa  
Iran  
Iraq  
Ireland  
Italy  
Jamestown  
Japan  
Java  
Jersey  
Jerusalem  
Juneau  
Kansas  
Karankawa  
Kentucky  
Korea  
Lapland  
Lenni-Illuape  
Lima  
London  
Los Angeles  
Maine  
Manhattan

Mariki  
Maryland  
Massachusetts  
Mexico  
Miami  
Mississippi  
Missouri  
Montana  
Munich  
Nantucket  
Netherlands  
Nevada  
New Amsterdam  
New Bedford  
New Jersey  
New Mexico  
New Orleans  
New Zealand  
Nile  
North Carolina  
Norway  
Nova Scotia  
Ohio  
Okinawa  
Oklahoma  
Oregon  
Pacific  
Pakistan  
Panama  
Paris  
Pennsylvania  
Persia  
Peru  
Philadelphia  
Poland  
Pompeii  
Portugal  
Providence  
Prudence Island  
Puerto Rico  
Rhine  
Richmond  
Rio de Janeiro  
Salem  
Salt Lake City  
Samantha  
San Francisco  
Santa Fe  
Scotland  
Seine  
Sequoia Park

Shetland  
 South America  
 Spain  
 Sulu Islands  
 Sumatra  
 Sweden  
 Switzerland  
 Tahiti  
 Texas  
 Tioga  
 United States  
 Uruguay  
 Utah  
 Venezuela  
 Vermont  
 Virginia  
 Washington  
 Waterloo  
 Westport  
 Williamsburg  
 Wisconsin  
 Wyoming

#### B. People

Aiken  
 Algonquin  
 American  
 Appleseed  
 Arab  
 Bill Cody  
 Black Martin  
 Boy Scout  
 Brier-Rose  
 Chinese  
 Cinderella  
 Columbus  
 Cub Scout  
 Daniel Boone  
 Danish  
 Dutchman  
 English  
 French  
 German  
 Goldilocks  
 Irish  
 Italian  
 Jackson  
 Jefferson  
 Lapp  
 Lincoln

Lithuanian  
 Magellan  
 Massasoit  
 Mexican  
 Miles Standish  
 Napoleon  
 Navaho  
 Negro  
 Newton  
 Pawnee  
 Polish  
 Portuguese  
 Superman  
 Quaker  
 Roman  
 St. Nicholas  
 Samoset  
 Shawnee  
 Sioux  
 Sir Francis Bacon  
 Snow White  
 Solomon  
 Spaniard  
 Spanish  
 Swedish  
 Swiss  
 Wilson  
 Winnebago  
 Zacharias

#### C. Things

Bible  
 Cassiopaea  
 P.T.A.

#### RECEPTACLES AND CONTAINERS

bin  
 binder  
 carton  
 cell  
 closet  
 container  
 corncrib  
 crate  
 creel  
 crop  
 cubbyhole  
 dipper

envelope  
 fastener  
 flask  
 handbag  
 hatbox  
 jug  
 keg  
 ladle  
 lunchbox  
 mortar  
 packet  
 pan  
 parcel  
 pit  
 pitcher  
 pocketbook  
 pod  
 poke  
 pot  
 quiver  
 rack  
 recess  
 saddlebag  
 scoop  
 shovel  
 socket  
 stall  
 storeroom  
 strap  
 tank  
 thermos  
 tray  
 trench  
 trough  
 tube  
 vat

Related Words

bind  
 contain  
 cork  
 corkscrew  
 fasten  
 fenced-in  
 film  
 lid  
 opening  
 outlet  
 plug  
 thatch

RELIGION AND MORALS

blessing  
 chapel  
 chaplain  
 divine  
 duty  
 fault  
 grace  
 honest  
 honor  
 kind  
 kindness  
 kindly  
 mistake  
 pledge  
 priest  
 pulpit  
 reverend  
 reward  
 sacred  
 sin

SAFETY AND PROTECTION

army  
 arrest  
 beacon  
 beware  
 blockhouse  
 caution  
 defend  
 escort  
 extinguisher  
 fire alarm  
 firebell  
 firehouse  
 firetruck  
 firewarden  
 floodgate  
 foghorn  
 fort  
 handcuff  
 inspector  
 jail  
 lifeguard  
 lighthouse  
 lookout  
 patrol  
 patrolman

preserve  
 prevent  
 rescue  
 safekeeping  
 shield  
 stockade  
 watchdog  
 watchful

#### SCHOOL

blotter  
 cardboard  
 catalog  
 chalk  
 chalkboard  
 chart  
 clapper  
 classmate  
 classroom  
 college  
 education  
 folder  
 gym  
 gymnasium  
 homework  
 librarian  
 library  
 liner  
 map  
 notebook  
 principal  
 program  
 pupil  
 quill  
 recess  
 ruler  
 schoolbook  
 schoolhouse  
 schoolmaster  
 schoolroom  
 schoolyard  
 student  
 study  
 superintendent  
 tablet  
 tagboard  
 teacher  
 term  
 test  
 workbook

#### SIGNS AND SYMBOLS

badge  
 banner  
 brand  
 insignia  
 label  
 mark  
 name  
 postmark  
 standard  
 title  
 trademark

#### SMELL AND TASTE

delicious  
 pound-sweet  
 scent  
 sour  
 sugar-coated  
 suck  
 sweet-smelling  
 tasty  
 tender

#### SOCIABILITY

association  
 meeting  
 revisit  
 thankful  
 thank you

#### SOUNDS

ah-choo  
 aye  
 backfire  
 bawl  
 bay  
 bellow  
 blare  
 blast  
 bleat  
 boo hoo  
 chat  
 chatter  
 chuckle

clatter  
 clash  
 click  
 clinkety-clank  
 creak  
 dial  
 drone  
 earphone  
 echo  
 exclaim  
 gasp  
 grumble  
 gurgle  
 hoarse  
 howl  
 jangle  
 jingle  
 klomped  
 megaphone  
 microphone  
 moan  
 neigh  
 noisy  
 oral  
 overheard  
 rumble  
 rustle  
 scuff  
 shriek  
 snarl  
 snore  
 snort  
 sound  
 spiel  
 thump  
 toot  
 twitter  
 whine  
 whoop  
 wow  
 vibrate  
 yell  
 yelp  
 yodel  
 zip

Antonyms

silence  
 silent  
 stillness

SUBJECT AND KIND

manner  
 model  
 network  
 quality  
 style  
 subject  
 substance  
 topic  
 type

TIME

age-old  
 annual  
 autumn  
 awhile  
 bedtime  
 biennial  
 calendar  
 clockface  
 complete  
 continue  
 current  
 cycle  
 daily  
 dawn  
 daybreak  
 deadline  
 dial  
 dinnertime  
 due  
 event  
 everyday  
 finally  
 forenoon  
 forever  
 half-past  
 history  
 immediately  
 instantly  
 lifetime  
 lunchtime  
 mealtime  
 meantime  
 midnight  
 midsummer  
 never-ending  
 nightfall

nighttime  
 olden  
 old-time  
 overdue  
 overnight  
 perennial  
 playtime  
 previous  
 quarter-past  
 recent  
 schedule  
 sometimes  
 springtime  
 summertime  
 sundown  
 sunrise  
 sunset  
 sunup  
 supertime  
 term  
 terminal  
 throughout  
 timepiece  
 timetable  
 when  
 wintertime

#### TRANSPORTATION AND TRAVEL

##### A. Air

airfield  
 airline  
 airliner  
 airmail  
 airport  
 airship  
 aviator  
 clipper  
 co-pilot  
 dirigible  
 drone  
 flyer  
 glider  
 hangar  
 helicopter  
 heliport  
 jet  
 parachute  
 pilot

plans  
 runway  
 soar

##### B. Land

ambulance  
 blowout  
 brake  
 buggy  
 bumper  
 cab  
 caboose  
 caravan  
 chassis  
 coach  
 coachman  
 covered wagon  
 cowcatcher  
 engineer  
 flagman  
 fender  
 firetruck  
 handcart  
 hitchhiker  
 horseback  
 jeep  
 locomotive  
 machine  
 machinery  
 monorail  
 motorcycle  
 muleback  
 oxcart  
 pickup (truck)  
 platform (car)  
 pushmobile  
 railroad  
 railway  
 sleighride  
 stagecoach  
 streetcar  
 subway  
 switch  
 taxi  
 taxicab  
 travois  
 trolley  
 two-track  
 van  
 vehicle

## C. Water

afloat  
 anchor  
 ark  
 ashore  
 barge  
 battleship  
 bay  
 boathouse  
 boatman  
 boatmaster  
 bow  
 carrier  
 catboat  
 coaster  
 cruiser  
 deck  
 deep sea  
 dock  
 dory  
 drift  
 driftwood  
 ferry  
 ferryboat  
 ferryman  
 fireboat  
 flat-bottomed (boat)  
 galley  
 gang plank  
 gondola  
 harbor  
 houseboat  
 kayak  
 launch  
 liner  
 mast  
 packet  
 paddle  
 pier  
 raft  
 rig  
 rowboat  
 sailboat  
 scow  
 starboard  
 steamboat  
 steamer  
 steamship  
 stern  
 tugboat

wheelhouse  
 yacht

D. Words Related to Air,  
Land, and Water

aboard  
 adventure  
 agency  
 baggage  
 baggageman  
 cargo  
 chart  
 destination  
 detour  
 diesel  
 dispatch  
 distance  
 excursion  
 express  
 expressman  
 gear  
 luggage  
 map  
 passenger  
 route  
 suitcase  
 tour  
 tourist  
 transport  
 transportation  
 traveler  
 voyage

## TREES

Kinds

bamboo  
 birch  
 cedar  
 chinaberry  
 cottonwood  
 ebony  
 elm  
 evergreen  
 fig  
 hickory  
 juniper  
 lemon

lime  
lindan  
mahogany  
poplar  
spruce

Related Words

bud  
cone  
cord  
cross-cut  
knothole  
logger  
lumber  
lumberman  
lumbermill  
nursery  
oaken  
orchard  
sap  
saw  
sawdust  
sawmill  
scrubby  
sprout  
underbrush  
woodland

VISION

blind  
blink  
darkness  
disappear  
discover  
gaze  
glance  
glare  
glimpse  
lookout  
observation  
pry  
scene  
scenery  
shown  
sightseeing  
spectacle  
survey  
vanish  
view

WARFARE AND DESTRUCTION

army  
battle  
battleship  
capture  
charge  
crumble  
crush  
damage  
destroy  
dynamite  
explosive  
perish  
smash  
surrender  
warpath  
warrior  
wartime

WASTE

decay  
litter  
mildew  
rot  
rotter  
rust  
rusty  
scrap  
spoil  
waste  
wreck

WATER

afloat  
bay  
blot  
canal  
dam  
damp  
dehydrate  
dip  
dissolve  
droplet  
evaporate  
evaporation  
fizz  
flood

frozen  
geyser  
harbor  
hydrant  
iceberg  
icicle  
icy  
irrigation  
jet  
levee  
liquid  
marsh  
moist  
moisture  
ooze  
overflow  
reservoir  
ripple  
seaport  
soak  
splash  
spout  
spray  
swamp  
tide  
trickle  
vapor  
waterfall  
waterfront  
watertight  
waterway  
watery

## WEAPONS AND ARMS

arrowhead  
bullet  
cannon  
gun  
gunpowder  
rifle  
spear  
sword  
target  
tomahawk

## CHAPTER IV

### SUMMARY

This study is a follow-up to the excellent word list compiled by L. A. Lurie, et al.<sup>1</sup>

It is an attempt to help the primary grade teacher in introducing words in interest groups.

With the growth of language and multiple meanings of words, the list can be changed and revised to fit the demands and the needs of those who can put it to use.

These classifications were thought out and devised in the hope that the young reader could benefit from this study.

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<sup>1</sup>L. A. Lurie, et al., "A Primary Word List, A Revision of the 1935 Gates Primary Word List" (unpublished Master's thesis, Boston University, 1959).

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