

A CRITICAL ANALYSIS OF THE VOCABULARIES OF
PHILIPPINE PRIMARY SCHOOL READERS

by

Tito A. Clemente
B. S. in Education, University of Kansas, 1926.

Submitted to the Department of
Education and to the Faculty of
the Graduate School of the
University of Kansas, in partial
fulfillment of the requirements
for the degree of Master of
Science in Education.

Approved by:


Instructor in Charge


Head of Department

March 5, ¹⁹²⁷ 1926.

ACKNOWLEDGMENTS

The writer wishes to take this occasion to express his sincere appreciation for the encouragement, constructive criticisms and suggestions which Dean Raymond Schwegler and Professor Paul A. Witty of the School of Education have generously given in the various stages of development of this study.

A debt of gratitude is also acknowledged to Dr. J. W. Twente, who acted as guide and adviser for this investigation.

To the various members of the seminar group, the writer also wishes to extend the assurance of his high esteem for their hearty cooperation.

Last, but not the least, sincere thanks are due to Ginn and Company of New York City, who kindly and freely furnished the readers included in this study, and who, by their ready and unqualified response, have made possible the early start and development of this study.

TABLE OF CONTENTS

Chapter	Page
I.- INTRODUCTION - - - - -	1
The Selection of readers by the Philippine Textbook Board - - - - -	1
The lack of objective standards in making the selection - - - - -	1-2
The importance of the problem - - - - -	2
Definition and statement of the problem - - - - -	3-4
II.- RESUME OF RELATED STUDIES - - - - -	5
Thorndike's study of word knowledge in the Elementary School - - - - -	5
Selke's study of twelve beginning books - - - - -	6
Packer's study of the vocabularies of ten first readers - - - - -	6
Hough's study of the vocabularies of ten second readers - - - - -	6-7
Gregory's study of the vocabularies of third grade children - - - - -	7
III.- METHOD OF PROCEDURE - - - - -	8-9
IV.- PRESENTATION AND INTERPRETATION OF DATA - - - - -	10
Amount of word repetitions in the readers - - - - -	10-12
Amount of important and unimportant words in the readers - - - - -	12-14
Amount of drill on the important words and on the unimportant words - - - - -	14-15
Amount of new words, common words and running words - - - - -	16-17
Correlation among the readers - - - - -	17-18
The Philippine Primer compared with 12 American primers - - - - -	19
The Philippine First Reader compared with 10 American first readers - - - - -	20-21
The Philippine Second Reader compared with 10 American second readers - - - - -	21-22
The Philippine Third Reader compared with American third readers - - - - -	22
V.- SUMMARY AND CONCLUSIONS - - - - -	26-27
BIBLIOGRAPHY - - - - -	28
APPENDIX - - - - -	29

INDEX TO TABLES

Table	Page
I.- Frequency distribution of the different words in the four Philippine school readers - - - - -	10
II.- Per cent of the different words in the four Philippine readers - - - - -	11
III.- Number of words in the four Philippine readers found and not found in Thorndike's list - - - - -	12
IV.- Per cent of words in each Philippine reader found and not found in Thorndike's list - - - - -	13
V.- Per cent of words occurring only once in each Philippine reader found in Thorndike's list 1,000 words -	14
VI.- Per cent of words occurring ten or more times in each Philippine reader not found in Thorndike's first 1,000 words - - - - -	15
VII.- Number of new words, common words, and running words in each of the four Philippine readers - - - - -	16
VIII.- Per cent of new words and common words in each of the four Philippine readers - - - - -	16
IX.- Number of new words common to any two of the four Philippine readers - - - - -	18
X.- Per cent in which the vocabularies of the Philippine readers supplement one another - - - - -	18
XI.- The vocabulary of the Philippine Primer as compared with the vocabularies of the twelve primers in Selke's study - - - - -	19
XII.- Essential words found in the Philippine primer - - -	19-20
XIII.- A comparison of the vocabulary of the Philippine First Reader with the vocabularies of the ten readers in Packer's study - - - - -	21
XIV.- The vocabulary of the Philippine Second Reader as compared with the vocabularies of the ten second readers in Housh's study - - - - -	22
XV.- The vocabulary of the Philippine Third Reader as compared with American Third Readers - - - - -	22
XVI.- Rank of fifty words most frequently used in the four Philippine readers - - - - -	23-24

A CRITICAL ANALYSIS OF THE VOCABULARIES OF
PHILIPPINE PRIMARY SCHOOL READERS

CHAPTER I.

INTRODUCTION

In 1923 the Philippine Textbook Board composed of five Americans and six Filipinos appointed by the Director of Education of the Philippines, met and adopted, among other books, the readers which are the subject of this study. These books have been contracted for till 1928, when the next quinquennial adoption will be made. They were placed in the hands of Filipino public school children in the first three grades in June, 1924, and have been in use throughout the Philippine Islands ever since. These readers, with the number of pages which the children are required to read and the order which the Philippine Course of Study prescribes, are as follows:

<u>Reader</u>	<u>For Grade</u>	<u>No. of Pages</u>
The Rizal Readers, Primer	I	116
The Rizal Readers, First Reader	I	124
The Philippine Readers, Book II	II	160
The Philippine Readers, Book III	III	179

These readers were selected on purely empirical bases by a consensus of opinion of the members of the Philippine Textbook Board. In other words, they were chosen on the basis of "general merit", which is a very loose and undefined term. Objective standards do not appear to have been formulated or used. The members of the Board were obliged to make use of what experience had taught them and of the practices then obtaining. Some may have been primarily interested in the content value of the readers, with little reference to their vocabularies; some may have empha-

sized the illustrations and mechanical make-up of the books; some may have stressed the vocabularies of the readers; while others may have been interested in such features of the readers as have a compelling appeal to the interests of Filipino children. These empirical methods, unduly emphasizing as they do certain features and gradually eliminating others, can lead only to a rough standardization of reading material.

One of the features of readers that has been subjected to a searching study is their vocabulary. While this does not, by itself, suffice to constitute the sole basis for the selection of readers, it is one of the most important. This is especially true in the case of readers intended for non-English-speaking children, like the Filipino children, who are required to learn the English language. Words, either spoken or written, are the key to the social development of the individual child. Without them, there can be no education nor culture, for the social inheritance of the race can be transmitted only through communication by words. In some mysterious way, words have come to represent ideas and meanings, and to represent them so inextricably that we, in reality, live in a world of words. We think of our acts and experiences in terms of words. By means of words we come to appreciate the best that is in life. To-day there is probably a number of persons who, for lack of vocabulary power, have not come to understand and enjoy some of the better things which the culture of the human family can offer. With the tremendous increase of reading matter within the last few decades, words which were never spoken nor written during Shakespeare's time have come to figure prominently in the English language. From these statements, it is evident that, if the Filipino people are to adopt English as their national language, it is necessary that the Filipino school children be-

come acquainted with, and masters of, the most important and representative words in the English language. Growth in reading depends, to a marked degree, upon a conscious and continuous enrichment and enlargement of the vocabulary. In order to be able to read fluently, they must learn to recognize immediately the printed symbols which stand for ideas and meanings in their readers. Children handicapped by word difficulties have limited reading possibilities.

The present study represents an attempt to determine scientifically on the basis of objective standards whether the vocabularies of the readers which have been adopted for use in the first three grades of the Philippine public schools have been scientifically selected. These textbooks have been chosen for the study, not because they present special problems for investigation, but because they largely constitute the earliest and most common reading of all Filipino children. Besides, it is in the first three grades where habits of perceptive attack and mental and emotional attitudes are established, often to be perpetuated in later years. During these three school years, the span of recognition of words or groups of words increases at a very rapid rate.

More specifically stated, the problem resolves itself into the following questions:

1. How often does each word occur in each of the four readers?

Or, in other words, to what extent does each of the readers give provision for drill and review of words?

2. What per cent of the vocabulary of each reader occurs only once, twice, three times, four times, five times, etc.?
3. What per cent of the vocabulary of each reader is found in the first one thousand words of Thorndike's list? What per cent in the next one thousand and above? What per cent is not found in

the list?

4. What per cent of the vocabulary of each reader occurring only once is found in the first one thousand words of Thorndike's list?
5. What per cent of the vocabulary of each reader occurring ten or more times is not found in the first one thousand words of Thorndike's list?
6. How many different words are there in each reader? new words? common words? running words?
7. What is the ratio of new words to common words in each reader?
8. To what extent do the vocabularies of any two of the readers supplement each other?
9. How does the vocabulary of each reader compare with the vocabularies of American readers for the same grade?

CHAPTER II

RESUME OF RELATED STUDIES

In surveying the literature regarding the vocabularies of primary school readers, it was noted that but few investigations have been made in the United States, and none in the Philippines.

The most outstanding as well as the most comprehensive study that has ever been made along this line is that of Dr. E. Thorndike of Columbia University, who carried on the research for ten years. It was an attempt to answer these questions: How many words does a pupil need for his reading? How many English words should the ordinary boy or girl know the meaning of at the end of the eighth grade? Which words should all, or nearly all, the pupils know at that stage? In what grades and in what connections should they be learned? In order to answer these questions, he made an actual count of 4,500,000 words from the following sources: literature for children, about 625,000 words; the Bible and English classics, 3,000,000 words; elementary school textbooks, about 300,000 words; books about cooking, sewing, farming, and the trades, about 50,000 words; and correspondence, about 500,000 words. From these sources he selected the 10,000 words which had the highest number of frequencies. These 10,000 words constitute the list in the Teacher's Word Book. In order to determine the adequacy of the list, he computed the probable error of the placing of words in the list. In this connection Thorndike says: "The gist of it is that the present counts are adequate to determine the first 1000 words with a small probable error, and the next 4000 well enough for many educational purposes, and the last 5,000 words to an extent that is useful, though far from accurate."¹

¹ Thorndike, E. & Word Knowledge in the Elementary School, Teachers College Record, 21:334-370, September, 1921.

Selke and Selke made a study² of the vocabularies of beginning books of twelve different sets of readers commonly used in the middlewest. The purpose of the study was to determine scientifically the content of the primers, the size of the vocabulary of each, the amount of repetitions, and the degree to which the books supplemented one another. They found in the twelve primers 1,636 different words, of which 783, or 47% of the total number, appeared in only one book. Few of the twelve readers had more than one third of their vocabularies in common with any other one. A very large number of the words appeared only once.

Packer made a critical analysis³ of the vocabularies of ten first readers and found in all of them 3,541 different words, of which 58% occurred one or four times; 3%, 5 to 29 times; 8%, 30 to 99 times; and 4%, 100 to 5220 times. When he checked his list against that of Thorndike, he found that approximately one third of the words occurring once were in Thorndike's first 1,000 words, and that, of the words occurring 10 to 20 times, over one third do not appear in Thorndike's first 1,000 words. He concluded that the readers were giving unwarranted drill on the less important words and insufficient review on the most important ones.

Housh studied the vocabularies⁴ of ten extensively used second readers, his purpose being to find a basis for measuring the quality of readers in so far as their vocabulary is a factor in determining their worth. He determined the common vocabulary of the readers, the entire vocabulary of each, and the relation between the vocabulary of the "content" readers and the vocabulary of the "method" readers. In

2 Selke, Enrich & G. A.- A Study of the Vocabularies of Beginning Books of Teachers' Reading Methods, Elem. School Jr., XXII:745-749, 1922.

3 Packer, J. L.- The Vocabularies of the First Readers, 20th Yearbook, N.S.S.E., Part II, Ch. IX, 1921.

4 Housh, E. L.- An Analysis of the Vocabularies of Ten Second Year Readers, 17th Yearbook, N.S.S.E., Part I, Ch. IV, 1918.

the ten readers he found a total of 143,781 words, of which 419 were common to all of them. In each reader hundreds of words were also found to appear only once, twice, or thrice, thus failing to provide for sufficient drill.

Gregory attempted to determine the minimum reading vocabularies⁵ of third grade children, by determining the gross number of words in their reading and spelling vocabularies, the frequency of the various words, and the correlation between the vocabularies of the readers. He found that 5,190 different words constituted the minimum reading vocabulary of third grade children, and that, of this number, 4,977 were in the regular reading vocabulary and 213 in the spelling vocabulary. 1,470, or 28% of the total number of different words, were found to occur but once. In all the readers 106,121 running words were found, of which 289 were used 75,591 times. This means that 289 words constituted 71.2% of the total number of running words in the textbooks. On the basis of his findings, Gregory concluded that the vocabularies of third grade pupils are much larger than is generally believed by school teachers, and that there is a close relationship between the vocabularies of readers and spellers.

⁵ Gregory, C. A.- Reading Vocabularies of Third Grade Children, Journal of Educational Research, 7:127-121, February, 1923.

CHAPTER III

METHOD OF PROCEDURE

In order to facilitate the actual counting of the frequencies of words in each reader, Thorndike's list of 2,500 important words, alphabetically arranged by 500's and in the order of importance, was copied. A separate list was made of words not found among these 2,500 words and of words not found in Thorndike's entire list.

As the present study is largely based on Thorndike's list, his scheme of counting the frequencies of words was adopted. Separate entries were not made of the following: plurals in s; plurals where y is replaced by ies; adverbs formed by adding ly; comparatives and superlatives formed by adding er and est, or r and st; verb forms in s, ed, and ing, including changes of y to ies and ied; past participles formed by adding n; adjectives formed by adding n to proper nouns. In cases where the derived word cannot be readily known from a knowledge of the root word, separate entries were made.

After the actual counting of all the words in the four readers, the scores were thrown into a frequency distribution table, as shown in Table I. Table I was then converted into a percentage table, by dividing the figures opposite each interval by the total number of different words found in each reader. The results are shown in Table II.

In order to determine the number of important and of unimportant words in each reader, an actual count of the words in each reader found in the first 1,000 and in the next 1,000 words of Thorndike's list was made. The results are shown in Table III, which was converted into a percentage table shown in Table IV.

To find out whether the readers provide sufficient drill on the most important words, the words occurring only once that are found in the first 1,000 words of Thorndike's list were counted. The results were then transmuted into per cent. These are shown in Table V.

To determine whether the readers are giving unwarranted drill on the less important words, an actual count of the words occurring ten or more times in each reader that are not found in the first 1,000 of Thorndike's list was made. The results obtained were then converted into per cent, which are shown in Table VI.

The number of new words, common words, and running words was then counted. Words used for the first time were regarded as new words. Words which had occurred in earlier readers were counted as common words.

"Running words" was taken to refer to the number of times all the words occurred. For instance, if 8 different words were found and the sum of their frequencies was 90, then the number of running words would be 90. The results are shown in Table VII.

One important feature of the vocabularies of readers is the ratio of new words to common words. To determine this, the number of new words and common words shown in Table VII was converted into per cent. The results can be seen from Table VIII.

The degree to which the vocabulary of one reader supplements that of any other is another important consideration. This can be determined by counting the number of words common to any two of the readers. The results are shown in Tables IX and X.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

In determining the extent to which the readers provide drill on the words, it is necessary to find out the number of repetitions each word occurs. Table I shows the frequencies in which words occur, and Table II shows the frequencies in per cent.

TABLE I.

FREQUENCY DISTRIBUTION OF THE DIFFERENT WORDS FOUND IN THE FOUR PHILIPPINE SCHOOL READERS.

Frequency Interval	Philippine Primer	First Reader	Second Reader	Third Reader	Total
1 - 2	104	138	405	604	1251
3 - 6	89	125	323	412	949
7 - 10	55	63	135	146	399
11 - 20	62	73	103	168	406
21 - 30	12	27	50	59	148
31 - 40	10	16	20	38	84
41 - 50	6	3	18	20	47
51 - 60	1	4	9	13	27
61 - 70	2	2	5	9	18
71 - 80	---	---	4	6	10
81 - 90	1	---	4	7	12
91 - 100	4	1	1	3	9
101 - 110	1	1	2	2	6
111 - 120	---	3	---	6	9
121 - 130	---	1	2	4	7
131 - 140	1	1	1	2	5
141 - 1454	3	2	10	18	33
TOTAL	351	460	1092	1517	3420
MEDIAN	5.40	5.19	4.38	3.54	4.44

Table I reads thus: In the Philippine Primer, there are 104 words occurring only once or twice; in the First Reader, 138; in the Second reader, 405; in the Third reader, 604; and in all the readers, 1251; and so on down the columns. In the Philippine Primer, the range of frequencies is 1 to 321 and the median is 5.40; in the First reader, the range is 1 to

463, and the median is 5.19; in the Second Reader, the range is 1 to 902, and the median is 4.38; in the Third Reader, the range is 1 to 1454, and the median is 3.54; and in all the readers, taken together, the range is 1 to 1454, and the median is 4.44. There are 351 different words in the Philippine Primer; 460, in the Second Reader; 1092, in the Second Reader; 1,517, in the Third Reader; and 1,953, in all the readers.

TABLE II.

PER CENT OF THE DIFFERENT WORDS FOUND IN THE FOUR PHILIPPINE READERS.

Frequency Intervals	Philippine Primer	First Reader	Second Reader	Third Reader	Total
1 - 2	30	30	37	39.81	36
3 - 6	25	27.04	29	27.70	27
7 - 10	16	13.69	12	9.65	11
11 - 20	17	16	9	11.07	12
21 - 30	3	5.2	5	4.11	4
31 - 40	3	3.0	2	2.00	2
41 - 50	2	0.6	1	1.01	1
51 - 60	0.3	0.8	0.8	0.8	0.7
61 - 70	0.6	0.4	0.5	0.5	0.5
71 - 80	---	---	0.4	0.3	0.2
81 - 90	0.3	---	0.4	0.4	0.3
91 - 100	1.0	0.2	0.1	0.2	0.2
101 - 110	0.3	0.2	0.2	0.1	0.1
111 - 120	---	0.6	---	0.5	0.9
121 - 130	---	0.2	0.2	0.2	0.2
131 - 140	0.3	0.2	0.1	0.1	0.1
141 - 1454	1.0	0.4	1.0	1.0	0.9

Table II may be read as follows: In the Philippine Primer, 31% of the words occur only once or twice; in the First Reader, 30%; in the Second Reader, 37%; in the Third Reader, 48%; and in all the readers, 36%; and so on down the columns.

It appears from the facts shown in Tables I and II that there is a very large percentage of words with very limited frequencies. This means that the readers do not give ample provision for word drill and review, which are very essential for the permanent retention of words. What the

optimum number of times a word should recur in a reader is not known, but it is quite safe to assume that, other things being equal, words appearing only once or twice will not long be retained in the minds of very young children. This is especially striking when we think that these readers are designed for Filipino children in the early grades, who are trying to acquire a language peculiarly foreign to their own, and who, in their home and neighborhood associations, seldom, if ever, hear any English word spoken. Of course, repetition is not the only factor conditioning the learning of word. Other factors, such as, the intelligence and stage of development of the children, the condition of their sense organs, the personality and enthusiasms of the teacher, the likenesses and differences of the words, their relative length, the dominating letters they contain; their location on the page, the directness of association, may enter into the whole learning process. But, words occurring only once or twice will not be fixed in the minds of Filipino children, unless the process of learning them is "accompanied by a satisfying state of affairs." In order that the results may be rich, the associations in which the words are involved must be numerous.

What per cent of the vocabulary of each reader is found in the first 1,000 words of Thorndike's list? What per cent in the next 1,000 and above? What per cent is not found in the list? The answers to these questions can be seen from Tables III and IV.

TABLE III.

NUMBER OF WORDS IN EACH PHILIPPINE READER FOUND AND NOT FOUND
IN THORNDIKE'S LIST.

	: Philippine : Primer	: First : Reader	: Second : Reader	: Third : Reader
No. of words found in 1st 1,000	: 201	: 293	: 434	: 466
No. of words found in next 1,000 and above	: 139	: 152	: 604	: 949
No. of words not found in list	: 11	: 15	: 54	: 102
T O T A L	: 351	: 460	: 1092	: 1517

Table III reads thus: In the Philippine Primer, there are 201 words found in Thorndike's first 1,000 words; 139 words, in the next 1,000 and above; and 11 words not found in the list. In the First Reader, 293 words are found in the first 1,000; 152, in the next 1,000 and above; and 15 words not found in the list. In the Second Reader, 434 words are found in the first 1,000; 604, in the next 1,000 and above; and 54, not in the list. The Third Reader contains 466 words found in the 1,000; 949, in the next 1,000 and above; and 102, not found in the list.

TABLE IV.

PER CENT OF WORDS IN EACH PHILIPPINE READER FOUND AND NOT FOUND IN THORNDIKE'S LIST.

	: Philippine Primer	: First Reader	: Second Reader	: Third Reader
Per Cent found in first 1000	: 57	: 64	: 40	: 30
Per Cent found in next 1000 & above	40	: 33	: 55	: 63
Per Cent not found in the list	: 3	: 3	: 5	: 6

Table IV shows the per cent of words found and not found in Thorndike's list. It reads: In the Philippine Primer, 57% of the words are found in Thorndike's first 1,000 words; 40%, in the next 1,000 and above; and 3%, not found in the list. In the First Reader, 64% of the words are found in the first 1,000; 33%, in the next 1,000 and above; and 3%, not in the list. In the Second Reader, 40% of the words are found in the first 1,000; 55%, in the next 1,000 and above; and 5%, not in the list. In the Third Reader, 30% are found in the first 1,000; 63%, in the next 1,000 and above; and 6%, not in the list.

Now, words found in the first 1,000 of Thorndike's list are considered the most important words in the English language, since, by very extensive counts, they have been found by Thorndike to have the highest number of frequencies. Words found in the next 1,000 and above are of less import-

ance. From the figures shown in Tables III and IV, it is evident that all the readers contain an unreasonably large number of unimportant words. This is especially true in the case of the Second Reader, where there are 15% more unimportant words than there are important words, and in the case of the Third Reader where unimportant words exceed important words by 33%. The range in per cent of unimportant words is from 33% to 63%, and the ratio of important words to unimportant words is from one third to a little less than one half. It is very clear, therefore, that the vocabularies of the four readers have not been selected with reference to the relative importance of words and to the needs of the Filipino children. If these readers are designed to acquaint Filipino children with the meaning and use of the most important words in the English language, they should, as far as possible, stay within the first one thousand words in Thorndike's list. Of course, the list may be inadequate for words that have acquired increased importance in the modes of expression among the Filipino people, but for the first 1,000 words it is probably very exact. Only 3% in the Philippine Primer, 3% in the Second Reader, 5% in the Second Reader, and 6% in the Third Reader, are not found in the list. It is believed that these are reasonable figures, in view of the fact that these readers, being intended for Filipino children, must, to a certain and increasing degree, familiarize them with words that are distinctively Philippine. Upon perusal of Word List No. VII in the Appendix, it will be noted that these words are, in the majority of cases, names of persons, cities, towns, lakes, plants, flowers, and spirits.

TABLE V.

PER CENT OF WORDS OCCURRING ONLY ONCE IN EACH PHILIPPINE READER
FOUND IN THORNDIKE'S FIRST 1,000 WORDS.

Philippine Primer	:	First Reader	:	Second Reader	:	Third Reader
11	:	19	:	7	:	7

Table V shows the percentage of words occurring only once in each reader that are found in Thorndike's first 1,000 words. The table reads: In the Philippine Primer, 11% of the words occurring only once are found in the first 1,000; in the First Reader, 19%; in the Second Reader, 7%; and in the Third Reader, 7%.

TABLE VI.

PER CENT OF WORDS OCCURRING TEN OR MORE TIMES IN EACH PHILIPPINE READER NOT FOUND IN THORNDIKE'S FIRST 1,000 WORDS.

Philippine Primer	First Reader	Second Reader	Third Reader
7	6	3	4

Table VI shows the percentage of words occurring ten or more times in each reader, that are not found in Thorndike's first 1,000 words. In the Philippine Primer, 7% are not found; in the First Reader, 6%; in the the Second Reader, 3%; and in the Third Reader, 4%.

The figures in Table V clearly indicate that the Philippine Primer and First Reader do not give sufficient drill upon a considerable number of the important words. Even the Second and Third Readers contain some important words which are not given the emphasis which they should receive. The figures in Table VI show that the Philippine Primer is giving more drill on the less important words, than do the First, Second, and Third Readers. Likewise, the First Reader is giving more emphasis on the less important words than do the Second and Third Readers. It is evident, therefore, that the vocabularies of these readers have not been chosen with reference to the needs and stage of development of the Filipino children and to the laws of learning. In the first grade, it is very essential that there be more important words and more drill on these words than in the later grades. The figures in both Tables V and VI show just the reverse.

TABLE VII.

NUMBER OF NEW WORDS, COMMON WORDS, AND RUNNING WORDS IN EACH OF THE FOUR PHILIPPINE READERS.

Reader	New Words	Common Words	Running Words
Philippine Primer	351	351	3,992
First Reader	324	136	5,045
Second Reader	512	580	11,329
Third Reader	766	751	19,320
T O T A L	1,953	1,829	39,686

Table VII shows the number of new words, common words, and running words in each of the readers. As all the words in the Philippine Primer are used for the first time, the number of new words and of common words is the same. The number of running words in the primer is 3,992. In the First Reader there are 324 new words, 136 common words, and 5,045 running words; in the Second Reader, 512 new words, 580 common words, and 11,329 running words; in the Third Reader, 766 new words, 751 common words, and 19,320 running words; and in all the readers, 1,953 new words, 1,829 common words, and 39,686 running words.

TABLE VIII.

PER CENT OF NEW WORDS AND COMMON WORDS IN EACH OF THE FOUR PHILIPPINE READERS.

Reader	New Words	Common Words	Running Words
Philippine Primer	100	100	
First Reader	70	30	
Second Reader	47	53	
Third Reader	50	50	

Table VIII shows the percentage of new words and common words found in each reader. The Philippine Primer contains 100% new words and 100% common words. This fact is explained in the preceding paragraph. In the

First Reader, 70% of the words are new and 30% common; in the Second Reader, 47% are new and 53% common; and in the Third Reader, 50% are new and 50% common.

It appears from the facts in both Tables VII and VIII that all the readers contain an unwarranted number of new words. In this connection, it is striking to note that, with the exception of the Philippine Primer which, of course, contains 100% new words, the First Reader has 23% more new words than the Second and 20% more new words than the Third. This means that the first grade Filipino children, who have already read the Philippine Primer, have a heavier vocabulary burden than the second and third grade pupils; which should not be the case. In order that pupils in the first grade may acquire fluency in reading, which is a necessary foundation for reading in the upper grades, they should not be continually hampered by new word forms in their readers. New words should be introduced gradually through the grades. What the optimum ratio of new words to common words in each reader should be is an unsettled question; but such proportions of new words as 70% in the First Reader, 47% in the Second Reader, and 50% in the Third Reader, are unquestionably too heavy for Filipino children.

The degree to which any two of the four readers supplement each other is shown in Tables IX and X. Of the 351 different words in the Philippine Primer, 136, or 38% of the total number, are found in the First Reader; 284, or 81%, in the Second Reader; and 298, or 85%, in the Third Reader. Of the 460 different words in the First Reader, 432, or 93%, are found in the Second Reader; and 452, or 98%, in the Third Reader. Of the 1,092 different words contained in the Second Reader, 811, or 74%, are found in the Third Reader. All these figures show that, with the exception of the Philippine Primer and First Reader, the vocabularies of these

readers have a very high correlation.

TABLE IX.

NUMBER OF WORDS COMMON TO ANY TWO OF THE FOUR PHILIPPINE READERS.

Reader	: No. of Differ- : ent Words	: Philippine : Primer	: First : Reader	: Second : Reader	: Third : Reader
Philippine Primer	: 351	:	: 136	: 284	: 298
First Reader	: 460	:	:	: 432	: 452
Second Reader	: 1,092	:	:	:	: 811

TABLE X.

PER CENT IN WHICH THE VOCABULARIES OF THE PHILIPPINE READERS SUPPLEMENT ONE ANOTHER.

Reader	: No. of Differ- : ent Word	: Philippine : Primer	: First : Reader	: Second : Reader	: Third : Reader
Philippine Primer	: 351	:	: 38	: 61	: 85
First Reader	: 460	:	:	: 93	: 98
Second Reader	: 1,092	:	:	:	: 74

Table XI shows a comparison of the vocabulary of the Philippine Primer with those of the twelve American primers which Selke undertook to study. The facts shown in this table indicate that the Philippine Primer has less number of different words, slightly more words occurring ten times, and slightly more words occurring only once, than the average American primer. This means that the Philippine Primer is not giving as much vocabulary to Filipino children as the Average American primer does to American children, which is justifiable, and that it is not much worse off when it comes to the drill and review of words.

TABLE XI.

THE VOCABULARY OF THE PHILIPPINE PRIMER AS COMPARED WITH THE VOCABULARIES OF THE TWELVE PRIMERS IN SELKE'S STUDY. (1)

Reader	: No. Different Words	: Per Cent Used Ten Times	: Per Cent Used Only Once
Twelve Primers	: Range- 157-630 : Median- 411	: Range- 27-28 : Median- 65	: Range- 3-84 : Median- 16
Philippine Primer	: Actual- 351	: Actual- 66	: Actual- 19

In Table XII are shown the words in Buswell's list of "Essential Vocabularies of Primers", that are found in the Philippine Primer. Of the 139 words contained in the list, 7 words, or 5%, do not appear in Thorndike's first 1,000 words. 127, or 91% of the 139 essential words, are found in the Philippine Primer. This means that, although the Philippine Primer contains a large number of the less important words, as brought out by the facts in Tables III and IV, it contains almost all of the essential words which beginning pupils should learn.

TABLE XII.

(2)
ESSENTIAL WORDS FOUND IN THE PHILIPPINE PRIMER.

a*	at*	but*	did*
after*	ate*	by*	do*
again*	away*	came*	dog*
all*	baby	can*	down*
am*	be*	cat*	eat*
and*	bed*	come*	father
apple	big*	cow*	flew*
are*	birds*	cow*	for*
as	boy*	day*	found*

(1) Selke, Erich & Selke: A Study of the Vocabularies of Beginning Books, Elem. School Journal 22:745-749, June, 1922.

(2) Buswell, Guy: The Silent Reading Hour, First Reader.

TABLE XII (Continued)

from*	Jack*	play*	this*
save*	let*	please*	three*
get*	like*	pretty*	to*
give*	little*	put*	too*
go*	lives*	rabbit	tree*
going*	look*	ran*	two*
good*	make*	red*	under*
had*	man*	run*	up*
has*	may*	said*	us*
have*	me*	sat*	was*
he*	morning*	saw*	water*
hen*	mother*	see*	way*
her*	mouse*	she*	we*
here*	my*	sing	went*
hill*	no*	so*	were*
him*	not*	some*	what*
his*	now*	soon*	when*
home*	of*	take*	where*
horn*	oh*	tell	who*
house*	old*	thank*	why*
how	on*	that*	will*
I*	one*	the*	would*
in*	other	them	yes*
into*	out*	then*	you*
is*	over*	there*	your*
it*	pig*	they*	

Note: A star above each word indicates that the word is found in the Philippine Primer.

In Table XIII, the vocabulary of the Philippine First Reader is compared with those of the ten American first readers included in Packer's study. The ten American first readers contained an average of 354 words and a total of 3,541 different words, 57.8% of which were used less than five times, and 30% only once. In the Philippine First Reader, there are 460 different words, 70.21% of which are used less than 5 times, and 32% only once. These figures indicate that the Philippine First Reader introduces more different words than the average American first reader, and that it does not provide as much drill on the words. This is a serious defect of the reader, since it is primarily intended

for Filipino children who are not supposed to have as heavy a vocabulary burden as American children are, and who should, on account of the strangeness of the language, be given more drill on the words for permanent retention.

TABLE XIII.

A COMPARISON OF THE VOCABULARY OF THE PHILIPPINE FIRST READER
WITH THE VOCABULARIES OF THE TEN FIRST READERS
IN PACKER'S STUDY. (3)

Reader	: Different : Words	: Per Cent Used : Under 5 times	: Per Cent Used : Only Once
Ten First Readers	(: 3,541	: 57.8	: 30.
Philippine First Readers	(: Aver. 354 : Actual:460	: 70.21	: 32

A comparison of the vocabulary of the Philippine Second Reader with the vocabularies of the ten American second readers included in Housh's study is shown in Table XIV. The ten American second readers contained a median of 1,592 different words, 34.07% of which occurred only once; while the Philippine Second Reader contains 1,092 different words, of which 18.59% occurred only once. These facts indicate that the size of the vocabulary of the Philippine Second Reader is not so large as that of the average American second reader, which is justifiable, in view of the less complexity of the environment of Filipino children; and that the Philippine First Reader gives more ample provision for the drill of words, which is also justifiable.

(3) Packer, J. L. - The Vocabularies of the First Readers,
20th Yearbook, N. S. S. E., Part II, Chap. IX, 1921.

TABLE XIV.

THE VOCABULARY OF THE PHILIPPINE SECOND READER AS COMPARED WITH THE VOCABULARIES OF THE TEN SECOND READERS IN HOUSH'S STUDY. (4)

Reader	: Different Words	: Per Cent Used Only Once
Ten Second Readers	(:Range-1468-1902 (:Median 1592	(:Range- 21.66 - 43.47 (:Median- 34.07
Philippine Second Reader:Actual	1092	:Actual 18.59

Table XV shows a comparison of the vocabulary of the Philippine Third Reader with the vocabularies of three American third readers, which Gregory studied. The minimum number of different words which American third grade children are expected to learn is 5,190, of which 5.8% occurred fifty times, and 29.5% only once. The Philippine Third Reader contains a vocabulary of 1517 different words, of which 5% occur 50 times, and 28.2% only once. It appears, therefore, from these figures that, although the Philippine Third Reader does not provide as large vocabulary as American third grade children are expected to learn, it gives just as much drill and review of words as the average American third reader.

TABLE XV.

THE VOCABULARY OF THE PHILIPPINE THIRD READER AS COMPARED WITH THE THREE THIRD READERS IN GREGORY'S STUDY. (5)

Reader	: Different Words	: Per Cent Used Only Once
Three Third Readers	: Minimum 5,190	: 5.9
Philippine Third Reader	: Actual 1,517	: 5.0

(4) Housh, E. T. - Analysis of the Vocabularies of the Second Readers, 17th Yearbook, N.S.S.E., Chap. IV, 1918.

(5) Gregory, C. A. - Reading Vocabularies of Third Grade Children, Jour. of Educational Research, 7:127-131, February, 1923.

The fifty separate words found with the highest number of frequencies in this study are shown in Table XVI. When this list is checked against Gregory's list of fifty most frequently used words in the first three grades, it is found that only 11 words, or 22%, are not found in Gregory's. When the list is checked against Thorndike's first 1,000 words, it is found that only one word, namely, goat, is not found in the first 1,000. The range of frequencies of the words in the list is from 136 to 3,690, with the word "the", coming first in importance; "to", second; and "a", third.

TABLE XVI.

RANK OF FIFTY WORDS MOST FREQUENTLY USED IN THE FOUR PHILIPPINE READERS, AS COMPARED WITH GREGORY'S LIST.

Words	Rank		Frequency	
	This Study	Gregory's	This Study	Gregory's
the	1	1	3200	7367
to	2	3	1075	2441
a	3	4	1024	2336
and	4	2	986	3142
he	5	5	905	1790
I	6	7	739	1629
you	7	9	701	1385
said	8	11	637	948
his	9	18	551	721
little	10	15	513	857
in	11	8	511	1473
of	12	6	458	1714
is	13	13	435	900
not	14	26	434	549
it	15	12	411	927
will	16	24	400	591
was	17	10	392	1069
she	18	16	358	792
that	19	14	307	857
then	20	34	302	521
on	21	20	208	661
so	22	23	287	618
for	23	19	252	705
they	24	17	240	725
but	25	27	236	539
her	26	25	235	558
one	27	37	225	495
me	28	41	217	413
my	29	28	211	539

TABLE XVI. (Continued)

RANK OF FIFTY WORDS MOST FREQUENTLY USED IN THE FOUR PHILIPPINE READERS, AS COMPARED WITH GREGORY'S LIST.

Words	Rank		Frequency	
	This Study	Gregory's	This Study	Gregory's
had	30	--	210	---
do	32	--	188	---
when	32	39	188	424
are	32	36	188	506
with	34	30	179	529
can	35	45	178	392
him	36	46	175	385
all	37.5	21	171	637
there	37.5	29	171	534
at	39	33	170	521
be	40	--	169	---
have	41	28	165	453
went	42	--	164	---
old	43	--	163	---
some	44	--	162	---
go	46	--	155	---
what	46	35	155	508
we	46	--	155	---
goat	48	--	138	---
mother	49	--	136	---
like	50	--	136	---

The individual words with their frequencies in each reader are listed in the Appendix, as follows:

Word List No. I. - Vocabularies of the four Philippine readers in the first 500 words of Thorndike's list.

Word List No. II. - Vocabularies of the four Philippine readers found in the second 500 words of Thorndike's list.

Word List No. III. - Vocabularies of the four Philippine readers found in the third 500 words of Thorndike's list.

Word List No. IV. - Vocabularies of the four Philippine readers found in the fourth 500 readers of Thorndike's list.

Word List No. V. - Vocabularies of the four Philippine readers found in the fifth 500 words of Thorndike's list.

Word List No. VI. - Vocabularies of the four Philippine readers not found in the first 2,500 of Thorndike's list.

Word List No. VII. - Vocabularies of the four Philippine readers not found in Thorndike's list.

CHAPTER V.

SUMMARY AND CONCLUSIONS.

The present study represents an attempt to evaluate critically and scientifically the vocabularies of four readers which have been adopted for use in the first three grades of the Philippine public schools. In this investigation the following facts were determined: the number of times each separate word occurs in each reader, the size of the vocabulary of each reader, the number of important and unimportant words, the ratio of important words to unimportant words in each reader, the number of new words and common words and the ratio of these two in each reader, and the degree to which the readers supplement one another.

The results of this investigation point to the following conclusions:

1. That all the readers contain an unreasonably large number of words with very limited frequencies, and, consequently, do not give ample provision for the drill and review of words. In the Philippine Primer, the median frequency is 5.40; in the First Reader, 5.19; in the Second Reader, 4.38; in the Third Reader, 3.54; and in all the readers, 4.44.
2. That all the readers contain a large proportion of unimportant words, ranging from 33% in the First Reader to 63% in the Third Reader.
3. That the readers, especially the Philippine and the First Reader, contain^a considerable number of important words with very low frequencies, and of unimportant words with high frequencies. Thus, the readers fail to give the necessary drill and review on the important words.
4. That the readers contain an unreasonably large number of new words, the range being from 47% in the Second Reader to 70% in the First Reader. The First Reader has a heavier vocabulary burden than the Second and Third readers; and the Second reader, a slightly lighter vocabulary

burden than the Third.

5. That, in general, the vocabularies of the readers have a very high correlation. The First Reader supplements the Philippine Primer 38%; the Second Reader, 81%; and the Third Reader, 85%. The Second Reader supplements the First Reader 93%; and the Third Reader 98%. The Third Reader supplements the Second Reader 74%.

6. That although the Philippine Primer does not have as large a vocabulary as the average American primer, it gives as much drill on the words. It contains almost all the essential words which a standard primer should contain.

7. That the vocabulary of the Philippine First Reader is comparatively larger than that of the average American first reader and that it does not provide as much drill and review.

8. That the vocabulary of the Philippine Second Reader is not as large as that of the average American Second Reader and that it gives more provision for drill and review.

9. That although the Philippine Third Reader has a slightly smaller vocabulary than the average American Third Reader, it gives just as much provision for drill and review.

10. That the vocabularies of all the readers have not been selected scientifically, with little reference to the relative importance of words, to the vocabulary needs of the Filipino children, and to the laws of learning.

BIBLIOGRAPHY

1. Brooks, S. S. - Improving Schools through Standardized Tests, Houghton Mifflin Co., 1922.
2. Buswell, Guy - Fundamental Reading Habits, Supplementary Educational Monograph No. 21, University of Chicago, 1922.
3. Buswell, Guy - The Silent Reading Hour, First Reader.
4. Cattell, J. M. - Time and Space in Vision, Psychological Review, VII, 1900.
5. Dearborn, W. F. - The Psychology of Reading, Columbia University Contribution to Philosophy and Psychology, XIV, No. 1.
6. Dewey, John - How We Think.
7. Gates, A. - The Psychology of Reading and Spelling with special reference to Disability, Teachers College Contribution to Education No. 129.
8. Gray, C. T. - Type of Reading Ability as Exhibited through Tests and Laboratory Experiments, Supplementary Educational Monograph I, No. 5.
9. Gregory, G. A. - Reading Vocabularies of Third Grade Children, Jour. of Educational Research, 7:127-131, February, 1923.
10. Housh, E. T. - Analysis of the Vocabularies of the Second Readers, 17th Yearbook, N.S.S.E., Chap. IV, 1918.
11. Huey, Edmond - The Psychology and Pedagogy of Reading, Macmillan Co., New York, 1908.
12. Keeler - Critical Analysis of the Kansas Primary School Readers, 1925.
13. Packer, J. L. - The Vocabularies of the First Readers, 20th Yearbook, N.S.S.E., Part II, Chap. IX, 1921.
14. Schmidt, W. - An Experimental Study in the Psychology of Reading, Supplementary Educational Monograph I, No. 2.
15. Selke, Erich & Selke - A Study of the Vocabularies of Beginning Books, Elem. School Journal 22:745-749, June, 1922.
16. Smith, William - The Reading Process, Macmillan Co., N.Y., 1923.
17. Thorndike, E. - The Teacher's Word Book, Bureau of Publications, Teachers College.
18. Thorndike, E. - World Knowledge in the Elementary School, Teachers College Record, 22:334-370, No. 4, September, 1921.
19. Uhl, Willis L. - The Materials of Reading, Silver Burdett Company, New York, 1925.
20. Wheat, H. G. - The Teaching of Reading, Ginn and Co., 1923.
21. Whipple, G. M. - The Effect of Practice upon the Range of Visual Attention and Apprehension, Journal of Educational Psychology, 1:249-262.

A P P E N D I X

WORD LIST NO. I.

VOCABULARIES OF THE FOUR PHILIPPINE PRIMARY SCHOOL READERS
 FOUND IN THE FIRST FIVE HUNDRED MOST IMPORTANT
 WORDS OF THORNDIKE'S LIST.

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
a	81	115	294	534	1024
and	1	1	17	24	43
above	--	--	4	1	5
across	--	1	4	13	18
after	11	7	18	20	56
again	8	16	11	26	61
against	--	--	1	6	7
air	--	--	8	14	22
all	9	13	49	100	171
almost	--	1	--	6	7
alone	--	1	2	7	10
along	7	4	1	6	18
also	--	--	6	8	14
always	--	--	9	15	24
am	1	24	36	40	101
among	--	--	2	10	12
an	2	3	7	27	39
and	91	137	258	500	986
another	--	3	10	16	29
answer	--	1	24	12	37
any	--	--	7	17	24
apple	--	--	--	1	1
are	12	20	72	84	188
arm	--	--	--	1	1
around	1	7	6	11	25
as	--	4	--	98	102
asked	2	38	24	38	77
at	1	3	38	128	170
away	16	32	23	42	113
back	6	18	18	33	75
bad	--	2	3	4	9
ball	--	--	6	4	10
bank	--	--	--	1	1
be	3	14	41	111	169
bear	26	--	--	13	39
beautiful	--	1	19	30	50
become	--	1	3	6	10
because	--	--	18	15	33
bed	15	3	3	13	34
been	10	--	8	18	36
before	--	4	5	17	26
begin	--	--	1	2	3
behind	--	--	10	10	20
being	--	--	2	--	2
believe	--	--	1	5	6

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
best	--	--	8	17	15
better	--	1	9	12	21
big	21	22	54	38	135
bird	--	3	18	57	78
black	--	3	19	4	26
blow	--	1	5	3	9
blue	--	1	23	19	43
body	--	--	--	3	3
book	--	1	6	4	11
both	--	4	--	4	8
boys	37	8	49	57	151
bread	6	1	7	3	17
bring	--	--	3	5	8
brother	--	--	4	24	28
brought	--	--	4	9	13
build	--	1	9	8	18
burn	11	--	2	6	19
but	18	40	60	118	236
buy	1	2	5	5	13
by	5	11	15	58	89
call	16	6	17	24	63
came	14	20	25	54	113
can	11	32	54	81	178
care	1	--	3	16	20
carry	--	2	6	18	26
case	--	--	--	1	1
certain	--	--	1	1	2
change	--	3	2	1	6
child	--	--	7	11	18
children	--	6	30	19	55
church	--	--	3	3	6
city	--	--	--	1	1
clear	--	--	--	5	5
close	--	--	2	9	11
cold	1	--	9	2	12
color	--	--	2	6	8
come	2	18	41	62	123
corn	--	21	5	1	27
could	6	13	18	63	100
country	--	1	8	29	38
course	--	--	1	3	4
cover	--	--	--	2	2
cross	--	1	6	6	13
cut	4	8	4	29	45
dark	--	1	3	--	4
day	5	15	48	74	142
dead	--	7	2	--	9
dear	--	1	23	11	35
death	--	--	2	1	3
deep	--	--	8	5	13
did	12	10	23	56	101
die	--	--	3	8	11
do	15	37	76	60	188

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
does	--	--	3	16	19
done	--	--	3	6	9
door	2	17	9	13	41
down	8	14	26	44	92
draw	--	--	2	8	10
dress	--	--	3	--	3
drink	6	1	8	10	25
drive	4	1	4	7	16
drop	--	--	5	10	15
during	--	--	--	3	3
each	--	--	7	12	19
ear	--	4	6	10	20
early	--	--	--	4	4
earth	--	--	2	4	6
east	--	--	7	5	12
eat	20	17	36	38	111
egg	--	--	3	3	6
end	1	2	1	11	15
enough	--	--	4	10	14
even	--	--	1	10	11
ever	--	--	8	15	23
every	--	3	18	17	38
eye	2	1	13	17	33
face	--	5	11	5	21
fair	--	1	--	2	3
fall	--	3	2	8	13
family	--	--	2	3	5
far	--	2	15	20	37
fast	--	6	14	24	44
father	--	1	23	28	52
fear	--	--	--	3	3
feel	--	1	1	6	8
feet	--	17	10	10	37
few	--	--	5	5	10
field	--	5	10	17	32
fill	--	--	2	5	7
find	4	18	13	14	49
fine	2	5	3	17	27
fire	17	--	13	36	66
first	4	--	15	26	45
five	--	--	5	8	13
floor	--	2	1	5	8
flower	--	3	11	17	31
fly	4	--	30	38	68
food	--	--	8	12	20
foot	--	--	17	4	21
for	13	27	82	130	252
form	--	--	2	--	2
found	5	6	10	26	47
four	--	4	8	14	26
free	--	--	4	1	5
fresh	--	--	7	3	10
friends	--	4	9	17	30
from	14	5	22	62	103
front	--	--	3	4	7

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
full	--	1	4	3	8
garden	--	5	5	45	55
gave	5	3	21	10	39
get	12	15	17	38	82
girl	1	27	35	7	70
give	36	7	34	17	94
given	--	--	--	2	2
glad	--	--	4	12	16
go	31	19	46	59	155
God	--	--	4	13	17
gold	--	15	1	3	19
good	2	14	46	59	155
got	8	5	3	8	24
great	14	7	30	50	101
green	--	--	10	12	22
ground	--	--	7	19	26
grow	6	8	1	16	31
had	5	12	61	132	210
hair	--	--	--	2	2
half	--	3	3	9	15
hand	--	1	13	18	32
happy	1	7	25	21	54
hard	2	4	15	11	32
has	9	5	20	25	59
have	4	13	63	85	165
he	38	111	230	527	906
head	3	3	7	15	28
hear	--	2	7	11	19
heart	--	--	5	7	12
heavy	--	1	--	--	1
help	7	3	21	24	55
her	37	20	95	83	235
here	4	7	15	24	50
high	1	10	17	15	43
hill	2	--	3	6	11
him	7	14	37	117	175
himself	--	3	9	18	30
his	141	19	73	218	551
hold	--	--	1	11	12
home	48	11	29	41	129
hope	--	--	--	6	6
horse	--	4	13	4	21
hot	4	--	5	8	17
hour	--	--	1	39	40
house	7	19	32	48	106
how	--	5	24	15	44
hundred	--	5	--	--	5
I	69	117	186	367	739
if	--	5	18	41	64
in	46	39	159	267	511
into	6	31	41	50	128
is	15	58	213	149	435
it	18	41	126	226	411

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
its	--	--	10	29	39
just	4	4	10	21	39
keep	--	2	6	19	27
kill	5	1	3	15	24
kind	--	1	11	13	25
king	--	2	6	35	43
know	--	1	10	36	47
known	--	--	--	4	4
land	--	--	1	12	13
large	--	4	3	21	28
last	--	1	7	31	39
late	--	--	3	4	7
laugh	--	3	4	20	27
law	--	--	--	1	1
lay	3	2	2	16	23
learn	--	2	8	12	22
leave	--	2	18	7	27
left	--	--	2	8	10
length	--	--	--	1	1
less	--	--	--	1	1
let	12	10	17	35	74
letter	--	--	--	3	3
lie	--	--	3	1	4
life	--	--	3	10	13
light	4	1	6	22	33
like	2	12	52	70	136
little	100	97	139	177	513
live	7	8	15	40	70
long	--	5	22	48	75
look	9	16	38	50	113
lost	6	2	3	4	15
love	--	3	27	24	54
low	1	--	8	3	12
made	3	6	22	34	65
make	5	12	20	48	85
man	9	7	5	58	79
many	--	1	17	42	60
mark	--	--	3	--	3
matter	--	--	--	1	1
may	4	7	22	20	53
me	42	28	66	81	217
mean	--	--	1	6	7
meet	--	1	1	--	2
men	--	1	6	36	43
might	1	--	6	9	16
milk	11	--	8	5	24
mind	--	--	--	3	3
mine	--	2	2	4	8
miss	--	--	18	--	18
money	--	--	3	4	7
month	--	--	1	5	6
more	--	--	8	18	26
morning	2	7	9	22	40

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
most	--	--	2	4	6
mother	13	31	41	51	136
mountain	--	--	4	3	7
move	--	1	4	1	6
much	--	4	16	20	40
must	--	5	22	39	66
my	24	32	48	107	211
name (a)	1	1	20	5	27
near	6	2	8	25	41
need	--	1	1	4	6
never	2	7	9	29	47
new	--	--	15	12	27
next	--	1	2	12	15
night	5	19	10	18	52
no	10	23	31	70	134
north	--	--	5	3	8
not	102	48	87	197	434
nothing	7	1	3	6	17
now	4	13	21	36	73
number	--	--	--	1	1
of	7	36	107	308	458
off	3	2	10	27	42
often	--	--	1	26	27
old	37	24	39	63	163
on	43	36	88	131	298
once	4	12	23	31	70
one	18	30	65	112	225
only	--	1	13	24	38
open	4	10	7	6	27
or	1	2	12	26	41
order	--	--	--	1	1
other	--	2	30	30	62
our	1	7	17	23	48
out	16	16	25	55	112
over	4	9	33	46	92
own	--	--	4	7	11
paper	--	--	--	1	1
part	--	--	2	2	4
passed	--	--	2	12	14
people	--	2	13	35	50
picture	--	1	21	8	30
piece	--	3	9	9	21
place	--	--	6	20	26
plain	--	--	--	2	2
plant	2	12	14	4	35
played	2	8	32	16	58
please	6	4	17	16	43
point	--	--	3	1	4
poor	--	1	11	18	30
present	--	--	4	2	6
pretty	1	--	15	17	33
put	8	17	17	21	63
quick	1	--	4	5	9

- 7 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
rain	--	7	10	5	22
raise	--	--	--	4	4
reach	--	--	6	8	14
read	--	2	5	8	15
ready	--	1	5	9	15
reason	--	--	1	--	1
red	14	2	2	8	26
remain-	--	--	--	1	1
remember	--	--	3	6	9
rest	--	1	8	2	11
rich	--	--	1	5	6
ride	--	1	6	2	9
right	4	1	7	8	20
river	--	8	11	18	37
road	1	--	1	6	8
rock	--	--	1	17	18
roll	5	--	--	8	13
room	--	--	9	5	14
round	2	--	4	7	13
run	5	21	21	37	84
said	131	158	151	197	637
sail	--	--	4	19	23
same	--	--	2	5	7
save	--	--	5	2	7
saw	10	23	31	37	101
say	--	4	21	23	48
school	--	1	9	9	19
sea	--	3	21	22	43
second	--	--	3	2	5
see	4	6	54	72	136
seem	--	--	1	9	10
seen	2	1	4	10	17
send	--	--	1	2	3
sent	--	--	8	7	15
serve	--	--	--	3	3
set	--	--	3	7	10
several	--	--	3	5	8
shall	21	24	13	32	90
she	100	57	128	73	358
ship	--	1	--	24	25
short	--	--	1	2	3
should	--	1	8	36	45
show	--	1	8	8	17
side	--	--	6	15	21
sight	--	--	2	3	5
silver	--	--	--	3	3
since	--	--	1	3	4
sing	--	1	--	5	6
sister	--	--	11	9	20
sit	4	--	6	9	19
six	--	2	2	2	6
sleep	3	4	8	17	32

- 8 -

Words	Philippine Primer	First Reader	Second Reader	Third Reader	Total
small	--	--	6	11	17
so	28	65	66	128	287
soft	2	--	1	11	13
soldiers	--	--	1	14	15
some	40	17	60	45	162
something	--	3	8	5	16
sometime	--	--	11	6	17
son	--	--	2	17	19
soon	11	21	12	25	69
sound	--	--	2	9	11
south	--	--	5	--	5
speak	--	1	2	6	9
spring	--	--	--	11	11
stand	--	--	2	6	8
start	--	3	2	18	23
stay	--	1	9	10	20
step	--	4	5	5	14
still	--	1	11	11	13
stone	--	4	5	4	13
stop	16	19	4	21	60
story	1	3	3	11	18
street	--	2	1	1	4
strong	--	--	20	14	34
such	--	--	4	11	15
summer	--	--	5	--	5
sun	--	2	15	14	31
sure	--	--	6	14	20
sweet	--	4	9	2	15
table	6	2	1	6	15
take	1	9	20	38	68
talk	--	--	4	8	12
tell	8	3	13	30	52
ten	--	--	2	2	4
than	--	3	20	30	53
thank	2	2	10	6	20
that	6	26	107	166	307
the	361	463	902	1454	3200
their	--	4	23	49	76
them	--	11	41	72	124
then	52	63	75	72	302
there	22	15	50	84	171
these	--	1	9	12	21
they	19	31	2	188	240
thing	--	2	16	28	46
think	1	--	23	33	57
third	--	--	1	11	12
this	5	9	29	75	118
those	--	--	6	7	13
though	--	--	2	2	4
thought	--	--	9	38	47
three	9	2	16	20	47
through	--	1	6	9	16
till	12	4	7	11	54
time	2	20	23	46	91

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
to	64	122	319	570	1075
to-day	--	--	6	3	9
together	1	--	5	18	24
too	11	7	31	34	83
top	--	1	--	11	12
town	--	--	6	5	11
train	--	--	--	1	1
tree	3	14	30	38	85
true	--	3	6	4	13
try	1	--	8	16	25
turn	--	2	7	8	17
two	3	2	22	38	65
under	8	10	8	8	34
until	--	2	8	8	18
up	14	17	44	82	157
upon	2	6	15	25	48
use	9	14	24	24	71
use	--	--	3	15	18
very	--	10	52	65	127
visit	1	--	5	4	10
voice	19	7	6	10	32
wait	4	6	3	10	23
walk	11	6	17	15	49
wall	--	--	9	8	17
want	8	12	16	21	57
warm	--	--	3	5	8
was	36	47	20	289	392
watoj	--	--	12	10	22
water	15	4	33	44	96
way	18	3	5	91	117
we	14	13	48	80	155
week	--	--	4	6	10
well	--	7	7	38	52
went	26	36	49	53	164
were	1	11	46	68	126
what	12	19	44	82	155
when	2	15	55	116	188
where	5	10	13	31	59
which	1	--	3	25	29
while	--	1	7	9	17
white	5	5	13	15	38
who	7	8	30	55	100
whole	--	--	3	4	7
why	4	10	10	36	60
wide	--	--	5	3	8
will	147	54	88	111	400
wind	7	--	--	4	11
window	2	11	--	17	30
winter	--	--	5	--	5
wish	--	2	15	10	27
with	5	17	56	101	179
without	--	--	--	7	7

- 10, -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
woman	20	3	16	23	72
wood	9	3	2	13	27
word	--	--	1	8	9
work	--	6	20	26	52
world	--	--	12	34	46
would	9	3	24	50	86
write	--	1	1	1	3
you	47	106	237	311	701
young	3	--	--	30	33
your	5	11	30	33	79

- 11 -

WORD LIST NO. II.

VOCABULARIES OF THE FOUR PHILIPPINE READERS FOUND IN THE
SECOND FIVE HUNDRED MOST IMPORTANT WORDS
OF THORNDIKE'S LIST.

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
able	--	--	--	11	1
afraid	4	10	10	21	45
afternoon	--	--	3	1	4
age	--	--	1	1	2
ago	--	--	2	12	14
already	--	--	--	1	1
although	--	--	--	3	3
animal	--	--	2	3	5
anything	--	--	5	6	11
appear	--	--	--	1	1
arrive	--	--	--	1	1
art	--	--	--	1	1
baby	--	1	16	13	30
bag	--	9	--	10	19
band	--	--	--	7	7
basket	--	--	7	3	10
battle	--	--	--	2	2
beast	--	--	--	7	7
beat	9	5	3	9	26
beauty	--	--	--	2	2
bee	5	--	--	3	8
began	16	18	13	33	80
bell	--	16	1	--	17
beside	1	--	10	3	14
bill	--	--	--	5	5
bit	2	--	3	5	10
blind	--	--	--	3	3
blood	--	--	--	1	1
board	--	--	--	1	1
boat	--	--	13	3	16
born	--	--	3	11	14
bottom	--	--	1	3	4
bow	--	--	2	1	3
breakfast	--	8	3	4	15
bridge	--	10	22	6	38
bright	1	3	16	20	40
broken	1	--	3	3	7
brook	--	1	9	11	21
brown	--	31	2	6	39
building	--	--	--	1	1
built	--	--	2	14	16
busy	--	--	2	3	5
cake	9	--	--	6	15
cap	--	2	1	1	4
captain	--	--	--	3	3

- 12 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
careful	--	--	1	3	4
catch	9	12	9	9	39
center	--	--	1	--	1
chair	12	2	--	2	16
chance	--	--	1	1	2
charge	--	--	--	2	2
chief	--	--	--	3	3
Christmas	--	--	20	4	24
circle	--	--	6	--	6
class	--	--	--	1	1
clean	--	--	2	1	3
clock	--	3	--	--	3
cloth	--	--	1	--	1
clothe(ing)	--	--	4	2	6
clothes	--	--	--	1	1
cloudy	--	1	3	3	7
coal	--	--	--	9	9
coat	--	2	2	13	17
command	--	--	--	5	5
condition	--	--	--	2	2
contain	--	--	--	2	2
cook	--	3	1	4	8
cool	--	1	4	1	6
corner	--	--	--	3	3
count	--	--	5	2	7
cow	20	1	4	5	30
cried	6	11	4	14	35
cry	14	10	5	7	36
cup	--	--	4	1	5
dance	--	6	14	1	21
dare	--	--	2	1	3
date	--	--	--	1	1
daughter	--	--	5	2	7
deal	--	--	--	1	1
decide	--	--	--	1	1
demand	--	--	--	1	1
difference	--	--	--	1	1
different	--	--	--	2	2
dinner	--	5	5	7	17
discover	--	--	--	3	3
doctor	--	--	3	3	6
dog	41	9	14	44	108
don't	--	1	12	--	13
double	--	--	--	2	2
dream	--	4	--	23	27
dry	--	3	4	5	12
dust	--	2	1	1	4
easy	--	--	1	5	6
edge	--	--	--	3	3
eight	--	--	3	2	5
else	--	--	1	2	3
enemy	--	--	--	2	2
enjoy	--	--	--	1	1

- 13 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
enter	--	--	--	4	4
evening	--	--	2	3	5
everything	--	2	2	4	8
fact	--	--	--	1	1
famous	--	--	--	4	4
farm	--	--	2	3	5
farmer	6	6	8	14	34
fat	9	6	3	5	23
feed	--	--	3	2	5
fall	1	10	7	15	33
fellow	--	--	--	1	1
felt	--	--	2	4	6
fence	12	--	--	3	15
fight	--	--	--	1	1
finger	--	--	--	2	2
finished	--	--	6	1	7
firm	--	--	--	1	1
fish	1	5	4	16	26
fit	--	--	1	1	2
fix	--	--	1	--	1
following	--	--	--	1	1
force	--	--	--	1	1
forest	--	--	--	8	8
forget	--	--	3	3	6
forth	--	--	--	1	1
forward	--	--	--	1	1
fourth	--	--	1	--	1
fruit	--	--	4	4	8
game	--	--	6	2	8
gate	--	5	--	5	10
gate	--	1	3	7	11
gentle	--	1	2	4	7
gentleman	--	--	2	3	5
gift	--	--	5	3	8
glass	--	--	8	--	8
going	--	12	10	22	44
golden	--	--	3	3	6
gone	2	1	4	11	18
grain	--	--	1	14	15
grant	--	--	1	1	2
grass	12	3	9	9	33
grave	--	--	--	1	1
gray	--	32	4	17	53
grew	1	3	4	19	27
guard	--	--	--	1	1
guess	--	--	7	3	10
guide	--	--	--	1	1
hang	4	--	3	7	14
happen	--	--	3	4	7
hat	--	--	3	--	3
healthy	--	--	--	1	1
heard	5	10	10	22	47
heat	--	--	2	--	2
heaven	--	--	--	4	4

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
held	--	--	2	4	6
herself	--	1	2	2	5
hide	--	6	8	5	19
hole	--	3	7	3	10
however	--	--	--	5	5
hunt	--	--	6	1	7
hurry	--	--	--	4	4
hurt	--	1	2	6	9
husband	--	--	--	1	1
ill	--	--	3	1	4
indeed	--	--	5	3	8
Indian	--	--	--	3	3
instead	--	--	2	3	5
interest	--	--	--	1	1
island	--	--	3	17	20
join	--	--	--	6	6
journey	--	--	--	2	2
joy	--	--	1	6	7
judge	--	--	1	1	2
jump	15	34	8	12	69
kept	--	--	1	5	6
kiss	--	--	1	4	5
knee	--	--	--	2	2
knew	--	--	8	12	20
lady	--	--	3	1	4
laid	--	--	1	2	3
lake	--	--	--	11	11
led	--	--	1	1	2
leg	--	--	--	10	10
lesson	--	--	2	4	6
lift	--	--	--	3	3
lion	--	--	8	8	16
lip	--	--	--	1	1
listen	--	--	--	7	7
load	--	--	2	--	2
lord	--	--	--	8	8
lose	--	--	2	3	5
loud	--	1	--	9	10
manner	--	--	2	3	5
march (M)	--	--	1	2	3
market	--	5	9	2	16
master	--	--	--	5	5
meat	4	--	7	1	12
met	17	6	5	3	31
middle	--	--	--	2	2
mill	--	3	--	--	3
minute	--	--	8	5	13
moment	--	--	4	1	5
morn	--	1	7	13	21
mouth	1	3	10	2	16
Mr.	7	19	10	--	36
Mrs.	--	3	14	4	21
music	--	--	--	3	3
myself	--	1	5	3	9

- 15 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
nation	--	--	--	1	1
neck	--	--	3	--	3
neighbor	--	--	8	--	8
neither	--	--	--	1	1
nest	--	--	2	12	14
nice	--	3	2	--	5
nine	--	--	4	2	6
noise	3	2	2	11	18
none	--	--	1	2	3
nor	--	1	1	17	19
nose	1	2	5	1	9
note	--	--	--	1	1
notice	--	--	--	3	3
O	--	2	18	4	24
oak	--	--	--	9	9
ocean	--	--	--	7	7
offer	--	--	--	2	2
Oh	5	28	18	27	78
outside	--	--	2	1	3
page	--	--	1	--	1
paint	--	1	3	4	8
pair	--	1	3	3	7
party	--	--	7	--	7
path	--	--	--	1	1
peace	--	--	--	1	1
pen	--	--	--	4	4
perhaps	--	--	1	5	6
pick	--	1	2	6	9
plan	--	--	--	10	10
pleasant	--	--	2	3	5
post	--	--	1	1	2
pound	3	--	1	4	8
prepare	--	1	--	--	1
prince	--	--	8	19	27
promise	--	--	2	2	4
proper	--	--	--	1	1
proud	--	--	--	2	2
pull	--	7	5	1	13
pure	--	--	--	1	1
queen	1	2	--	3	6
question	--	--	--	4	4
quiet	--	--	--	5	5
quite	--	--	--	4	4
race	--	1	6	7	14
ran	39	34	22	32	127
rather	--	--	--	2	2
real	--	--	--	5	5
reply	--	--	--	8	8
ring	--	2	--	--	2
rise	--	--	--	6	6
roof	--	--	--	2	2
rose	--	--	1	8	9
row	--	--	5	2	7

- 16 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
rule	--	--	--	1	1
rush	--	--	--	2	2
sad	--	--	1	4	5
safe	--	--	--	3	3
salt	--	--	8	2	10
sand	--	--	3	8	11
sat	2	3	9	8	22
season	--	--	5	--	5
seed	--	--	1	3	4
seek	--	--	4	1	5
sell	--	--	5	--	5
settle	--	--	--	1	1
seven	--	2	2	3	7
shade	--	--	--	3	3
shake	--	--	--	1	1
shape	--	--	--	3	3
sheep	--	2	11	6	19
shine	--	3	4	3	10
shoe	1	2	3	11	17
shop	--	--	1	--	1
shore	--	--	9	4	13
shoulder	--	--	--	4	4
shout	--	--	5	3	8
shut	--	--	1	4	5
sick	--	1	3	1	5
sign	--	1	--	1	2
silk	--	--	5	2	7
simple	--	--	--	2	2
single	--	--	--	1	1
size	--	--	--	1	1
skin	--	--	--	2	2
sky	--	--	11	26	37
slow	--	--	24	1	25
smile	--	--	8	2	10
snow	--	--	3	--	3
sold	--	--	4	1	5
song	--	--	2	5	7
sort	--	--	--	2	2
space	--	--	--	1	1
spirit	--	--	--	2	2
spoke	--	--	--	3	3
spot	--	--	--	1	1
spread	--	--	3	3	6
square	--	--	--	2	2
star	--	10	18	16	44
stick	18	--	11	26	55
stood	--	--	5	8	13
store	--	--	3	1	4
storm	--	--	--	3	3
straight	--	--	--	3	3
strange	--	--	--	9	9
stream	--	--	--	4	4
strike	--	--	3	1	4

- 17 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
study	--	--	9	5	14
sudden	--	--	--	5	5
sugar	--	--	--	5	5
suit	--	--	--	1	1
surprise	--	--	2	4	6
tail	13	6	12	4	35
tall	--	3	5	7	15
taste	3	--	4	--	7
teach	--	--	--	2	2
teacher	--	--	8	3	11
tear	--	--	1	2	3
thee	--	--	--	4	4
themselves	--	--	--	4	4
therefore	--	--	--	1	1
thick	--	--	--	1	1
thin	--	--	1	2	3
thou	--	--	--	3	3
throw	--	6	3	4	13
thus	4	--	--	1	5
tie	--	--	3	2	5
tired	--	3	3	10	16
told	2	2	6	10	20
to-morrow	--	--	3	9	12
tongue	--	--	2	--	2
took	4	4	4	28	40
touch	--	1	4	7	12
toward	--	--	5	2	7
travel	--	--	3	4	7
trouble	--	--	--	5	5
trust	--	--	--	1	1
twelve	--	--	3	--	3
uncle	--	--	--	3	3
understand	--	--	1	1	2
usual	--	--	2	--	2
village	--	--	--	2	2
wash	--	--	4	2	6
wave	--	--	8	6	14
weak	--	--	2	--	2
wear	--	--	3	4	7
weather	--	--	--	3	3
west	--	--	7	1	8
whether	--	--	--	3	3
whom	--	--	2	1	3
whose	--	--	--	7	7
wife	--	--	--	8	8
win	--	1	--	2	3
wing	1	--	3	15	19
wise	16	2	1	9	28
within	--	--	--	3	3
wonder	--	1	2	9	12

- 18 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
wonderful	--	--	2	11	13
wrong	--	--	--	3	3
yard	--	--	--	8	8
-yellow	--	4	3	3	10
yes	5	14	14	9	42
yesterday	--	--	2	--	2

WORD LIST NO. III.

VOCABULARIES OF THE FOUR PHILIPPINE READERS FOUND IN THE THIRD
FIVE HUNDRED MOST IMPORTANT WORDS IN THORNDIKE'S LIST.

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
admire	--	--	--	2	2
agree	--	--	3	--	3
ah	--	1	2	5	8
alive	1	1	--	1	3
America	--	--	1	3	4
angel	--	--	--	11	11
angry	1	2	5	7	15
asleep	1	4	4	8	17
awake	--	--	--	2	2
baker	7	--	--	6	13
bark	7	--	--	6	13
barn	2	--	--	--	2
base	--	--	4	1	5
beam	--	--	1	2	3
became	--	--	--	9	9
beg	--	--	3	5	8
behold	--	--	--	2	2
below	--	--	--	1	1
beneath	--	--	1	1	2
bid	--	--	--	1	1
bite	10	--	--	13	23
boil	--	11	--	2	13
bought	1	--	2	3	6
bowl	4	--	1	3	8
breast	--	--	--	3	3
brick	--	--	--	1	1
burst	--	--	2	1	3
bury	--	--	2	--	2
bush	--	--	4	6	10
card	--	--	1	--	1
cast	--	--	--	1	1
castle	--	--	--	1	1
caught	6	3	8	3	20
Charles	--	--	--	2	2
charm	--	--	2	2	4
chase	--	--	--	6	6
check	--	--	--	1	1
cheek	--	--	1	2	3
cheer	--	--	1	--	1
chicken	--	--	1	2	3
climb	--	4	10	7	21
clock	--	--	5	--	5
comfort	--	--	--	4	4
content	--	--	--	2	2
cotton	--	4	--	--	4
cousin	--	--	--	3	3
cream	--	1	--	--	1
creature	--	--	--	1	1

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
creep	--	--	2	13	15
cruel	--	--	--	1	1
darkness	--	1	--	2	3
dash	--	--	--	1	1
dawn	--	--	--	3	3
December	--	1	1	--	2
deed	--	--	2	2	4
depart	--	--	--	1	1
direction	--	--	--	1	1
dish	--	--	--	1	1
dozen	--	--	1	--	1
drew	--	--	3	2	5
drown	--	2	4	1	7
earn	--	--	--	2	2
empty	--	--	1	2	3
Europe	--	--	--	7	7
excellent	--	--	--	2	2
explain	--	--	--	1	1
fail	--	--	--	3	3
faith	--	--	--	2	2
feast	--	--	--	3	3
feather	--	--	2	2	4
finally	--	--	--	2	2
flame	5	--	--	1	6
flash	--	--	2	--	2
flat	--	--	1	2	3
flour	1	2	--	--	3
fold	--	--	--	2	2
fond	--	--	--	1	1
fought	--	--	--	1	1
fox	17	5	--	4	26
Friday	--	1	--	--	1
fund	--	--	5	14	19
fur	--	--	--	3	3
gay	1	--	4	2	7
giant	--	12	--	5	17
glory	--	--	--	2	2
goat	23	36	36	43	138
goose	12	--	7	--	19
guest	--	--	5	--	5
gun	--	--	2	0	2
harm	--	1	1	2	4
haste	--	--	1	1	2
hay	--	--	6	--	6
heel	--	--	--	1	1
hen	29	1	10	3	43
Henry	16	--	--	--	16
hollow	--	2	2	1	5
honest	--	--	--	3	3
honey	--	--	2	--	2
horn	--	2	7	11	20
huge	--	--	2	--	2
hung	--	--	--	2	2

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
hungry	--	3	4	7	14
inside	--	3	2	2	7
invite	--	--	3	--	3
jack (J)	--	--	--	8	8
June	--	--	--	2	2
key	--	--	--	1	1
kingdom	--	--	--	3	3
kitchen	--	--	3	1	4
knife	--	--	--	1	1
knock	--	--	3	4	7
lad	--	--	--	1	1
lamb	27	--	--	1	28
lamp	--	--	--	1	1
leader	--	--	--	2	2
lean	--	--	4	--	4
leap	4	--	--	2	6
lock	--	--	1	--	1
London	1	--	--	--	1
lovely	--	--	8	--	8
lying	3	--	--	5	8
map	--	--	2	--	2
marry	--	--	1	--	1
Mary	--	--	--	2	2
mass	--	--	--	1	1
match	--	--	--	1	1
meadow	--	1	5	1	7
meat	5	--	5	--	10
message	--	--	--	2	2
midnight	--	--	--	4	4
mighty	--	--	--	2	2
Monday	--	2	--	1	3
mouse	3	55	32	20	110
native	--	--	--	3	3
net	--	2	2	--	4
noble (ly)	--	--	3	1	4
nurse	--	--	--	7	7
obey	--	--	3	4	7
o'clock	--	--	1	2	3
orange	--	--	--	1	1
ought	--	--	--	4	4
paid	--	--	1	--	1
palace	--	--	2	13	15
parent	--	--	--	7	7
peep	--	--	3	2	5
pie	--	1	2	--	3
pig	37	1	18	53	109
pile	--	--	1	2	3
pin	--	1	--	--	1
plate	--	--	1	3	4
plenty	--	1	--	3	4
pocket	--	--	--	2	2
poet	--	--	2	--	2
pole	--	1	--	--	1
possess	--	--	--	1	1

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
pot	--	23	2	1	26
pour	--	--	2	--	2
praise	--	--	--	2	2
pray	--	--	1	--	1
prayer	--	--	--	5	5
pride	--	--	1	1	2
protect	--	--	--	2	2
pupil	--	--	2	1	3
push	--	--	2	2	4
quality	--	--	--	1	1
rate	--	--	--	1	1
rejoice	--	--	--	1	1
rent	--	--	--	1	1
respect	--	--	--	1	1
result	--	--	--	1	1
road	--	--	3	1	4
root	--	4	--	8	12
rough	--	--	--	2	2
scatter	--	--	--	2	2
search	--	--	--	1	1
secret	--	--	--	3	3
sense	--	--	--	1	1
September	--	--	--	1	1
servant	--	--	--	6	6
seventy	--	--	--	1	1
sew	1	1	--	2	4
shadow	--	--	3	5	8
shame	--	--	--	3	3
sharp	--	--	--	3	3
shed	--	4	--	--	4
shell	--	3	7	2	12
shoot	--	--	3	2	5
shot	--	1	--	--	1
sigh	--	--	--	2	2
silent	--	--	--	1	1
slave	--	--	--	1	1
slip	--	1	--	3	4
smell	--	--	3	--	3
smooth	--	--	1	1	2
sorrow	--	--	--	2	2
spent	--	--	2	--	2
spider	--	--	5	26	31
splendid	--	--	--	2	2
spoil	--	--	--	1	1
stair	7	4	1	--	12
stamp	--	--	2	2	4
steal	--	--	3	2	5
straw	--	--	--	12	12
stretch	--	--	--	3	3
Sunday	--	2	--	--	2
supper	--	--	1	4	5
swift	--	--	1	1	2
swim	--	2	1	2	5
taught	--	--	4	5	9

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
tea	--	--	6	5	11
thirty	--	--	1	--	1
thread	--	--	--	3	3
thy	--	--	--	3	3
toy	--	2	2	--	4
traveler	--	--	--	1	1
treat	--	--	--	4	4
tired	4	7	6	13	30
trunk	--	1	1	1	3
twice	--	--	--	1	1
unless	--	--	--	2	2
useful	--	--	--	1	1
wake	4	1	6	11	22
wealth	--	--	--	2	2
weep	--	8	--	--	8
western	--	--	1	--	1
wet	--	1	2	3	6
whisper	--	1	--	1	2
wisdom	--	--	--	4	4
wolf	--	29	--	33	62
women	--	--	--	1	1
worthy	--	--	--	2	2
written	--	--	2	1	3
yourself	--	--	3	6	9
youth	--	--	--	5	5

WORD LIST NO. IV.

VOCABULARIES OF THE FOUR PHILIPPINE READERS FOUND IN THE FOURTH FIVE HUNDRED MOST IMPORTANT WORDS IN THORNDIKE'S LIST.

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
advise	--	--	--	1	1
ate	3	9	9	14	35
Atlantic	--	--	--	1	1
avoid	--	--	--	1	1
ax	--	8	--	9	17
beach	--	--	2	--	2
bean	--	1	--	14	15
bench	--	9	--	1	10
beyond	--	--	--	2	2
blaze	--	--	--	2	2
bloom	--	--	--	2	2
broke	1	1	--	3	5
candle	7	--	--	--	7
candy	--	--	4	--	4
cave	--	--	--	7	7
cease	--	--	--	1	1
cheap	--	--	--	1	1
cheerful	--	--	1	2	3
cheese	2	--	--	3	5
cherry	--	--	--	1	1
chest	--	--	--	1	1
china (C)	--	--	--	1	1
clay	--	--	--	1	1
club	--	--	--	1	1
coach	--	--	6	--	6
copper	--	--	--	1	1
cottage	--	--	--	4	4
courage	--	--	--	4	4
crack	--	--	2	--	2
crow	--	3	3	13	19
cure	--	--	--	2	2
curl	--	--	--	4	4
daily	--	1	--	--	1
dew	--	1	1	1	3
dig	--	--	2	16	18
disease	--	--	2	--	2
doll	--	--	1	1	2
dog	--	--	1	--	1
drag	--	--	--	2	2
drove	--	--	2	1	3
drum	11	--	--	1	12
duck	5	20	--	17	42
eager	--	--	--	3	3
earnest	--	--	2	--	2
ease	--	--	--	1	1
easily	--	--	2	--	2

- 25 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
echo	--	--	3	--	3
eighteen	--	--	--	1	1
eleven	--	--	2	--	2
engine	--	--	--	2	2
fairy	--	14	13	--	27
fan	--	--	1	2	3
farewell	--	--	2	--	2
February	--	--	--	1	1
fever	--	--	1	--	1
flew	9	1	8	19	37
float	--	--	--	3	3
flock	--	--	--	3	3
foolish	--	--	11	5	16
forgot	--	--	2	3	5
freeze	--	--	--	2	2
fright	--	--	--	4	4
frighten	11	3	5	5	14
furniture	--	--	--	1	1
generous	--	--	--	1	1
goes	--	1	1	--	2
grade	--	--	1	--	1
happiness	--	--	--	3	3
heap	--	--	--	3	3
herd	--	--	--	1	1
hero	--	1	--	1	2
hid	1	3	10	1	15
hit	--	--	1	2	3
holiday	--	1	2	1	4
host	--	--	--	1	1
I'll	--	2	13	10	25
I'm	--	--	4	9	13
improve	--	--	--	3	3
instant	--	--	--	3	3
joyful	--	--	--	1	1
kick	--	--	1	1	2
kid	--	26	--	--	26
kindness	--	--	1	4	5
lap	--	1	--	--	1
lawn	--	--	--	2	2
lazy	--	--	4	1	5
linen	--	--	--	1	1
log	--	--	1	1	2
marble	--	--	--	3	3
married	--	--	2	--	2
milk	--	--	--	1	1
model	--	--	--	3	3
mountain	--	8	2	--	10
mourn	--	--	2	--	2
mud	--	--	--	3	3
needle	--	--	--	1	1
nobody	--	--	1	1	2
nod	--	--	--	3	3
nothern	--	--	1	--	1

- 26 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
owl	16	1	1	7	25
owner	--	--	--	1	1
pan	9	1	--	1	11
pardon	--	--	--	1	1
pasture	--	--	--	4	4
pencil	--	--	--	1	1
penny	16	--	1	--	17
pine	--	--	1	--	1
pink	--	--	1	--	1
pluck	--	--	--	2	2
pond	--	5	--	10	15
principal	--	--	--	1	1
prison	--	1	--	--	1
prize	--	--	2	5	7
prompt	--	--	--	1	1
province	--	--	--	1	1
punich	--	--	--	2	2
purple	--	--	--	2	2
rabbit	--	8	16	--	24
rat	6	--	1	13	20
ray	--	--	1	--	1
rear	--	--	--	1	1
ripe	--	1	4	5	10
robe	--	--	--	2	2
robin	--	--	--	12	12
rode	--	--	4	--	4
rope	8	--	2	15	25
rude	--	--	1	2	3
sack	--	--	1	1	2
safety	--	--	--	2	2
sank	--	--	--	1	1
Saturday	--	2	--	--	2
shepherd	--	--	--	2	2
shock	--	--	--	1	1
shook	--	--	1	6	7
sin	--	--	--	1	1
sore	--	--	--	1	1
Spain	--	--	3	6	9
spoon	--	--	2	--	2
stranger	--	--	2	--	2
string	--	--	2	2	4
stroke	--	--	1	--	1
struck	--	--	--	4	4
student	--	--	--	1	1
stuff	--	--	2	--	2
sunshine	--	--	6	6	12
sweep	--	8	4	--	12
swell	--	--	5	--	5
swing	1	--	23	9	33
tailor	--	--	--	2	2
teeth	--	--	2	--	2
temple	--	--	--	3	3
thirst	--	1	2	4	7

- 27 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
thorn	--	4	--	--	4
throne	--	--	2	--	2
Thursday	--	1	--	--	1
tight	--	--	--	1	1
tiny	--	--	4	4	8
to-night	10	--	4	6	20
tool	--	--	--	1	1
toss	--	--	2	6	8
tread	--	--	2	2	4
tremble	--	--	1	1	2
Tuesday	--	1	--	--	1
ugly	--	--	1	3	4
unhappy	--	--	2	5	7
unknown	--	--	--	1	1
unto	--	--	--	7	7
vegetable	--	--	2	--	2
vine	--	--	1	--	1
waist	--	--	--	1	1
warn	--	--	--	2	2
weary	--	--	--	1	1
Wednesday	--	1	--	--	1
weed	--	--	--	1	1
whenever	--	--	--	1	1
whip	--	--	1	--	1
wicked	--	--	6	7	13
willing	--	--	2	2	4
wooden	--	--	--	2	2
worm	--	--	--	4	4
wrap	--	--	--	1	1
wrote	--	--	4	3	7
ye	--	--	--	1	1

- 28 -

WORD LIST NO. V.

VOCABULARIES OF THE FOUR PHILIPPINE READERS FOUND IN THE
FIFTH FIVE HUNDRED MOST IMPORTANT WORDS IN
THORNDIKE'S LIST.

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
accident	--	1	--	--	1
alas	--	--	1	--	1
aloud	--	--	1	3	4
animal	--	--	--	6	6
arise	--	--	--	1	1
aside	--	--	--	2	2
bath	--	--	--	2	2
bathe	--	--	--	5	5
beggar	--	--	--	1	1
Billy	--	21	34	31	86
breast	--	--	--	5	5
butcher	16	--	7	11	34
cart	--	--	1	--	1
chop	--	--	--	11	11
clap	--	--	1	1	2
clasp	--	--	--	1	1
cliff	--	--	4	--	4
Columbus	--	--	--	16	16
conservation	--	--	--	1	1
cunning	--	--	--	2	2
distance	--	--	--	3	3
dove	--	--	7	--	7
eve (E)	--	--	3	--	3
everywhere	--	--	--	7	7
flies	--	--	2	--	2
forgive	--	--	--	4	4
foul	--	--	--	1	1
fowl	--	--	--	2	2
frog	--	--	11	5	16
grandfather	--	--	--	3	3
grieve	--	--	--	2	2
hind	--	--	--	1	1
hop	--	9	5	5	10
humble	--	--	--	1	1
hut	--	--	1	--	1
India	--	--	--	4	4
insect	--	--	--	2	2
Italy	--	--	--	3	3
jar	--	--	7	5	12
Joseph	--	--	--	1	1
kettle	9	--	--	3	12
kitten	7	--	--	2	9
lane	--	1	--	--	1
lack	--	--	--	14	14
lest	--	--	--	2	2
lone	--	--	--	2	2
luck	--	1	--	2	3

- 29 -

Word	Philippine Primer	First Reader	Second Reader	Third Reader	Total
mamma	--	--	6	--	6
mast	--	--	2	1	3
mend	--	--	--	1	1
mirror	--	--	4	2	6
neat	--	--	2	--	2
Paul	--	--	--	11	11
pea	--	2	--	--	2
perish	--	--	--	2	2
poem	--	--	1	--	1
pony	--	1	--	2	3
priest	--	--	--	4	4
princess	--	11	--	9	20
ragged	--	--	5	5	10
pail	--	--	5	--	5
papa	--	--	2	--	2
relative	--	--	--	1	1
reward	--	--	--	4	4
rice	10	25	10	23	68
rid	--	--	--	1	1
ridge	--	--	--	3	3
robber	--	-3	--	10	13
rug	--	--	1	--	1
scratch	--	4	--	2	6
shone	--	--	2	2	4
skill	--	--	--	1	1
slept	--	--	2	4	6
slumber	--	--	--	1	1
snap	--	--	--	1	1
somebody	--	--	2	--	2
soup	--	--	4	--	4
sparkle	--	--	2	--	2
spin	--	--	--	4	4
sprang	--	--	--	3	3
statue	--	--	2	3	5
stem	--	--	1	1	2
sting	1	--	--	--	1
stool	--	11	--	--	11
stormy	--	--	--	1	1
stove	--	--	--	2	2
strain	--	--	--	2	2
thief	--	3	--	--	3
thirteen	--	--	--	1	1
tin	--	--	1	--	1
toe	--	2	1	5	8
torn	--	--	--	3	3
tumble	--	--	3	--	3
turkey (T)	--	--	--	1	1
vest	--	--	--	3	3
vex	--	--	--	1	1
voyage	--	--	--	5	5
woe	--	--	2	--	2

- 30 -

WORD LIST NO VI.

WORDS NOT FOUND IN THORNDIKE'S FIRST 2,500 WORDS AND ARE OF
LOW CREDIT NUMBER.

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
Abe	--	--	--	1	1
abiding	--	--	--	2	2
Abraham	--	--	--	2	2
afar	--	--	1	--	1
ahead	--	--	--	3	3
ails	--	--	--	1	1
alighted	--	--	--	2	2
alphabet	--	--	--	2	2
ambitious	--	--	--	2	2
Ana	--	--	4	--	4
ants	--	--	--	37	37
anyone	--	--	--	6	6
arithmetic	--	--	2	--	2
arrant	--	--	--	1	1
artist	--	--	3	3	6
ashes	--	--	--	1	1
ashore	--	--	--	2	2
astray	--	--	--	4	4
awhile	--	--	1	--	1
babe	--	--	--	2	2
bamboo	--	3	2	--	5
banana	--	16	12	--	28
bar	--	--	1	--	1
basking	--	--	2	--	2
bat	--	--	--	18	18
beads	--	--	--	3	3
beak	--	--	3	1	4
beautify	--	--	--	2	2
bedroom	--	--	1	2	3
beef	--	--	1	--	1
beetle	--	--	--	1	1
Bethlehem	--	--	--	6	6
bibs	--	--	--	2	2
birthday	--	--	4	--	4
blackberries	--	2	--	--	2
blew	2	--	--	--	2
blossom	--	--	--	1	1
bluebird	--	--	--	1	1
Boo	1	--	--	--	1
boots	--	--	--	26	26
bower	--	--	--	3	3
bran	--	--	--	1	1
brayed	--	--	--	1	1
breathe	--	--	--	2	2
bred	--	--	--	4	4
breezes	--	--	1	1	2
Bremen	--	--	--	6	6

- 31 -

<u>Words</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
brood	--	--	--	2	2
broom	--	11	--	--	11
building	--	--	3	--	3
bump	--	1	--	--	1
bundle	--	--	--	1	1
burst	--	--	--	1	1
buttercup	--	--	--	2	2
butterfly	--	--	2	21	23
buttons	--	1	--	--	1
buzzed	--	--	--	7	7
cabin	3	--	--	--	3
cabbage	--	1	10	--	11
cage	--	--	3	--	3
camel	--	--	--	14	14
candlestick	1	--	--	--	1
can't	--	--	--	3	3
carol	--	--	1	--	1
caterpillar	--	--	--	2	2
chat	--	--	1	--	1
chatter	1	--	--	--	1
chicks	1	12	--	--	13
chin	--	--	1	1	2
Chinese	4	--	--	--	4
chips	5	--	--	--	5
chirps	3	--	--	--	3
chisel	2	--	--	--	2
chocolate	--	--	4	--	4
choked	--	--	2	--	2
chopping	6	--	--	--	6
chose	--	--	--	2	2
Christ	--	--	2	5	7
Cinderella	--	--	22	--	22
cinders	--	--	1	--	1
Clara	--	--	5	--	5
classmates	--	--	--	3	3
claws	--	--	--	5	5
clever	--	1	--	--	1
cling	--	--	2	1	3
clover	1	--	--	--	1
cluck	12	--	3	--	15
clung	1	--	--	--	1
coachman	--	--	1	--	1
cock	--	12	4	17	33
cocoanut	--	2	5	1	8
comb	--	--	--	4	4
coral	--	--	--	29	29
couldn't	--	--	--	3	3
coward	2	--	--	2	4
crabs	2	--	--	--	2
cradle	--	--	--	4	4
cramping	--	--	--	1	1
crawled	--	--	2	2	4
crazy	2	--	--	--	2

- 32 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
crept	--	1	2	3	6
cricket	1	--	--	--	1
crooked	7	--	--	--	7
cupboard	1	--	--	--	1
curds	--	--	--	5	5
curiosity	--	--	--	2	2
courteous	2	--	--	--	2
daisies	--	--	2	--	2
dame	--	--	4	5	9
darkening	--	--	2	--	2
David	--	--	--	1	1
daybreak	--	--	--	1	1
deaf	--	--	--	2	2
dewdrops	--	--	--	2	2
diamond	--	--	2	--	2
didn't	--	--	--	2	2
diligently	--	--	--	3	3
dimpled	--	1	--	--	1
dirty	--	--	--	2	2
discouraged	--	--	--	2	2
displeased	--	--	--	2	2
donkey	--	--	11	19	30
doesn't	--	--	--	5	5
doorkey	--	--	--	1	1
dragons	--	--	--	2	2
drank	--	--	2	--	2
dreamland	--	--	--	1	1
due	--	--	1	--	1
dug	--	--	--	2	2
dusty	--	--	--	1	1
dwarf	--	--	18	19	37
eagerness	--	--	--	1	1
educated	--	--	--	2	2
eighty	--	--	1	--	1
elbows	--	--	--	2	2
elephant	--	--	--	7	7
elf	--	3	--	--	3
especially	--	--	--	2	2
everyone	--	--	--	6	6
everywhere	--	--	--	1	1
exceeding	--	--	--	1	1
exercise	--	--	--	1	1
eyelids	--	--	--	2	2
fallen	--	--	--	1	1
far-away	--	--	-1	1	2
far-off	--	--	1	--	1
feeble	--	--	1	2	3
Ferdinand	--	--	--	3	3
fiery	--	--	--	2	2
fisherman	--	--	7	1	8
flap	--	--	--	1	1
Florida	--	--	--	2	2
flowerpot	--	--	3	--	3

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
fool	--	--	--	1	1
footman	--	--	1	--	1
foundation	--	--	--	1	1
frisk	--	--	2	--	2
fringe	--	--	--	1	1
fro	--	--	3	2	5
frolicsome	--	--	2	--	2
garlands	--	--	--	7	7
geese	--	--	--	1	1
geography	--	--	2	--	2
gingerbread	29	--	--	--	29
gladness	--	--	2	--	2
gloomy	--	--	--	1	1
glossy	--	--	1	--	1
goal	--	--	--	2	2
gnat	--	--	--	2	2
gnaw	3	--	4	4	11
gobble	--	3	--	1	4
goblin	--	--	--	1	1
godmother	--	--	2	--	2
goodby	--	2	7	4	13
graceful	--	--	--	2	2
grandma	10	--	6	--	16
grandpa	--	--	7	--	7
grandparents	--	--	--	1	1
grandson	--	--	--	2	2
grasshopper	--	--	9	8	17
greedy	--	--	--	1	1
greet	--	--	--	1	1
Greece	--	--	--	2	2
growled	--	--	--	2	2
gruff	--	--	32	33	65
guardian	--	--	--	1	1
ha	2	29	--	4	35
hadn't	--	--	--	1	1
hammock	--	--	1	--	1
handful	--	--	--	2	2
harmless	--	--	--	1	1
hasn't	--	--	--	1	1
hatched	--	--	--	2	2
hatred	--	--	--	1	1
hawk	--	--	1	--	1
hearth	--	--	--	1	1
he'd	--	--	--	1	1
he'll	--	--	1	--	1
helpful	--	--	1	--	1
Herod	--	--	--	3	3
hewed	--	--	3	--	3
hidden	--	--	2	--	2
hillside	--	--	3	--	3
hiss	6	--	--	1	7
ho	--	--	4	2	6

- 34 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
hoe ing	--	1	--	--	1
hog	--	1	--	--	1
honeycomb	--	--	--	2	2
hum	--	--	--	9	9
husk	--	--	--	1	1
I'd	--	--	2	2	4
Ida	--	--	--	1	1
Indiana	--	--	--	1	1
Indies	--	--	--	1	1
invisible	--	--	--	2	2
Isabel	--	--	--	1	1
Isabella	--	--	--	2	2
isn't	--	--	--	8	8
itch	--	--	--	1	1
its	--	2	--	4	6
jackal	--	--	--	17	17
jacket	--	2	--	1	3
January	--	--	3	--	3
Jesus	--	--	--	2	2
Jews	--	--	--	1	1
jig	--	2	--	--	2
Kentucky	--	--	--	4	4
kites	--	--	--	4	4
kits	--	--	2	--	2
kitty	--	--	1	--	1
kneel	--	--	2	--	2
laden	--	--	--	2	2
lantern	--	--	--	4	4
launch	--	--	--	2	2
leaf	--	--	4	2	6
legend	--	--	--	1	1
lettuce	--	1	2	--	3
lilacs	--	--	--	2	2
lightened	--	--	2	--	2
lilies	--	--	--	1	1
lime	--	--	--	1	1
Lincoln	--	--	--	2	2
livelong	--	--	--	4	4
lizards	--	--	13	--	13
lo	--	--	1	2	3
locust	--	19	--	--	19
Louis	--	--	1	--	1
lunch	--	--	3	--	3
lungs	--	--	--	3	3
lute	--	--	--	1	1
manger	--	--	--	2	2
margin	--	--	--	1	1
Maria	--	--	3	4	7
Mars	--	--	--	5	5
mashed	--	--	--	1	1
mat	--	--	--	2	2
meant ime	--	--	--	1	1

- 35 -

Word	Philippine Primer	First Reader	Second Reader	Third Reader	Total
mead	--	--	--	1	1
melons	--	--	--	1	1
merry	--	--	5	2	7
mice	--	2	7	2	11
Micel	--	--	--	3	3
moat	--	--	--	1	1
monkey	11	24	13	3	51
Molly	--	--	--	1	1
moonlight	--	--	--	5	5
Moors	--	--	--	1	1
moping	--	--	--	3	3
morn	--	--	--	3	3
moss	--	--	3	1	4
moth	9	--	--	1	10
Morris	--	--	--	1	1
multitude	--	--	--	2	2
myrrh	--	--	--	2	2
nap	--	--	--	1	1
naughty	--	1	2	--	3
nephew	--	--	--	2	2
nieces	--	--	--	1	1
nimble	9	--	--	--	9
ninety	--	--	--	1	1
nook	--	--	--	2	2
notion	--	--	--	1	1
nurse	--	--	--	1	1
oar	--	--	2	--	2
obedient	--	--	--	6	6
onions	--	1	--	--	1
oriole	--	--	2	--	2
ourselves	--	--	--	1	1
outrun	--	--	--	2	2
outward	--	--	--	1	1
overtake	--	--	--	1	1
overturned	--	--	--	3	3
ox	--	--	--	14	14
Pacific	--	--	2	1	3
Palestine	--	--	--	2	2
panting	--	--	--	2	2
parable	--	--	--	4	4
parrot	--	--	3	--	3
parsley	--	2	--	--	2
patting	--	--	--	4	4
pawed	--	--	5	--	5
pebbles	--	--	--	1	1
peck	4	--	1	1	6
peeked	--	--	3	--	3
pegs	--	--	2	--	2
pet	--	--	1	1	2
Peter	--	29	--	14	43
perched	--	--	--	3	3
Philippines	--	--	2	3	5
pinch	--	--	5	1	6

- 36 -

Word	Philippine Primer	First Reader	Second Reader	Third Reader	Total
pitcher	--	--	--	4	4
playmate	--	9	--	--	9
polite	--	--	3	4	7
pooh	--	--	1	--	1
pool	--	--	1	--	1
Portugal	--	--	--	3	3
poultry	--	--	--	2	2
porridge	12	--	--	--	12
primer	--	--	--	1	1
provoke	--	--	--	2	2
pressure	--	--	--	1	1
pudding	--	6	--	--	6
pumpkin	--	--	6	--	6
puny	--	--	--	1	1
purr	--	--	2	1	3
pussy	19	24	5	11	59
quack	4	8	--	10	22
quench	--	--	--	7	7
queer	--	--	--	6	6
radishes	--	--	--	1	1
raiment	--	--	--	1	1
raindrop	--	9	--	--	9
rapped	4	12	--	16	32
rattle	--	6	--	--	6
rebuking	--	--	--	2	2
recite	--	--	--	1	1
Redbreast	--	--	--	1	1
reeds	--	--	--	2	2
reefs	--	--	--	1	1
resemble	--	--	--	1	1
riddle	--	--	2	--	2
risk	--	--	--	1	1
roadside	--	2	--	1	3
roam	--	--	--	2	2
Robert	--	--	1	--	1
rocky	--	--	2	--	2
rooster	--	8	--	8	16
rubbish	--	--	--	2	2
rubies	--	--	--	1	1
rung	--	--	1	--	1
salute	--	--	--	7	7
Saguel	--	--	--	1	1
sandwich	--	--	2	--	2
sang	--	2	2	4	8
sash	--	--	--	4	4
satin	--	--	1	2	3
saviour	--	--	--	3	3
scamper	--	--	2	--	2
scare-crow	--	1	--	--	1
school-room	--	--	3	--	3
scissors	--	1	--	--	1
scolded	--	--	--	2	2

- 37 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
scrape	--	--	--	3	3
scribes	--	--	--	2	2
seam-	--	--	--	2	2
seashore	--	--	3	--	3
scrambled	--	--	--	1	1
selfish	--	2	3	--	5
sensitive	--	--	--	2	2
settlements	--	--	--	1	1
sharks	--	--	--	1	1
shoemaker	-1	--	--	--	1
shoving	--	--	--	2	2
signal	--	--	--	1	1
silken	--	--	--	2	2
sills	--	--	--	1	1
silly	--	--	4	--	4
sixpence	--	--	--	3	3
skein	--	--	--	1	1
skeleton	--	--	--	6	6
slam	--	8	--	--	8
slippers	--	--	10	7	17
sluggard	--	--	--	1	1
sly	--	1	--	--	1
skipped	--	--	6	--	6
snails	--	--	--	4	4
sneezed	--	1	--	--	1
snout	--	--	--	2	2
someone	--	--	--	5	5
spade	--	--	--	7	7
span	--	--	--	1	1
spark	--	--	--	1	1
sorry	-1	--	1	3	5
speckled	--	--	--	2	2
spied	--	--	--	3	3
spilled	--	--	--	4	4
splash	--	2	2	2	6
spoken	--	--	1	--	1
spouted	--	--	--	2	2
spum	--	--	--	5	5
squeaky	18	15	--	--	33
squeezed	--	2	--	1	3
stack	--	1	--	--	1
stalk	--	--	1	--	1
stare	--	--	2	--	2
steamboat	--	--	--	1	1
Stevenson	--	--	1	--	1
stew	--	--	1	--	1
stile	--	--	--	12	12
stitch	--	--	--	1	1
stole	--	--	1	--	1
stove	--	2	--	--	2
strife	--	--	--	1	1
stripes	--	--	3	--	3

- 38 -

Word	Philippine Primer	First Reader	Second Reader	Third Reader	Total
stuck	--	2	1	2	5
studious	--	--	--	2	2
stung	--	--	2	--	2
stolen	--	--	--	1	1
sunbeams	--	--	1	--	1
sung	--	--	1	--	1
sunlight	--	--	--	2	2
sunset	--	--	1	--	1
swam	--	--	3	1	4
swept	--	1	--	--	1
sweetness	--	--	--	1	1
switch	--	--	--	1	1
swung	--	--	--	1	1
tag	--	--	--	1	1
tattered	--	--	--	3	3
teased	--	--	--	3	3
thankful	--	--	2	1	3
they'll	--	--	--	1	1
thirtieth	--	1	--	--	1
threw	--	1	1	5	7
thrushes	--	--	--	2	2
tidings	--	--	--	1	1
'tis	--	--	3	1	4
toad	1	--	--	--	1
Tom	--	--	--	1	1
tomato	--	--	2	--	2
tough	--	--	--	2	2
trap	1	--	--	--	1
trough	--	9	--	--	9
trot	--	--	6	6	12
tuberculosis	--	--	4	--	4
turtle	--	24	12	--	36
'twas	--	--	2	--	2
twig	--	--	--	2	2
twinkle	--	--	8	--	8
'twould	--	--	--	1	1
umbrella	--	1	2	--	3
unseen	--	--	1	--	1
upset	1	2	--	--	3
useless	--	--	--	1	1
vacation	--	--	3	--	3
vexation	--	--	--	2	2
victor	--	--	--	1	1
visitors	--	--	--	2	2
wades	--	--	2	4	6
walnut	--	--	--	5	5
wand	--	1	6	--	7
warble	--	--	--	2	2
warmth	--	--	--	1	1
wae	95	--	--	--	95
weeds	--	--	--	1	1

- 39 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
we'll	--	--	3	1	4
whales	--	--	--	4	4
web	--	--	--	10	10
wherever	--	--	--	2	2
whining	--	--	2	--	2
wholesome	--	--	5	--	5
wilderness	--	--	--	2	2
wilted	--	--	4	--	4
witches	--	--	--	2	2
withered	--	--	--	1	1
won	--	--	3	2	5
woo-woo	4	--	--	--	4
woke	--	--	1	3	4
wood-cutter	--	--	--	2	2
woodman	--	--	--	1	1
woodpecker	10	--	6	2	18
workman	--	--	--	1	1
worried	--	--	--	2	2
worship	--	--	--	4	4
wove	--	--	--	2	2
wrinkle	--	--	--	3	3
wayward	--	--	--	1	1
zebra	--	1	--	--	1

- 40 -

WORD LIST NO. VII.

VOCABULARIES OF THE FOUR PHILIPPINE READERS NOT FOUND IN THORNDIKE'S LIST.

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
abaca	--	--	--	1	1
anggalo	--	--	--	4	4
Alectryon	--	--	--	9	9
Anita	--	--	5	--	5
anitos	--	--	--	4	4
Anselmo	--	--	--	12	12
Aran	--	--	--	2	2
a-sailing	--	--	--	2	2
Augustine	--	--	1	--	1
backwards	--	--	--	3	3
Badoc	--	--	3	--	3
Banbury-cross	--	--	1	--	1
Belling	--	1	--	--	1
Binan	--	--	--	1	1
blindfolded	--	--	2	--	2
bolo	--	1	2	--	3
Boo-hoo	--	--	--	1	1
braggart	--	--	--	1	1
brother-in-law	--	--	--	1	1
bull-frog	--	--	--	2	2
Bullilising	--	--	3	--	3
bumble-bee	--	--	--	9	9
Calamba	--	--	--	1	1
callow	--	--	--	2	2
carabao	--	--	11	--	11
Catalina	--	--	--	1	1
Cavite	--	--	1	--	1
champaca	--	--	--	1	1
chicos	--	--	--	1	1
chongo	--	--	--	22	22
choog	2	--	--	--	2
chubby	1	--	--	--	1
Clotilde	--	--	--	1	1
cock-adoodle-do	--	2	--	3	5
cock-horse	--	--	1	--	1
cooking-pot	--	--	--	1	1
crumpled	--	--	--	5	5
culasisi	--	--	5	--	5
daughter-in-law	--	--	--	1	1
ducklings	--	--	--	5	5
dunes	--	--	--	1	1
eggplants	--	--	1	--	1
eggshell	--	--	--	1	1
elementary	--	--	2	--	2
Eli	--	--	--	8	8
Felipe	--	--	--	9	9
Filipinos	--	--	1	1	2

- 41 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
Fernanda	--	--	--	1	1
fire-crackers	--	--	2	--	2
fire-works	--	--	--	1	1
fluffy	5	20	--	--	25
frankincense	--	--	--	2	2
ganta	--	--	--	1	1
Goldenhair	5	--	--	--	5
guava	--	--	3	--	3
haven't	--	--	--	4	4
haystack	--	--	4	--	4
heron	--	--	--	22	22
Higglety	--	--	1	--	1
ilang-ilang	--	--	--	1	1
imaginary	--	--	--	2	2
india-rubber	--	--	--	1	1
inquisitive	--	--	--	2	2
Jerusalem	--	--	--	4	4
jiggety	--	2	--	--	2
Jose	1	4	42	20	67
Juan	3	--	19	15	37
Juana	--	--	4	--	4
Judea	--	--	--	3	3
Kaibaan	--	--	--	6	6
kakoc	--	--	22	--	22
kerchoog	--	2	--	--	2
kettledrum	--	--	--	2	2
kiaw	--	--	3	--	3
laguna	--	--	--	2	2
laguna de bay	--	--	--	1	1
ladybird	--	--	--	1	1
lea	--	--	--	1	1
Leon	--	--	--	1	1
Leoncio	--	--	--	1	1
Lorenza	--	--	--	1	1
Lucas	--	--	7	--	7
Lucia	--	--	--	3	3
Luna	--	--	3	--	3
Luzon	--	--	1	--	1
Magellan	--	--	--	14	14
mangmangkik	--	--	--	1	1
mango	--	--	5	3	8
Mamuel	--	--	--	3	3
Mercado	--	--	--	1	1
Mercedes	--	--	--	1	1
Miche langelo	--	--	--	2	2
middle-sized	15	--	2	--	17
mignonette	--	--	2	--	2
miou	3	--	--	2	5
mono	--	--	--	13	13
mousetrap	--	--	--	1	1
muffet	--	--	--	18	18

- 42

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
nid	--	--	--	2	2
nipa	--	--	1	--	1
northland	--	--	--	5	5
Novicio	--	--	1	--	1
Oh	--	--	1	--	1
Olivia	--	--	10	--	10
ouch	--	2	--	--	2
ouf	3	--	--	--	3
overslept	--	--	--	1	1
Pablo	--	--	10	--	10
Pasig	--	--	--	1	1
palay	--	--	1	--	1
papaya	--	2	1	--	3
Paz	--	--	28	--	28
Pedro	--	--	7	--	7
pigglety	--	--	2	--	2
polyps	--	--	--	6	6
Ponce de Leon	--	--	--	3	3
pahaw	--	--	--	1	1
pestle	--	--	--	7	7
rainbow	--	3	--	2	5
rattan	--	--	2	--	2
return	--	--	--	2	2
Realonda	--	--	--	1	1
Rita	--	--	12	--	12
Rizal	1	4	6	10	21
Roque	--	--	2	3	5
Rufina	--	--	--	1	1
sampaguita	--	--	--	1	1
Salamanca	--	--	5	--	5
Samar	--	--	--	1	1
San	--	--	9	--	9
santol	--	--	2	--	2
sarna	--	--	--	1	1
see-saw	9	--	--	--	9
Saturnina	--	--	--	2	2
sedges	--	--	--	1	1
Sergio	--	--	3	--	3
she'll	--	1	--	3	4
sleep-sin-by	--	--	--	1	1
sprat	--	--	--	3	3
starfish	--	--	5	--	5
starlike	--	--	--	1	1
stilts	--	--	12	--	12
stone-cutter	--	--	--	4	4
swaddling	--	--	--	1	1
swoop	--	--	1	--	1
tabo	--	--	--	1	1
Teodoro	--	--	--	6	6
Teodosio	--	--	--	1	1

- 43 -

<u>Word</u>	<u>Philippine Primer</u>	<u>First Reader</u>	<u>Second Reader</u>	<u>Third Reader</u>	<u>Total</u>
tentacles	--	--	--	2	2
Tenis	--	--	--	1	1
treetop	--	2	--	--	2
trip-trap	--	10	13	13	36
trippy	--	9	--	--	9
tuffet	--	--	--	4	4
tusk	--	--	--	1	1
uncooked	--	--	--	1	1
waddling	--	--	--	4	4
wak	--	--	4	--	4
whey	--	--	5	--	5
windowpane	--	--	--	1	1
zebra	--	--	4	--	4