

**AN EXPLORATORY STUDY OF CERTAIN PHASES
OF THE TEACHING OF READING IN THE TERRITORY OF GUAM**

by

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CHAPTER I
INTRODUCTION

This study was initiated in the year 1952 by the teachers of the Island of Guam in an effort to find causes and remedies for the difficulties met by Guamanian children in learning to read English. One difficulty which they were encountering was that the Chamorro language and not English was being spoken in many of the homes and outside-school situations both by school children and their elders. Another was that the materials they were using, most of them imported from the mainland of the United States, did not seem to meet the children's needs.

Teaching on the Island from 1952 to 1954 had resulted in familiarity with the attempts of the teachers there to clarify their approaches to the problem of engendering reading skills, in English; and to improve their skills in such teaching. Such attempts on their part provided the foundation for the present work, which is intended as a continuance of their efforts.

When this undertaking was begun, it was found that the teachers of Guam had begun compilation of a list of English words known to Guamanians. Thus, the study of which this writing is a record took form as an attempt to create certain sample materials which would be appropriate for use in Guamanian teaching-learning situations, and which would conform to established criteria based on findings relative to the teaching of English as a second language. In doing so, there was no thought that the production of such material, per se, would solve the reading difficulties of

the island children. However, it was hoped that indications might be given of English vocabularies already known and might lead to further development of appropriate materials and procedures along the lines illustrated.

In this writing, references are made to the island people as Guamanians or Chamorroes interchangeably; even though the latter term properly indicates either the original inhabitants of Guam or their language, and the former applies more appropriately to diverse blends of people and languages to be found presently on the Island of Guam. The term stateside pertains to those people and things originating on the mainland of the United States of America; it makes a distinction which the word American would not, for Guamanians were American citizens at the time of this writing.

In order to provide a background for this endeavor, a review was made of earlier studies in second-language teaching, which is reported in Chapter II. In that chapter also appears certain criteria which stemmed from the literature of that field and which were used to evaluate materials and procedures for the teaching of reading on Guam.

To describe the situation within which this study was conducted, Chapter III gives information about the geography, culture, and economy of Guam; also, some remarks concerning the American occupation of that island.

Chapter IV describes attempts to compile a vocabulary for use in reading materials intended for Guamanian children and shows how that list compared with recognized basic word lists.

Because a need developed, in the course of this undertaking, to compare certain traditional approaches to the teaching of reading with more modern methods, such a comparison is presented in Chapter V.

Chapter VI offers sample reading materials based on the vocabulary developed earlier in the study, and deemed consistent with the criteria presented in Chapter II.

Finally, the entire undertaking is summarized and recommendations are made in Chapter VII.

CHAPTER II

A REVIEW OF LITERATURE PERTAINING TO THE STUDY

Some General Principles Found in the Literature Relating to the Learning of a Second Language

A review of the literature pertaining to the teaching of English to bilingual or non-English-speaking people revealed certain general principles.

Capell's¹ suggestion is that the teaching of the vernacular in the primary grades gives a foundation for the teaching of English at a later period. This system is precluded for use on Guam by the nature of its military history and its present and future military importance. English is the language of the schools, where it is the only language permitted to be spoken.

A sense of inferiority because of disdain for native culture was a handicap to the learning of the English language in one group, reports Ball.² Thus, he found that bringing into the classroom native arts and crafts, as ways worth preserving, were aids in the motivation of English learning.

¹A. Capell, "Education in Micronesia," Educational Forum, XV (November 1950), pp. 79-92.

²D. G. Ball, "Education of the Maori," Educational Leadership, X (October 1952), pp. 53-59.

Wakeham¹ states that many difficulties are caused by differences in language characteristics, as in the numerous variations of word meanings for a single form in English.

Learning in other subjects is dependent upon first mastering English if it is the language of the school, according to Lorge.²

Audio-visual aids are counted helpful by Pankoke and Barnes.³ Also, extra-curricular activities involving group contacts stimulate the use of English, according to a finding by Agard and Dunkel.⁴ The latter⁵ further believe that success in reading is based on first succeeding in oral language.

In another work, Dunkel⁶ states that it is best to teach what is commonly written.

¹Irene Wakeham, "A Yankee in Manila," Journal of Education, CXXXIV (March-April 1951), pp. 88, 89.

²Irving Lorge, "Vestibule vs. Regular Classes for Puerto Rican Migrant Pupils," Teachers College Record, LV (February 1954), p. 236.

³Geraldine Pankoke and Katherine F. Barnes, "The Non-English Speaking Child in the Public Schools," School Board Journal, CXXVIII (March 1954), p. 36.

⁴Frederick B. Agard and Harold B. Dunkel, An Investigation of Second-Language Teaching, p. 299.

⁵Ibid., p. 281.

⁶Harold B. Dunkel, Second-Language Learning, p. 155.

Separate language classes when non-English-speaking children are in the minority have been tried, reports Lorge,¹ but have been found unsatisfactory.

In general, writers² who have dealt with the subject agree that there is a lack of properly oriented textual materials and testing aids for the teaching of a second language to children. That lack became the focus of the present study.

Criteria Useful in Judging Materials for the Teaching of Reading on Guam

Writings related to the teaching of English to non-English-speaking people were examined in some detail for the purpose of discovering principles and practices which might lead to the formation of criteria useful in judging materials for the teaching of reading in English to Guamanian children. The discussion which follows lays the basis for setting up such a list.

Dunkel³ offers these requirements for teaching a second language: materials should be related to a familiar environment, suited to the age and developmental stage of the child, and should be interesting and stimulating. They should frequently repeat larger units (like

¹Op. cit., p. 236.

²Agard and Dunkel, op. cit., p. 31; Dunkel, op. cit., p. 18; Pauline M. Rojas, "Reading Materials for Bilingual Children," Elementary School Journal, XLVII (December 1946), p. 211.

³Op. cit., pp. 18, 21-24, 40, 72, 152-155.

phrases) that are commonly used in English speech; lend themselves to dramatic performance; present the words found on accurate frequency lists over and over again; lead pupils to read further; and teach what is most apt to be found in whatever they will be expected to read.

As a result of their joint investigations, Agard and Dunkel¹ urge the use of materials that provide vocabulary which will close the linguistic gap between those who are familiar with the language and those who are learning it, and maintain a high standard of English usage.

An Army plan² for the teaching of English to Korean officers in six weeks showed the value of illustrated material, as did a plan³ for teaching English to Spanish-speaking children in New Mexico.

Gullette⁴ emphasizes the value of repetition of words and phrases at properly spaced intervals in textual materials and also stresses content that does not offend propriety.

In an intergroup relations study of teaching materials produced by the American Council on Education,⁵ it is noted that materials

¹Op. cit., pp. 253, 267, 268.

²"They Learned English in Six Weeks," School Life, v. 35 (October 1952), p. 10.

³B. Rowan, E. Kendall, and M. Stroud, "The Teaching of Bilingual Children," Education, v. 70 (March 1950), pp. 423-426.

⁴C. C. Gullette, L. C. Keating, and C. P. Viens, Teaching a Modern Language, pp. 13, 35.

⁵American Council on Education, Intergroup Relations in Teaching Materials, p. 12.

should focus attention on attitudes, understandings, and skills conducive to good intergroup behavior.

After viewing the writings just quoted, a tentative set of criteria was established. That list was submitted for critical review to a jury¹ composed of two professors of education at Radford College and two experienced classroom teachers.

After the suggestions and comments of the members of the jury had been received, certain refinements and modifications were made in the tentative list which resulted in the following criteria:

Good reading experiences for Guamanian children:

I Are related to Guamanian environment. (Pauline Rojas² in her work with bilingual children says that there is a need for materials that reflect the familiar cultural background. Other teachers³ of bilingual children emphatically agree with her.)

¹Homer Howard and Samuel Abbott, Professors of Education at Radford College, Woman's Division of Virginia Polytechnic Institute; Mrs. Nellie Sawyer Tatem, teacher in the Norfolk, Virginia, Public Schools, and Mary K. Landreth, teacher in the Pulaski, Virginia, Public Schools.

²Op. cit., p. 205.

³J. Coindreau, "Teaching English to Spanish-Speaking Children," National Elementary Principal, XXV (June 1946), pp. 40-44; and R. Payne, "Learning to Say 'Good Morning' as Well as 'Buenos Dias'," NEA Journal, v. 41 (March 1952), p. 165.

II Supply English phrases commonly used on Guam. (This principle is advocated by Dunkel,¹ who believes that not only words but larger units that are often used should be repeated in teaching materials.)

III Are suited to age and developmental stage. (Dunkel² suggests that materials give detailed information about a "later-than-nursery period." Many readers may be at a given child's level of reading competence but have content which is too infantile for him. Teachers in the Winnetka, Illinois,³ schools adhere to the principle that reading many good books at a child's approximate level of difficulty is the most effective way in which he can increase skill and interest. Gullette⁴ adds that materials should be suitable from the standpoint of maturity for the group that will use them. Rojas⁵ asks for readers that will be based on known oral vocabulary but have subject matter appealing to the child's level of development.)

¹Op. cit., p. 40.

²Ibid., p. 18.

³Winnetka, Illinois, Public Schools, The Right Book for the Right Child, p. xiii.

⁴Op. cit., p. 35.

⁵Op. cit., p. 205.

IV Lend themselves to dramatic performance and other stimulating activities. (This tenet is held by Dunkel¹ who claims that play-acting tends to relieve self-consciousness felt in attempting to speak an unfamiliar language.)

V Tend to close the linguistic gap between the Guamanian and the statesider. (In their investigation of second-language teaching Agard and Dunkel² support this position.)

VI Tend toward high English standards. (This is also one of the requirements for materials formulated by Agard and Dunkel.³ In more specific terms, Rojas⁴ states that teaching should provide opportunities for the pupil to learn how to manipulate English words in the right structural patterns, e.g., learning to place modifiers before their substantives.)

VII Are varied sufficiently to provide opportunities to practice and use the language, but not enough to exceed their capacities for acquiring new vocabularies and meanings. (The first half of this principle was found to be supported in the writings of Gullette⁵ and his colleagues. The second half evolved in the general process of reviewing the literature of this field.)

¹Op. cit., p. 72. See also M. Pei, The Story of Language, p. 425; and W. V. Kaulfers, Modern Languages for Modern Schools, p. 115.

²Op. cit., p. 253.

³Ibid., pp. 267, 268.

⁴Op. cit., p. 211.

⁵Op. cit., p. 13.

VIII Are based on authoritative frequency lists and word counts.

(Although there is some disagreement on this point, it is usually indicated that the principle is workable but has been abused and misused. Wise use of frequency lists and word counts are recommended by Pei;¹ by Sauze,² who warns that vocabulary lists should be built on words used in actual experiences rather than on those in textual material only; by Coleman;³ by Kaulfers,⁴ who approves of using word counts if not used to repeat words for their own sake but to communicate content; and by others who have given time and effort to compiling such lists.)

IX Promote good intergroup behavior. (This principle is defined in the study of intergroup relations, made by the American Council on Education.⁵ It includes: (a) respect for individual worth and dignity, (b) keen consciousness of group organization and structure of a democratic society, (c) analysis of the major specific groups in American society, and (d) techniques of social action in intergroup relations.)

¹The Story of Language, pp. 112, 424.

²"Programs, Projects and Activities," an article in Twentieth Century Modern Language Teaching, p. 325.

³"Summarizing Conclusions: Content of the Course," Twentieth Century Modern Language Teaching, p. 612.

⁴Op. cit., p. 115.

⁵Op. cit., p. 12.

CHAPTER III

A BRIEF STATEMENT CONCERNING THE GEOGRAPHY, CULTURE, AND ECONOMY
OF GUAM:

ALSO A BRIEF HISTORICAL SKETCH OF THE AMERICAN OCCUPATION

The Geography of Guam

In the western Pacific Ocean lies the Island of Guam, about 500 miles from the equator, 5,200 miles from California, 1,500 miles from the Philippines, and 1,300 miles from Japan. It is the southernmost of a chain of islands to which was given the name "Marianas" in honor of the Spanish queen, Marie Anna.

Its area is approximately 225 square miles, its length about 30 miles, and its width from four to eight miles.

The island has two sections: the northern part, an almost level plateau several hundred feet high, surrounded by abrupt cliffs which drop to the ocean; and the southern part, a comparatively hilly and rugged section in which was found Mount Lamlam, the highest peak on the island, 1,300 feet in height. On most of Guam, underneath a thin top soil, there is limestone and coral; occasionally, clay.

Apra Harbor, on the western side, is the only deep water harbor. Agana Harbor is smaller and is used for local traffic, but could be developed for vessels of deep draft. A coral reef circles the Island, broken by paths to the sea which have been opened by fresh water from island streams. In the crooks and curves of the shore are many lovely beaches.

Island forests contain coconut palms, breadfruit, banana, ironwood, and some kinds of hardwood trees, but not enough timber for commercial development. A thick, low, jungle-like growth of plants called "Boondock" still covers much of Guam. Variety of plant life is limited.

Wild animal life is of the smaller type, now that the deer which once inhabited Guam have almost disappeared. There are wild pigs, lizards, rats, snails, frogs, ants, and mosquitoes; but no poisonous insects or reptiles. Surrounding waters are full of fish and other sea life.

Typhoons often cross Guam and do a great deal of damage, but the excellence of the warning service and the construction of permanent buildings for shelter are doing much to prevent loss.

The climate is highly humid and rather warm, with the temperature ranging from 70 to 90 degrees. Trade winds blow from December to June and normally bring cool nights and mornings. The two seasons--wet and dry--begin in June and December, respectively. The yearly rainfall of 70 inches occurs mostly from July to October.¹

The Culture of Guam

Little is known about the origin of the Chamorros, the natives of the Island, except that they belonged to the Micronesian race.

¹Russell. L. Stevens, Guam, U. S. A., p. 21.

There is probably no true Chamorro alive today. Blending with the races that have dominated them, the Chamorros lost their race and their heritage.

White men first discovered the Island in 1521 when Magellan landed and claimed it for Spain. Colonization was begun in 1668, missions were established, and a Spanish culture implanted which is still in evidence today.

At the close of the Spanish-American War, Guam was ceded to the United States, thereby beginning an era of adoption of American ways which is still in progress.

During World War II, the Japanese captured and controlled the Island and caused some of their ways to be assimilated by the Guamanians.

The result of so many invasions is a race of people who are accustomed to adapting their mode of life to those of conquerers.

The population has been divided as follows:¹

Guamanians.....	29,000
Statesiders.....	Unpublished
Filipinos.....	15,000
Trust Territory natives from the other Marianas.....	800
Foreign peoples.....	100

In 1950 the total population was 59,498.²

¹Stevens, op. cit., pp. 35-51.

²Joseph R. Holmes, This is Guam, p. 10.

Religious activities are conducted principally by the Roman Catholic Church. Many vestiges of old world culture may be seen in Guamanian weddings, festivals, and fiestas. Other religious influences at work are due to the presence of missions supported by the General Baptist and Seventh Day Adventist denominations.

Mixed strains are evident in the physical appearance of the inhabitants of Guam. Their brown skins may be light or dark, their heights may be short or tall, and their features may be representative of any of several races.

In their manner of dress, food, and housing, many influences are found, but their present trends are toward the American.

As a rule, the women are homemakers, although many are combining such roles with those of teaching in an admirable way.

The men follow, in general, the occupations of Americans. The Filipinos are moving into many fields of business. Some men work for wages while maintaining small farms for their own pleasure and for reduction of food costs.

Social levels are distinct; a few are rich, a few are poor, and the remainder have middle-income status. The government has no provision for the poor, but the people support a private agency to assist such people.

Village life is preferred, and many who have farms reside in villages. Originally, several families would often live in one dwelling and hold ownership of land jointly. Vestiges of such multiple ownership have tended to block attempts to plan city lots and streets.

The capital, Agana, is the only municipality having paved streets and sidewalks. Because of the undependability of the roads other than the main highways, the jeep has become a favorite means of transportation; although ownerships of automobiles are numerous and traffic often becomes a problem. Taxis are the only public transportation.

Housing is being constructed of a permanent, ranch type. Sewage is often primitive, although garbage disposal has been provided in the villages. Telephone and power service are extremely limited and costly. Water is provided for all villages. Each small town has its grocery and other stores; some have outdoor theaters. The island hospital is inadequate, but construction has begun on a new one.

English is the language of the schools. The subjects taught are similar to those offered in stateside schools. The Roman Catholic Church operates some private schools. Education is compulsory for children whose ages range between six and sixteen. There are 20 public elementary schools on the Island, each having eight grades; also, one high school. Permanent-type school buildings are being constructed to replace the frequently-encountered quonset huts. Elementary schools are taught by some 250 teachers and enroll some 9,000 pupils. The high school faculty includes approximately 50 teachers. It has about 1,100 students. Some of the teachers in the Guamanian schools are recruited from the States for two-year periods. Natives and non-natives both attend the same schools.

The Territorial College of Guam, a junior college devoted primarily to the preparation of teachers, is operated in co-operation with Ohio State University in a manner such that credits earned at the island institution may be used to meet requirements for degrees at Ohio State University.

Trends in leisure activities demonstrate the Guamanian tendency to retain the old while adopting the new. Among the most favored pastimes are watching cockfights; taking chances in lotteries; participating in fiestas and processions; fishing, shell hunting, swimming, boating, picnicking, boxing; witnessing or taking part in parades; watching or engaging in such sports as football; traveling abroad; playing golf; playing bingo; listening to the Guam Symphony; patronizing the Public Library, theaters, and night clubs; and attending events arranged by charitable and civic organizations.

The Economy of Guam

Business, especially construction, is booming on Guam and many have been quick to take advantage of the situation.

Imported articles enter free of duty and may enter the United States from Guam if resold in the local stores.¹ Usually such articles are gifts or small items of personal use.

¹There is some disagreement, which has been referred to the Bureau of Customs for solution, as to whether articles imported into Guam and there altered in any way by manufacture may be interpreted as eligible for exemption from duty on entry into the States.

The only deep harbor in the coastline of Guam is controlled by the United States Navy. Although an area therein has been designated as the Commercial Port and has been placed under the control of the Government of Guam, it may be restricted by the Navy at any time.

Perhaps the uncertainties concerning the interpretation of existing laws are responsible for the lack of industrial production exploiting imported raw materials. Be that as it may, the prospective manufacturer also must face problems incident to finding land, power, water, and labor where acute shortages exist in respect of all four. Cost of and time required for transportation of goods constitute still further problems.

Business on Guam is handicapped by the requirement that anyone traveling to or from Guam must have security clearances and passports. Many citizens feel that security could be maintained by the local Department of Public Safety which has a police force of greater numerical strength, in proportion to population, than is to be found in continental United States.¹ That force is supplemented by the police of the armed services.

Because of the barriers to manufacturing just cited, the economy of Guam is based almost entirely on merchandising and construction.

There is on the Island a persistent demand for goods and services which raise standards of living. Because the shortage of such things

¹Russell L. Stevens, Guam, U. S. A., p. 114.

is accompanied by high wages, the economy of the Island tends to become inflated.

Occupation of Guam by the United States

The Treaty of Paris, made in 1898 at the close of the Spanish-American War, gave Guam to the United States. Since that time, except during the time the Island was occupied by the Japanese during World War II, the government of the United States has been responsible for the welfare of the Guamanian people.

Although the treaty designated the Congress of the United States as administrator, the President then appointed the Secretary of the Navy to control Guam. Thus, the Navy had sole administrative powers there until the passage of the Organic Act of 1950, which provided a civilian government for Guam as an unincorporated territory.

Some of the measures put into effect by the Navy included acknowledgment of Guamanian citizenship; provision of a Bill of Rights; creation of an advisory body, the Guam Congress; establishment of appropriate departments in the administrative and judicial branches of government; institution of a system of village commissioners to serve as liaisons between the Naval governor and the people; development of Apra Harbor; the building of highways, a hospital, and utility services; the construction of the foundation for a new capital; and provisions for

schools, clinics, and police protection.¹ To repair extensive damages due to World War II, rehabilitation was engineered by the Navy.

On August 1, 1950, jurisdiction over Guam was transferred to the Department of Interior, and Guam then became a territory.

¹Stevens, op. cit., pp. 54-57.

CHAPTER IV

A DESCRIPTION OF PROCEDURES USED IN THE STUDY

After studying the geography, culture, and economy of Guam, in order to provide understandings relative to its educational problems, the next undertaking in this investigation was to study the Guamanian schools. In so doing, emphasis was placed on the problems arising in connection with the teaching of English to the non-English speaking Chamorros.

As the situation in the Guamanian schools was studied, it was found that stateside cultural patterns had made considerable impact on the culture of the islanders, which was reflected in their schools. That such a condition was unavoidable was accepted as a premise basic to this study. A salient aspect of the impact of non-native culture was the imposition of English as the official language of the public schools. Thus, it became incumbent upon teachers in those schools to select and develop teaching materials and to devise procedures such as would enable non-English-speaking children to read and otherwise communicate in English.

As this study got under way, it was found that one group of teachers had prepared a detailed plan for selecting and using materials for the teaching of beginning reading. As they did so, they gave a great deal of attention to vocabulary and word counts. Another group had listed the English words believed to be familiar to Chamorro-speaking adults and had prepared a list of cognates.

A third group, engaged in a workshop devoted to reading, listed English words used by those who otherwise spoke Chamorro. In that undertaking, some attempts were made to classify words by topics, such as, "Communication" and "Inside the House." Thus, the work of the groups to which reference is made provided the foundation for further undertakings.

With the purpose of discovering as accurately as possible what English words were commonly known, the three previously discovered lists were combined and edited; thereby eliminating trade names, some non-English words, and technical terms.

Next, mimeographed copies of the resulting list were submitted to certain teachers in the public schools of Guam, with the request that they indicate whether each word therein might be found in the speaking vocabulary of a typical six-year-old Guamanian child; in that of a typical ten-year-old; or not included in the vocabularies of children at elementary levels.

By using the teachers' responses, it was possible to compile a list of 570 words which appears in this writing as Appendix "A." That list, in turn, was compared with two recognized vocabulary lists: Dolch's¹ sight vocabulary, which is reproduced in Appendix "B," and Durrell's² basic word list for Grade Five reading materials.

¹Edward W. Dolch, Teaching Primary Reading, p. 205.

²Donald D. Durrell, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, XV (May 1938), pp. 185-187.

When the teachers' responses were organized, it was found that two of the 570 words submitted to them were adjudged to be entirely unknown to six-year-old Guamanian children. Thus, the list was reduced to 568 words, for which frequencies were found, showing the manner in which the teachers had reacted to each word. The following table is to present those data:

TABLE I

CLASSIFICATION OF WORDS KNOWN TO SIX-YEAR-OLD GUAMANIAN CHILDREN
 MARKED BY TWENTY-ONE OF THEIR TEACHERS, ACCORDING TO FREQUENCY OF
 MARKING EACH; SHOWN BY PER CENTS OF THE MARKING GROUP

<u>Number of Words</u>	<u>Per Cents of Group Marking Each Word</u>
245	81 - 100
103	61 - 80
106	41 - 60
81	21 - 40
33	1 - 20

As Table I shows, there were 348 words, each of which was marked by 60 per cent or more of the 21 teachers to whom the entire list was submitted. Of that number, 79 were found to be included in Dolch's list of 220 basic words, which he describes as constituting 50 per cent of the content of intermediate texts.

A similar procedure was followed respecting the vocabularies of ten-year-old children. Thus, the Guamanian teachers' responses in that connection were organized in the form of the following table.

TABLE II

CLASSIFICATION OF WORDS KNOWN TO TEN-YEAR-OLD GUAMANIAN CHILDREN
 MARKED BY TWENTY-ONE OF THEIR TEACHERS, ACCORDING TO FREQUENCY OF
 MARKING EACH; SHOWN BY PER CENTS OF THE MARKING GROUP

<u>Number of Words</u>	<u>Per Cents of Group Marking Each Word</u>
516	81 - 100
49	61 - 80
5	41 - 60

As Table II shows, there were 565 words, each of which was marked by 60 per cent or more of the teachers. Of that number only 87 were included in Dolch's list.

When the data respecting ten-year-olds were compared with Durrell's list of 524 words, it was found that only six were included among the 565 words which 60 per cent or more of the teachers regarded as known to Guamanian children of that age.

A third comparison was made with a list of words compiled by Ogden,¹ which is given in Appendix C. That list, considered by him as fundamental to English usage, includes 850 words which he deems sufficient for expressing all ideas except purely technical ones. It was found that words marked by 60 or more per cent of the teachers matched 203 of the Ogden words. Because it seemed impossible to create materials for ten-year-olds, using only words encountered simultaneously in the Guamanian list and in those prepared by Dolch and Durrell, the decision was made to proceed by using the 203 words found in Ogden's list. Those words, then, provided a working vocabulary which was used later to create the materials presented in Chapter VI.

The comparisons just discussed pointed to a need for discovering ways by which to habituate Guamanian children to using words not currently familiar to them at their respective age levels. Accordingly, a study was made of modern practices of engendering language skills, a report of which appears in Chapter V.

¹C. K. Ogden, The System of Basic English, inside covers.

CHAPTER V

A COMPARISON OF APPROACHES TO THE TEACHING OF READING

As the literature relating to reading was studied, it was found that there were two fairly distinct approaches to the teaching of that skill. One, for convenience, might be termed the experience approach; the other, the traditional.

Authors who support the experience approach begin with the principle that there can be no reading without meaning and no meaning without a wealth of concepts and experiences by which to interpret printed symbols.¹ Words on the printed page are just symbols until they are related to the experiences of the reader.² At first, reading materials must refer to experiences which are familiar or can be easily imagined. Later they may progress to new experiences which can be related to familiar ones; even to problems, situations, ideas, or ways of thinking which the reader is only beginning to explore.³

One of the most common causes of failure in reading, claims Pennell,⁴ is the limited number of experiences with which children

¹Paul McKee, Reading and Literature in the Elementary School, p. 100.

²Ernest Horn, Methods of Instruction in the Social Studies, pp. 177, 178.

³P. B. Diedrich, "Relationships Among Experience, Language, and Reading," in a University of Chicago Conference on Reading, Reading in Relation to Experience and Language, p. 15.

⁴Mary E. Pennell, an article in the Seventeenth Yearbook of the Department of Elementary School Principals, New Practices in Reading in the Elementary School, p. 292.

approach reading material. Teachers must look ahead to see what concepts will be needed. This principle applies to all grades and all subjects.

At present, strong emphasis in first-grade work is given to activities and excursions of all kinds. Such experiences are directed toward giving the children vivid and varied concepts leading to language development. According to Dolch,¹ opportunities for experiencing must be provided not just for reading purposes but to develop all the desirable individual and social possibilities of each child.

Thus, the teacher should familiarize herself with the backgrounds of the pupils and provide opportunities for them to grow and advance in areas wherein they need development.² In that connection, Witty and Kopel³ have prepared an Interest Inventory for Primary Children which is intended to help teachers discover the experiential backgrounds of their pupils.

Dewey⁴ has warned that, although all genuine education comes about through experience, all experiences are not genuinely or equally

¹Edward W. Dolch, Teaching Primary Reading, pp. 107-109.

²Guy L. Bond and Eva Bond, Teaching the Child to Read, p. 66.

³Paul Witty and David Kopel, Reading and the Educative Process, pp. 185-188.

⁴John Dewey, Experience and Education, pp. 13-14.

educative. For evaluating experiences, Betts¹ has supplied four criteria:

1. Does it have immediate as well as future value?
2. Is it a required background?
3. Are the experiences varied? Do they broaden the child's background of information?
4. Is each experience within the pupil's comprehension?

The experience approach places great emphasis on all the facets of readiness for reading. In the course of this study, it was found that extensive work had been done in that field. In keeping therewith, Kibbe² states that the school has a definite responsibility for developing reading readiness; that teachers have an obligation to do more than merely wait for it. An Evaluation Chart Measuring Reading-Readiness Factors, developed by the Bonds,³ was regarded as helpful to teachers in determining their points of beginning when attempting to get children ready to read.

Initial reading activities in the experience approach are based on cooperatively developed experience records having controlled

¹Emmett A. Betts, Foundations of Reading Instruction with Emphasis on Differentiated Guidance, pp. 295-296.

²Delia E. Kibbe, Improving the Reading Program in Wisconsin Schools, p. 10.

³Guy L. Bond and Eva Bond, Teaching the Child to Read, pp. 48-54.

vocabularies and sentence structures.¹ Dolch² avers that the most natural phrasing should be used; that sentences should be limited in number and length.

Thigpen³ gives a compact outline of the steps taken in using experience records: share the experience; talk about it; write about it (the teacher's role); read about it; and enjoy it in some other form of activity in which the experience is relived, like drawing it or dramatizing it.

In the view of Lamoreaux and Lee,⁴ actual construction of such records must follow certain rules for best results.

From reading experience charts the child gets pleasant experience; the concept that symbols are used to record thought; a motivation for acquiring the skills essential to reading; and an opportunity to expand his reading vocabulary.⁵ However, to offset certain weaknesses sometimes to be found in charts, with respect to the control of needed vocabulary, it is necessary that teachers guard against the children's

¹Emmett A. Betts, Foundations of Reading Instruction with Emphasis on Differentiated Guidance, p. 384.

²Edward W. Dolch, Teaching Primary Reading, pp. 116-118.

³Rebecca Thigpen, Assistant Professor, Supervisor of Directed Teaching, First Grade, Radford College, Radford, Virginia, in a conversation in July, 1954, at Radford College.

⁴L. A. Lamoreaux and D. M. Lee, Learning to Read Through Experience, pp. 125-129. See also H. L. J. Carter and D. J. McGinnis, Learning to Read, p. 126, and Dolch, op. cit., pp. 124-126.

resorting to mere verbalization and memorization by guiding their reading from that of the whole story to sentences, then to phrases, and then to words. Teachers should expose children to specific words and phrases enough to assure learning; should provide various situations using the same vocabulary; should keep careful records of vocabularies used and frequencies of repetition; should make continual evaluations of individuals' mastery; and should keep in mind the basic vocabulary necessary to enable children to move from charts to readers.¹ As Tinker² points out, this method requires an exceptionally skillful teacher.

Stone³ points out the dangers of using experience records exclusively as initial reading activities. He finds that such records tend to include content which is too difficult and vocabulary which is too extensive (unless skillfully guided by the teacher) for the less-than-exceptional child. He suggests that modern pre-primers, with their accompanying manuals, prepared chart material (especially of the flexible type), and workbooks, provide the most satisfactory introduction to reading books.

The following summary of the experience approach, applicable to use in all grades, is taken from Betts.⁴ Class, group, and individual

¹Lamoreaux, op. cit., p. 130.

²Miles A. Tinker, Teaching Elementary Reading, p. 109.

³C. R. Stone, op. cit., pp. 44, 312-321.

⁴Emmett A. Betts, Foundations of Reading Instruction with Emphasis on Differentiated Guidance, pp. 638-639.

activities are developed around large areas, or units, of experience. The use of reading as a tool for developing such units conforms to these steps:

1. Preparation: exploration of background of experiences leading to new experiences to develop vocabulary by insuring adequate working concepts.
2. Silent reading: guidance is given in applying known skills of word recognition which are developed as the teacher sees or foresees needs.
3. Discussion: vocabulary needs of pupils are noted and met.
4. Rereading: often takes the form of oral report.
5. Provision for individual needs: help is given in very small groups or through individual materials, prepared by the teacher or selected from commercial workbooks.

Whether or not writers agree that using the experience record is of itself a complete technique for initial reading activities, still they all seem to recognize experience as the basis for reading with meaning. That principle was also found to have been accepted by the Guamanian teachers who provided the impetus for this study. However, their approach to the teaching of reading was found to be in considerable contrast with the experience approach.

It appeared that, in the schools on the Island of Guam, there was an assumption that individual and social development were best promoted by home and church influences. Teachers there seemed to have given so much time and attention to teaching specified subject

matters in specified grades that they had little opportunity left to broaden children's experiences otherwise. Each teacher had to keep before her the one aim: get the children ready for the next grade.

Instruction in the language arts was found to have been split into separate entities of speech, reading, spelling, penmanship, grammar, and composition. Reading was looked upon as a subject with content of its own. Instruction in reading was usually confined to a specified reading period. Hence, pupils did not learn how to read arithmetic or when to use reading in social studies. The objectives of reading instruction were defined in terms of specific skills and abilities. Learning to read in the primary grades thus tended to place a premium on drill for the mastery of words. The teaching of reading was stressed less and less as the children progressed from primary to upper grades. It was given little or no consideration at the secondary level.

The basal-reader approach was used, with emphasis on word recognition. Attempts were made to develop word analysis techniques even before the pupils had acquired facility in reading materials which contained adequate stocks of sight words. Thus, the children were frequently led into situations in which they felt considerable bewilderment and dissatisfaction. Efforts to establish sight vocabularies were principally confined to repetitive drill.

The use of textbooks was somewhat regimented in nature. Situations predominated in which pupils were made to recite assigned materials.

Evaluation was confined largely to quantitative judgments relative to academic achievement. Letter grades were given on periodic reports and were usually based on averages of marks given in class. Promotion seemed to be based on the pupils' success in adjusting to the school.

In view of the contrast between the methods of teaching reading supported by modern research and those in use on the Island, it seemed appropriate to develop some sample materials and illustrative procedures likely to be useful in making the transition from methods prevailing on Guam to those deemed more in keeping with defensible psychological and pedagogical principles. The products of that part of the study are presented in Chapter VI.

CHAPTER VI

SAMPLE MATERIALS AND ILLUSTRATIVE PROCEDURES RECOMMENDED
FOR USE ON THE ISLAND OF GUAM

This chapter contains concrete recommendations regarding approaches to the teaching of reading and offers illustrative examples considered likely to be helpful to Guamanian teachers.

Several ways were found in keeping with principles supported by the literature pertaining to reading for use in developing the sight vocabularies needed by the Guamanian children in order to read English discourse.

To acquire a basic stock of sight words, Betts¹ suggests the use of context clues, configuration, picture clues, and language-rhythm clues. Another method, according to Dolch,² is to build up a general sight vocabulary from the environment, basic readers, supplementary content books, and free reading. Lamoreaux³ adds that the following are effective: memorization; hearing (recognition of sound elements); association; contextual clues; configuration; games built around words or phrases; simple, easy reading materials using the same words in many situations.

¹Emmett A. Betts, Foundations of Reading Instruction with Emphasis on Differentiated Guidance, p. 581.

²Edward W. Dolch, Teaching Primary Reading, p. 215.

³Lillian A. Lamoreaux and Dorris M. Lee, Learning to Read through Experience, pp. 150-152.

The promotion of growth in vocabulary by exploring the many meanings of a word and by classifying words into groups is proposed by Monroe.¹ She also suggests that language output and expressiveness can be improved by courtesy and helpfulness, in the "News" period, in small-group work, by artistic activities, in a friendly atmosphere, by using episodic pictures, and by narrating without the help of pictures.

After studying the principles implied by the foregoing statements, an attempt was made to develop samples of simple, easy reading materials making use of the words believed known to the Guamanian children. In so doing, reference was made to various settings and occasions considered meaningful to them. Thus, the plan was to introduce and repeat, in such contexts, the basic words which had been found lacking in their vocabularies. The following pages illustrate those materials:

¹Marion Monroe, Growing into Reading, pp. 93-100, 104-106.

EXPERIENCE RECORDS

Experiences similar to the following might be shared by Gusmanian children and then stories like these might be composed by them, working as a group:

We live on the farm.
We work on the farm.
We play on the farm.

We will have some fun.
We will have a surprise.
We will have a cake.

Jose ran fast.
Roberto ran fast.
They both ran fast.

Boys can swim.
Girls can swim.
Fish can swim.
What other things can swim?

We can write.
We can write our names.
See us write our names.

Time for lunch.
Time to wash.
Time to get a drink.

Anna walks to school.
Maria walks to school.
Emilia rides to school.

Rosa made a picture.
Rosa made a pretty picture.
We put it on the wall.

EXPERIENCE RECORDS

Stories such as these might be composed by first-grade children after sharing the experience of playing marbles:

Blue marbles.
Red marbles.
Pretty marbles.
We play marbles.

We play marbles.
We play marbles on the ground.

Marbles are round.
They roll on the ground.

Roll marbles.
Roll marbles on the ground.

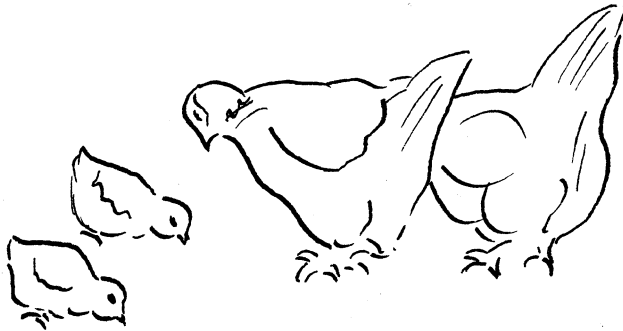
Roll a marble to me.
Roll a red marble to me.
Roll a blue marble to me.

Roll a marble on the ground.
Roll a marble on the line.

We play marbles on the ground.
We roll marbles to the line.

Stories such as this might be read by first-grade children just beginning to read. It illustrates the use of low word count and repetition:¹

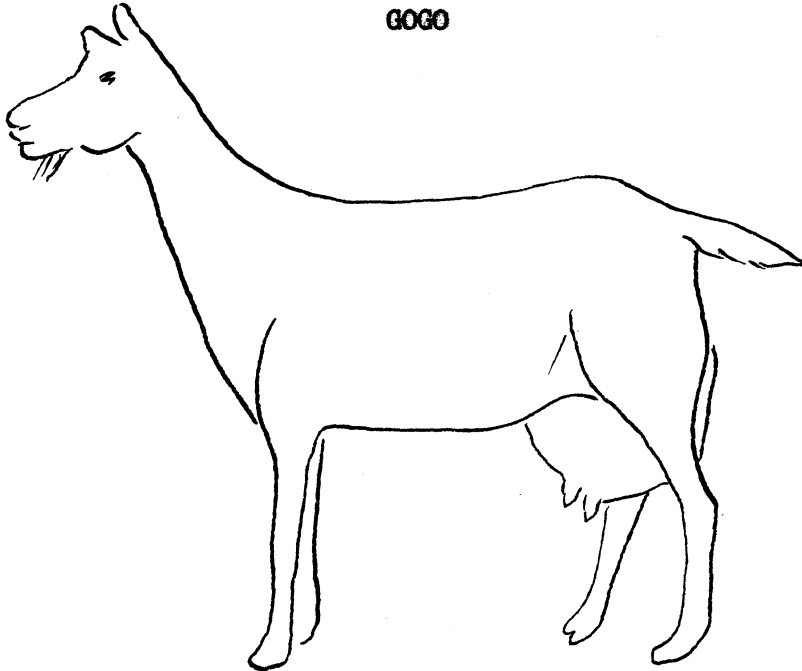
CHICKENS



Chickens.
 Big chickens.
 Little chickens.
 Big chickens and little chickens.
 Two chickens are big.
 Two chickens are little.
 Two big chickens.
 Two little chickens.
 Two big chickens and two little chickens.
 Chickens are big and chickens are little.

¹The picture for this story and those that follow were drawn by Dorothy Shumate, a student at Radford College, Woman's Division of Virginia Polytechnic Institute.

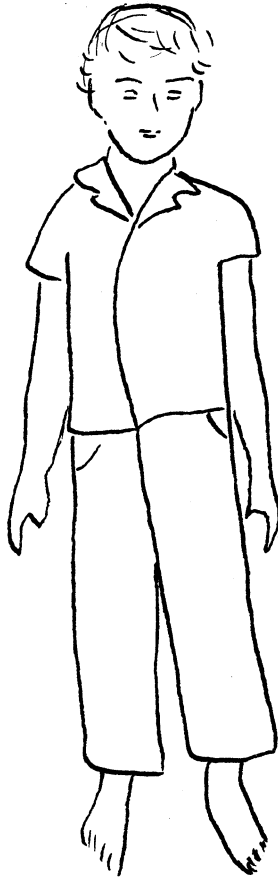
The following story, intended for First-Grade boys and girls, illustrates the use of low word count, repetition, and complete sentences:



Gogo is a goat.
Gogo is a black goat.
Gogo is a big goat.
Gogo is a big black goat.
We milk Gogo.
We milk big black Gogo.
We like goat milk.

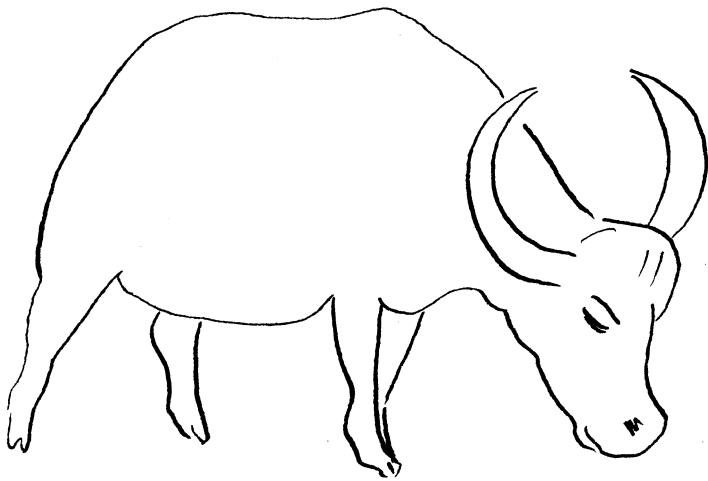
On this page and the three succeeding pages is a story for
First-Grade children:

LEON AND CARLOS



Leon

This is Leon.



Carlos

This is Carlos.



Leon and Carlos

**This is Leon and Carlos.
Leon is on Carlos.
Leon rides on Carlos.**



The Store

This is the store.
Leon rides to the store.
Leon rides to the store on Carlos.

The following is a story for Fifth-Grade children in which appear words they already know, as well as some new words. The latter are underlined:

PEDRO AND THE DOG

"Come get the paper," said Pedro. Pedro was calling to the dog. Pedro wanted to show the dog how to carry the paper to the house.

"Come get the paper," said Pedro, but the dog was happy in the oven. The oven was cold in the morning. The dog wanted to be cold. The dog wanted to sleep. Working was hot. Carrying the paper was work.

Pedro called and called but the dog was sleeping. Pedro decided to stop calling the dog. Pedro decided to sleep too.

The following is a game for Fifth-Grade boys or girls, making use of certain Ogden Basic English words already known to Chamorro-speaking children; also some new words. The new words are underlined.

A GAME

Play Golio out of the house. All boys get sticks and bottle tops. One boy is Golio. The tops are in different places. All but Golio touch the sticks to the tops as bases. Golio says, "Go!" All boys take the sticks and run to other tops. Golio touches one of the tops. The boy with no top to touch is Golio.

The following is a story for Fifth-Grade boys, in which is used certain Ogden Basic English words already known to the children, as well as some new words. All new words introduced in the story are underlined:

A DECISION

Juan and Roberto are brothers. Juan and Roberto like to swim. They like to swim in the morning. They like to swim at night. They like to swim better than to go to school. They like to swim better than to work on the boats.

One morning Juan and Roberto were going to school. They were talking. Juan said, "The water looks good to me." Roberto said, "The water looks good to me."

Juan and Roberto made a decision. They made a decision to go for a swim. They made a decision to go at night.

"To swim at night," Father always said, "Take big brother. Take brother Pedro." But Juan and Roberto made a decision to swim without big brother Pedro.

At night Juan and Roberto were in the water for a swim. They were happy. They liked to swim at night. They were happy to swim without big brother Pedro.

But at night the water is cold. Roberto was cold. Roberto's feet were cold. In a minute Roberto's feet were in pain.

"Help," said Roberto, "Help me. The water is making my feet cold. My feet are in pain. Help me get out of the cold water."

Juan helped Roberto. Juan pulled and pulled. At last Juan pulled Roberto out of the water.

After they were at the house, Juan and Roberto made a decision. They made a decision always to take big brother Pedro for a night swim.

The following is a story for Fifth-Grade girls, in which are used certain Ogden Basic English words already known to the children, as well as some new words, based on the Ogden list words that are already known. All new words introduced are underlined:

A DRESS FOR NITA

It was morning. It was the big day at last. Waiting was hard. Nita was happy to be ten at last.

The day was to be a happy day. It was the day of Nita's birth. A day of birth is always a happy day. There was to be a cake and ice cream. Nita liked cake and ice cream. There was to be a game to play. Nita liked to play games. Mother was cutting flowers to make the house beautiful--all to make the day of Nita's birth a happy one.

But there was more. Mother was going to get a dress for Nita. Mother was going to take Nita to the store to get a dress for the day of Nita's birth. It was to be a beautiful dress. Nita was happy to be going to the store for a beautiful dress.

At the store there were dresses of all kinds. There were red dresses, white dresses, yellow dresses, silk dresses, and cotton dresses.

Mother said, "Is there a dress you like, Nita?"

All the dresses were beautiful. There were all kinds of beautiful dresses. Nita looked at all the dresses. Mother was waiting.

The sun was hot. Nita was hot. Nita walked to the door and looked out. There was the blue sky. The sky was a beautiful blue.

"Look," said Nita, "There is the color of dress I like! A sky-blue dress of silk, Mother!"

And Mother was happy to get a beautiful blue silk dress for the day of Nita's birth.

After the foregoing materials were created, they were critically reviewed¹ in terms of the nine criteria which had been established earlier in this study. Such review resulted in the following judgments:

CRITERION I: Good reading experiences for Guamanian children are related to Guamanian environment:

This criterion was deemed to have been met to a high degree. The experiences upon which the suggested materials were based were adjudged to be familiar to Guamanian children. Some were considered appropriate to the experiential background of all children. However, as such judgments were being made, it was realized that materials similar to those presented could be created which would be even more closely related to the Guamanian environment, if the children themselves were to participate in making them, in accordance with the procedures described in Chapter V of this writing.

CRITERION II: Good reading experiences for Guamanian children supply English phrases commonly used on Guam:

The materials presented were not considered to be in conformity with this criterion. That judgment resulted from the realization that the very language of the materials, English, was not commonly used on Guam. Thus, the phraseology found therein would be, of

¹Judgments concerning the suggested materials, presented in this connection, were made by Elsie M. Lochmeyer, Assistant Professor, Radford College, and Supervisor of Directed Teaching, McGuffey School of Radford College.

necessity, foreign to the children. In order to meet this standard, it was believed that it would be necessary, first, to have the children use English in oral discourse until they had learned to use in conversation phrases similar to those employed in the materials. If such a procedure were to be followed, decisions as to which English phrases would be used on Guam would become the responsibility of the Guamanian teachers.

CRITERION III: Good reading experiences for Guamanian children are suited to age and developmental stage:

Because the materials presented were deemed to be appropriate, respectively, to the ages and developmental stages of typical state-side children in Grades One and Five, they were adjudged to be appropriate for Guamanian children of those grades. Thus, this standard seems to have been met.

CRITERION IV: Good reading experiences for Guamanian children lend themselves to dramatic performance and other stimulating activities:

The materials were adjudged to be in conformity with this criterion. First-grade children who have composed experience records similar to those illustrated in this study might very well be guided by their teachers to act out what they had written and read. Furthermore, the records might lend themselves to rhythmic response, and the picture-words¹ might stimulate drawings. It was believed that the

¹Words that have the power to evoke pictures of actions and things, in the minds of those who use them.

game for the fifth-grade children could be played as well as read; and that the stories written for them had possibilities for dramatization and illustration. Also, it was considered likely that those stories might stimulate the children to write similar stories, based upon their own experiences.

CRITERION V: Good reading experiences for Guamanian children tend to close the linguistic gap between the Guamanian and the statesider:

As was the case with Criterion II, a judgment was made to the effect that this standard had not been met, and perhaps could not be met either in the materials presented or in any written materials, until the Guamanian children had had more extensive experiences with oral English. Thus, to close the linguistic gap between Guamanian and statesider was viewed more as the function of oral than of written discourse.

CRITERION VI: Good reading experiences for Guamanian children tend toward high English standards:

In the main, the materials presented for review seemed to meet prevailing standards of English usage. One exception to that judgment occurred respecting the position of some words. However, the word positions deemed contrary to customary English usage were necessitated by the limitations imposed by Ogden's system. Thus, they were regarded as awkward but not incorrect.

CRITERION VII: Good reading experiences for Guamanian children are varied sufficiently to provide opportunities to practice and use the language, but not enough to exceed their capacities for acquiring new vocabularies and meanings:

When the materials were reviewed with this criterion in mind, they were found to be sufficiently varied in content. Also, they seemed to provide for enough repetition of the words to be learned. In this connection, it was observed that, because many of the new words introduced in the materials were not picture-words, they probably would be harder to learn. However, it was also observed that the number of new words introduced in each story or record was low enough to enable children to master them without undue strain. Thus, it was decided that this criterion had been met in the materials presented for use on Guam.

CRITERION VIII: Good reading experiences for Guamanian children are based on authoritative frequency lists and word counts:

Because the materials were based on Dolch's sight vocabulary and Ogden's basic word list, it was assumed that they had conformed to this principle, in respect of being based on authoritative lists. Also, they were found to conform to certain word-count controls established by researchers in this field.

CRITERION IX: Good reading experiences for Guamanian children promote good intergroup behavior:

When this criterion was used to evaluate the materials, the following observation was made: If the Guamanian children, working with their teachers and with one another, had composed the experience

records presented in this writing, and if such records had been based on actual experiences, then the records could have been viewed as conforming to this criterion.¹

After judging the materials presented in this writing for suggested use in the Guamanian schools, a summary was made of this study; also, recommendations concerning the teaching of reading on the Island. The record of that part of the investigation appears in the next and concluding chapter.

¹In this connection, it is suggested that a study of the history of Guam might promote good inter-group behavior at the fifth-grade level; also, that a unit on the immediate environment, such as "Making Our Classroom Look Nice," might lead to the realization of that objective at the first-grade level.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

After a review had been made of literature pertaining to the problem of second-language teaching, and criteria had been set up for judging Guamanian reading experiences, this investigation proceeded to the study of lists of English words known by Guamanian children. Those lists, in turn, were compared with other lists published by certain recognized authorities. Next, certain approaches to the teaching of reading were investigated, and one was found which seemed to be favored by most authorities and researchers, namely, the experience approach.

After deciding upon the experience approach, as most likely to serve the needs of Guamanian children, sample materials were created illustrative of appropriate written matter for use at first-grade and fifth-grade levels, respectively.

In the composition of those materials, use was made of words included in the English vocabularies of the children which were also to be found in Ogden's list. Then, when the material had been completed, they were judged in the light of the nine criteria established earlier in the study. That judgment resulted in the finding that those materials had conformed to seven of nine criteria.

In consequence of the findings relative to the criteria, the view was taken that the original purpose of this study had been accomplished, at least to some degree; namely, to create sample

materials which would be appropriate for use in Guamanian teaching-learning situations, based on known English vocabularies, and which would conform to certain criteria based on findings relative to the teaching of English as a second language. In an attempt to serve the interests of the Guamanian children still further, a second purpose of this study, that of presenting the advantages of the experience approach to reading, was deemed to have been achieved in some measure.

As a concluding step in this undertaking, the following recommendations are made: (1) that the teachers of Guam give consideration to the advantages of using the experience approach to reading; (2) that, rather than rely upon imported reading materials exclusively, they create, with their pupils, more and more suitable reading matter from their own rich resources; and (3) that they provide vivid and varied opportunities for their pupils to use the English language.

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APPENDIX "A"

MANNER IN WHICH TWENTY-ONE GUAMANIAN TEACHERS RESPONDED TO A LIST OF WORDS BELIEVED KNOWN TO GUAMANIAN CHILDREN; SHOWN BY FREQUENCIES OF TEACHERS' AFFIRMATIVE MARKS RESPECTING SIX-YEAR-OLD AND TEN-YEAR-OLD CHILDREN'S FAMILIARITY

Word	Frequency	
	Six-year-old	Ten-year-old
above	11	19
absent	17	21
afraid	16	21
after	12	20
afternoon	15	20
age	9	20
air	14	20
airplane	21	21
airport	12	20
all	18	21
almost	9	18
alone	9	19
along	6	17
altogether	6	17
always	10	21
America	18	21
American	18	21
and	19	21
angry	17	21
animal	19	21
ankle	6	18
answer	14	21
any	9	18
apple	20	21
April	8	20
are	14	20
as	9	18
aside	1	17
at	15	21
attach	1	15
attention	13	21
automobile	18	21
away	17	19
baa	19	20
baby	21	21
bacon	18	19
bad	21	21
bag	18	21

Word	Frequency	
	Six-year-old	Ten-year-old
ball	21	21
balloon	21	21
banana	21	21
band	9	17
bank	11	20
baseball	11	20
basketball	15	21
bean	14	21
beautiful	14	21
become	4	15
bee	16	21
behave	11	20
bell	21	21
belong	4	17
berry	7	19
beside	8	19
better	10	20
bicycle	21	21
big	20	21
bird	21	21
birthday	21	21
biscuit	21	21
black	18	21
blackboard	21	21
block	18	21
blue	20	21
boat	21	21
book	21	21
bottle	18	21
bow	11	21
bex	21	21
boy	20	21
bracelet	11	19
breadfruit	12	20
bride	10	18
bring	18	21
broom	20	21
brother	21	21
brown	20	21
brush	18	21
build	10	21
burn	15	21

Word	Frequency	
	Six-year-old	Ten-year-old
bus	19	21
but	8	18
butter	21	21
bye	19	21
cabbage	20	21
cake	21	21
calendar	14	21
call	18	21
can	20	21
candy	21	21
captain	8	20
car	21	21
carabao	19	21
carpenter	13	20
carrot	19	21
carry	18	21
cart	12	20
carve	4	15
cat	21	21
catcher	14	21
celery	17	21
cereal	13	19
chair	21	21
chalk	20	21
champion	11	19
chaplain	4	15
check	9	20
cherry	7	17
chicken	19	20
chewing gum	20	21
chief	8	18
chocolate	17	21
Christmas	20	21
clean	19	21
clinic	8	14
clock	17	21
close	18	21
club	5	15
cock	11	18
coconut	19	21
coffee	19	21

Word	Frequency	
	Six-year-old	Ten-year-old
cold	16	21
color	16	21
come	19	21
comic	18	21
commissioner	13	18
company	8	18
compare	3	16
concert	2	10
conduct	4	13
cone	14	18
coo	11	17
cooky	21	21
copy	12	20
copybook	20	21
cord	4	16
corn	16	21
corsage	3	9
cot	11	18
cowboy	19	21
cracker	20	21
crayon	19	21
cream	6	16
cry	19	21
cucumber	18	21
cup	19	21
curtain	12	19
cushion	14	19
cut	17	21
dance	19	21
day	16	21
December	9	21
decide	1	16
dentist	15	21
desk	14	20
difference	4	12
different	6	14
dim	7	17
ding-dong	13	21
dispensary	17	19
district	5	13
divide	1	18

Word	Frequency	
	Six-year-old	Ten-year-old
dock	6	17
doctor	18	21
dog	20	21
doll	21	21
don't	15	20
door	20	21
down	20	21
dozen	4	20
draw	18	21
dress	20	21
drink	18	21
driver	15	21
ear	21	21
Easter	11	21
eat	19	21
egg	21	21
eight	20	21
either	3	16
electric	10	19
electricity	6	18
enemy	1	15
English	9	21
envelope	12	20
erase	15	21
eraser	16	21
escape	0	14
evening	8	20
excuse	15	21
eye	21	21
face	21	21
fall	18	21
family	18	21
fan	13	20
fandango	17	20
father	21	21
feast	2	16
feet	21	21
finger	20	21
fingernail	21	21
fire truck	17	21

Word	Frequency	
	Six-year-old	Ten-year-old
first base	9	20
five	21	21
flag	21	21
flashlight	20	21
floor	19	21
flower	20	21
flower vase	11	20
fly	18	21
follow	12	20
fountain	7	16
fountain pen	16	21
four	20	21
freezer	5	15
frog	16	20
fruit	14	21
gallon	10	19
gallop	10	21
game	19	21
garage	15	21
garden	16	21
gasoline	16	21
gas station	18	21
germ	5	17
get	15	21
girl	21	21
give	20	21
go	21	21
goal	3	13
good	21	21
grape	20	21
gray	12	20
grease	5	16
green	19	21
grocery	4	18
ground	13	20
Guam Police	18	21
guava	12	19
guitar	13	21
gum	19	21

Word	Frequency	
	Six-year-old	Ten-year-old
hair	21	21
ham	14	21
hand	20	21
hanger	13	20
happy	18	21
hard	9	20
has	9	19
hat	21	21
hatchet	8	16
head	21	21
hear	16	21
help	16	21
high school	12	18
hold	16	20
home	21	21
honest	10	19
horse	18	20
hose	10	17
hospital	18	20
hot	17	21
hot dog	13	19
hot plate	8	14
house	21	21
I	18	20
ice	21	21
ice box	19	20
ice cream	21	21
ice drop	18	20
iced tea	11	19
ice pick	9	20
ice plant	8	15
idea	3	15
in	15	20
Indian	13	19
invitation	3	18
ironing board	9	18
is	17	19
island	5	19

Word	Frequency	
	Six-year-old	Ten-year-old
jack	12	20
jacket	8	19
jam	19	21
janitor	15	20
jeep	21	21
jelly	10	18
jolly	5	15
juice	20	21
July	8	20
jump	19	21
June	9	19
lace	4	16
ladybug	7	18
lamp	11	20
lampshade	5	17
laugh	18	21
laundry	10	18
lawnmower	10	18
leaves	15	21
lemon	20	21
lemonade	17	20
letter	16	20
lettuce	10	19
library	12	19
lie	10	21
light	15	21
lighter	8	18
like	19	21
lima beans	10	20
lime	6	14
lion	12	21
lipstick	17	21
list	5	15
listen	17	21
little	20	21
lock	19	21
lunch	19	21
lunch counter	10	20

Word	Frequency	
	Six-year-old	Ten-year-old
machete	19	21
machine	9	18
mail	8	21
maize	5	11
make	17	21
man	20	21
mango	21	21
many	17	21
map	5	18
marble	21	21
march	14	21
mark	6	18
market	16	21
mask	9	18
match	15	20
matches	18	21
material	3	13
matinee	8	20
me	20	21
meat	18	21
meeting	16	21
melon	18	21
merry-go-round	20	21
milk	21	21
milkshake	6	17
mine	12	19
minute	7	18
moment	3	14
money	19	21
moon	21	21
mop	20	21
morning	19	21
mother	21	21
motorcycle	15	20
mouth	20	20
movies	17	20
moving picture	12	16
music	16	21
mustard	7	17

Word	Frequency	
	Six-year-old	Ten-year-old
nail file	4	17
name	20	21
napkin	12	20
necessary	3	16
neck	18	21
net	9	17
news	17	21
nice	18	21
nickel	11	21
night	16	19
nine	17	21
no	21	21
nose	21	21
notebook	18	21
notice	4	15
November	6	21
nurse	18	21
mat	13	21
eatmeal	4	15
October	7	21
office	11	21
on	15	20
one	20	21
open	21	21
orange	20	21
out	20	21
oven	10	18
paint	16	21
painter	7	18
pajamas	16	21
pan	15	21
pancake	15	19
pants	19	21
papa	21	21
papaya	21	21
paper	19	21
parade	13	21
part	6	19
party	19	21
post office	16	21

Word

	Six-year-old	Ten-year-old
police station	15	21
policeman	20	21
practice	11	19
pretty	15	21
principal	17	21
program	12	21
pudding	13	20
pull	14	20
purple	15	20
purse	18	21
push	17	21
puzzles	9	19
quarter	6	17
question	6	20
rabbit	17	21
radio	21	21
radish	19	21
rag	16	20
rain	20	21
raincoat	21	21
receive	4	15
recess	20	21
record	11	18
red	20	21
repeat	8	17
respect	5	16
restaurant	12	21
ribbon	15	21
ride	17	21
rubber band	16	21
rug	12	19
ruler	12	20
run	19	21
safe	11	20
salad	17	20
salmon	17	21
sandal	9	16
sandwich	19	21
Santa Claus	21	21

Word	Frequency	
	Six-year-old	Ten-year-old
sardines	16	20
school	19	21
scissors	18	21
scooter	11	18
scout	12	20
screen	10	18
second base	8	19
see	20	21
see-saw	20	21
September	8	21
seven	18	21
shampoo	10	18
sharpener	15	21
shirt	16	21
shoes	21	21
shop	8	15
show (movies)	19	21
shut	12	21
sing	19	21
sister	19	21
sit	20	21
six	20	21
skip	16	21
sleep	20	21
slide	9	20
slow	11	21
small	15	21
smoke	9	20
snaps	3	14
socks	19	21
soda	14	21
sofa	7	17
soft	13	20
soup	20	21
spaghetti	8	17
spelling	8	21
spoon	21	21
spring	6	15
stage	7	19
stain	0	12
stamp	8	21
stand	16	21

Word	Frequency	
	Six-year-old	Ten-year-old
starter	6	15
station	7	17
steak	9	17
stick	16	21
stop	18	21
stop sign	11	20
store	19	21
story	19	21
strawberry	8	20
strike	5	17
summer house	6	15
sun	18	21
sweep	16	21
table	20	21
take	19	21
talk	19	21
tape	12	21
tape measure	7	15
target	6	16
taro	12	20
taxi	12	21
teacher	21	21
teeth	21	21
telephone	14	21
ten	19	21
tent	7	19
terrible	4	15
test	7	21
textbook	6	16
Thanksgiving	10	21
thank you	19	21
thermos bottle	11	20
third base	6	19
three	20	21
thumb tack	17	21
ticket	10	20
tire	9	18
to	12	20
toad	18	21
toilet	18	21
tomato catsup	14	19

Word	Frequency	
	Six-year-old	Ten-year-old
tomatoes	15	21
toothbrush	20	21
toothpaste	16	21
toothpick	12	20
top	12	20
tortillas	19	21
tey	20	21
tractor	10	20
traffic	8	18
trailer	9	19
train	13	21
transportation	4	15
tray	7	17
tree	17	21
trip	8	17
truck	18	21
tub	7	18
two	19	21
typewriter	13	21
ukulele	14	19
understand	11	20
up	19	21
vacation	10	21
valentine	14	20
vanilla	5	16
vase	5	17
village	16	21
visit	10	21
visitor	13	21
volley ball	15	21
volley ball net	11	20
wagon	18	21
wait	13	21
walk	19	21
want	16	21
washing machine	17	21
washrag	11	21
water	21	21
water lily	8	21

Word	Frequency	
	Six-year-old	Ten-year-old
watermelon	17	21
wax	12	21
weak	10	19
wheelbarrow	8	19
white	18	21
wind	16	21
work	15	21
wrist watch	14	20
write	16	20
yard	6	17
yellow	17	21
yes	21	21
you	19	21

APPENDIX "B"

A BASIC SIGHT VOCABULARY OF 220 WORDS¹

Numbers in parentheses indicate grade level of words known to Guamanian children:

Conjunctions

and (1, 5)
as (5)
because
but (5)
if
or

Prepositions

about
after (5)
at (1, 5)
by
down (1, 5)
for
from
in (1, 5)
into
of
on (1, 5)
over
to (5)
under
upon
with

Pronouns

he
her
him

his
I (1, 5)
it
its
me (1, 5)
my
myself
our
she
that
their
them
these
they
this
those
us
we
what
which
who
you (1, 5)
your

Adverbs

again
always (5)
around
away (1, 5)
before
far
fast

first
here
how
just
much
never
no (1, 5)
not
now
off
once
only
out (1, 5)
so
soon
then
there
today
together
too
up (1, 5)
very
well
when
where
why
yes (1, 5)

Adjectives

a
all (1, 5)
an

¹Taken from E. W. Dolch, Teaching Primary Reading, p. 205.

any (5)
 best
 better (5)
 big (1, 5)
 black (1, 5)
 blue (1, 5)
 both
 brown (1, 5)
 clean (1, 5)
 cold (1, 5)
 eight (1, 5)
 every
 five (1, 5)
 four (1, 5)
 full
 funny
 good (1, 5)
 green (1, 5)
 hot (1, 5)
 kind
 light (1, 5)
 little (1, 5)
 long
 many (1, 5)
 new
 old
 one (1, 5)
 own
 pretty (1, 5)
 red (1, 5)
 right
 round
 seven (1, 5)
 six (1, 5)
 small (1, 5)
 some
 ten (1, 5)
 the
 three (1, 5)
 two (1, 5)
 warm
 white (1, 5)
 yellow (1, 5)

Verbs

am
 are (1, 5)
 ask
 ate
 be
 been
 bring (1, 5)
 buy
 call (1, 5)
 came
 can (1, 5)
 carry (1, 5)
 come (1, 5)
 could
 cut (1, 5)
 did
 do
 does
 done
 don't (1, 5)
 draw (1, 5)
 drink (1, 5)
 eat (1, 5)
 fall (1, 5)
 find
 fly (1, 5)
 found
 gave
 get (1, 5)
 give (1, 5)
 go
 goes
 going
 got
 grow
 had
 has (5)
 have
 help (1, 5)
 hold (1, 5)
 hurt

is (1, 5)
 jump (1, 5)
 keep
 know
 laugh (1, 5)
 let
 like (1, 5)
 live
 look (1, 5)
 made
 make (1, 5)
 may
 must
 open (1, 5)
 pick
 play
 please
 pull (1, 5)
 put
 ran
 read
 ride (1, 5)
 run (1, 5)
 said
 saw
 say
 see (1, 5)
 shall
 show
 sing (1, 5)
 sit (1, 5)
 sleep (1, 5)
 start
 stop (1, 5)
 take (1, 5)
 tell
 thank (1, 5)
 think
 try
 use
 walk (1, 5)
 want (1, 5)
 was

wash
went
were
will
wish
work (1, 5)
would
write (1, 5)

APPENDIX "C"

BASIC ENGLISH WORDS¹

Asterisks mark words found on the Guamanian fifth-grade list:

Operations, etc. (100 Words):

come*	get*	give*	go*	keep
let	make*	put	seem	take*
be	do	have	say	see*
send	may	will	about	across
after*	against	among	at*	before
between	by	down*	from	in*
off	on*	over	through	to*
under	up*	with	as	for
of	till	than	a	the
all*	any	every	no*	other
some	such	that	this	I*
he	you*	who	and*	because
but*	or	if	though	while
how	when	where	why	again
ever	far	forward	here	near
now	out*	still	then	there
together	well	almost*	enough	even
little*	much	not	only	quite
so	very	tomorrow	yesterday	north
south	fast	west	please	yes*

Things, General (400 Words):

account	approval	belief
act	argument	birth
addition	art	bit
adjustment	attack	bite
advertisement	attempt	blood
agreement	attention*	blow
air*	attraction	body
amount	authority	brass
amusement	back	bread
animal*	balance	breath
answer*	base	brother*
apparatus	behavior	building*

¹ Taken from G. K. Ogden, The System of Basic English, inside covers.

burn*
 burst
 business
 butter*
 canvas
 care
 cause
 chalk*
 chance
 change
 cloth
 coal
 color*
 comfort
 committee
 company*
 comparison
 competition
 condition
 connection
 control
 cook
 copper
 copy*
 cork
 cotton
 cough
 country
 cover
 crack
 credit
 crime
 crush
 cry*
 current
 curve
 damage
 danger
 daughter
 day*
 death
 debt
 decision
 degree
 design
 desire

destruction
 detail
 development
 digestion
 direction
 discovery
 discussion
 disease
 disgust
 distance
 distribution
 division
 doubt
 drink*
 driving
 dust
 earth
 edge
 education
 effect
 end
 error
 event
 example
 exchange
 existence
 expansion
 experience
 expert
 fact
 fall*
 family*
 father*
 fear
 feeling
 fiction
 field
 fight
 fire
 flame
 flight
 flower*
 fold
 food
 force
 form

friend
 front
 fruit*
 glass
 gold
 government
 grain
 grass
 grip
 group
 growth
 guide
 harbor
 harmony
 hate
 hearing*
 heat
 help*
 history
 hole
 hope
 hour
 humor
 ice*
 idea*
 impulse
 increase
 industry
 ink
 insect
 instrument
 insurance
 interest
 invention
 iron*
 jelly*
 join
 journey
 judge
 jump*
 kick
 kiss
 knowledge
 land
 language
 laugh*

law
 lead
 learning
 leather
 letter*
 level
 lift
 light*
 limit
 linen
 liquid
 list*
 look*
 loss
 love
 machine*
 man*
 manager
 mark*
 market*
 mass
 meal
 measure
 meat*
 meeting*
 memory
 metal
 middle
 milk*
 mind
 mine*
 minute*
 mist
 money*
 month
 morning*
 mother*
 motion
 mountain
 move
 music*
 name*
 nation
 need
 news*
 night*
 noise

note
 number
 observation
 offer
 oil
 operation
 opinion
 order
 organization
 ornament
 owner
 page
 pain
 paint*
 paper*
 part*
 paste
 payment
 peace
 person
 place
 plant
 play
 pleasure
 point
 poison
 polish
 porter
 position
 powder
 power
 price
 print
 process
 produce
 profit
 property
 prose
 protest
 pull*
 punishment
 purpose
 push*
 quality
 question*
 rain*
 range

rate
 ray
 reaction
 reading
 reason
 record*
 regret
 relation
 religion
 representative
 request
 respect*
 rest
 reward
 rhythm
 rice
 river
 road
 roll
 room
 rub
 rule
 run*
 salt
 sand
 scale
 science
 sea
 seat
 secretary
 selection
 self
 sense
 servant
 sex
 shade
 shake
 shame
 shock
 side
 sign
 silk
 silver
 sister*
 size
 sky
 sleep*

slip
 slope
 smash
 smell
 smile
 snake*
 sneeze
 snow
 soap
 society
 son
 song
 sort
 sound
 soup*
 space
 stage*
 start
 statement
 steam
 steel
 step
 stitch
 stone
 stop*
 story*
 stretch
 structure
 substance
 sugar
 suggestion
 summer
 support
 surprise
 swim
 system
 talk*
 taste
 tax
 teaching
 tendency
 test*
 theory
 thing
 thought

thunder
 time
 tin
 top*
 touch
 trade
 transport
 trick
 trouble
 turn
 twist
 unit
 use
 value
 verse
 vessel
 view
 voice
 walk*
 war
 wash
 waste
 water*
 wave
 wax*
 way
 weather
 week*
 weight
 wind*
 wine
 winter
 woman
 wood
 wool
 word
 work*
 wound
 writing*
 year

Things, Picturable (200 Words):

angle
ant
apple*
arch
arm
army
baby*
bag*
ball*
band*
basin
basket
bath
bed
bee*
bell*
berry*
bird*
blade
board
boat*
bone
book*
boot
bottle*
box*
boy*
brain
brake
branch
brick
bridge
brush*
bucket
bulb
button
cake*
camera
card
cart*
carriage
cat*
chain
cheese
chest

chin
church
circle
clock*
cloud
coat
collar
comb
cord*
cow
cup*
curtain*
cushion*
dog*
door*
drain
drawer
dress*
drop
ear*
egg*
engine
eye*
face*
farm
feather
finger*
fish
flag*
floor*
fly*
foot
fork
fowl
frame
garden*
girl*
glove
goat
gun
hair*
hammer
hand*
hat*
head*

heart
hook
horn
horse*
hospital*
house*
island*
jewel
kettle
key
knee
knife
knot
leaf
leg
library*
line
lip
lock
map*
match*
monkey
moon*
mouth*
muscle
nail
neck*
needle
nerve
net*
nose*
nut*
office*
orange*
oven*
parcel
pen
pencil
picture
pig
pin
pipe
plane
plate
plough

pocket
pot
potato
prison
pump
rail
rat
receipt
ring
rod
roof
root
sail
school*
scissors*
screw
seed
sheep
shelf
ship
shirt*
shoe*
skin
skirt
snake
sock*
spade
sponge
spoon*
spring*
square
stamp*
star
station
stem
stick*
stocking
stomach
store*
street
sun*
table*
tail
thread
throat
thumb
ticket*

toe
tongue
tooth*
town
train
tray*
tree*
trousers
umbrella
wall
watch
wheel
whip
whistle
window
wing
wire
worm

Qualities, General (100 Words):

able
 acid
 angry*
 automatic
 beautiful*
 black*
 boiling
 bright
 broken
 brown*
 cheap
 chemical
 chief*
 clean*
 clear
 common
 complex
 conscious
 cut*
 deep
 dependent
 early
 elastic
 electric*
 equal
 fat
 fertile
 first
 fixed
 flat
 free
 frequent
 full
 general
 good*
 great*
 grey*
 hanging
 happy*
 hard*
 healthy
 high
 hollow
 important

kind
 like*
 living
 long
 male
 married
 material*
 medical
 military
 natural
 necessary*
 new
 normal
 open*
 parallel
 past
 physical
 political
 poor
 possible
 present
 private
 probable
 quick
 quiet
 ready
 red*
 regular
 responsible
 right
 round
 same
 second
 separate
 serious
 sharp
 smooth
 sticky
 stiff
 straight
 strong
 sudden
 sweet
 tall

thick
 tight
 tired
 true
 violent
 waiting*
 warm
 wet
 wide
 wise
 yellow*
 young

Qualities, Opposites (50 Words):

awake	soft*
bad*	solid
bent	special
bitter	strange
blue*	thin
certain	white*
cold*	wrong
complete	
cruel	
dark	
dead	
dear	
delicate	
different*	
dirty	
dry	
false	
feeble	
female	
foolish	
future	
green*	
ill	
last	
late	
left	
loose	
loud	
low	
mixed	
narrow	
old	
opposite	
public	
rough	
sad	
safe*	
secret	
short	
shut*	
simple	
slow*	
small*	