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1. Is there a significant difference in the spontaneous spoken vocabulary of adult black illiterates obtained from two different geographic areas, specifically Buffalo and Chicago?

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3. Is there a significant difference in vocabulary due to the sex of the informants?

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An additional factor that must be considered in the collection of oral vocabulary by interview, as compared with printed vocabulary, is the effect of the interviewers on the informants. It was a further purpose of this research to examine the following questions:

5. Is there a significant difference in vocabulary due to the race of the interviewer?

6. Is there a significant difference in vocabulary due to the sex of the interviewer?

Definition of Terms

Illiterate. Although definitions vary in different situations, for the purposes of this study an illiterate is an adult who is reading at less than a fourth grade level, as measured by the standardized reading test used in the school in which he is enrolled.

Functional illiterate. Definitions also vary in this category, with reading levels or grades completed in school as the criterion. For practical reasons, in this study the term functional illiterate is used according to the definition given in the source quoted.

ABE. The initials stand for Adult Basic Education, which is frequently used to refer to education up through eighth grade. In this study ABE will be used to refer to the beginning levels of instruction, corresponding to the first, second, and third levels in difficulty.

Corpus. The body of 263,727 words obtained in conversations with

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

Final Report

Project No. IB018
Grant No. OEG-2-71-0018

Annette S. Stein, Ed. D
Department of Elementary and Remedial Education
State University of New York at Buffalo
3435 Main Street
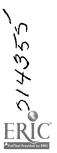Buffalo, New York   14214

ANALYSIS OF WORD FREQUENCIES IN THE SPOKEN LANGUAGE
OF ADULT BLACK ILLITERATES

September 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Research
(Regional Research Program)

ABSTRACT

Efforts to substantially reduce adult illiteracy in the United
States have been largely unsuccessful. The purpose of this study was
to obtain a basic word list, based on oral vocabulary of adult black
illiterates in two urban centers, which could subsequently be used to
develop basic education reading materials, reading tests, and a read-
ability formula.

A sample of 263,727 words was obtained from interviews with 128
Negro informants enrolled in ABE classes, representing a subset of the
total spoken vocabulary that can be used by the population. The re-
sulting word list was examined for the effect of geographic area
(Buffalo and Chicago), age and sex of informants, and race and sex of
interviewer. A group of ten informants was also interviewed a second
time to determine effect of change in stimulus questions.

Chi-square tests were used on the one thousand most frequently used
words; for the five variables tested, no significant differences were
found (.01 level). The effect of change in stimulus was significant,
with differences occurring in words of lesser frequency. However, the
vocabulary list based on 128 interviews is considered a valid list for
the population sampled and can be used for production of ABE materials.

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PREFACE

The completion of this project is due to the efforts of many
people, and I wish here to express my appreciation.

To Dr. William Eller, Chairman of the Department of Elementary
and Remedial Education at the State University of New York at Buffalo,
goes my deep appreciation for his contributions to the design of the
study and his continued help. I am especially grateful to Dr. Don A.
Brown of the University of Northern Colorado for originally suggesting
the need for this research and to Dr. Roger W. Shuy of the Center for
Applied Linguistics for his advice.

The project could not have been completed without the skilled
assistance of the following colleagues who served as interviewers:
Mr. John Dillard, Mr. John Dixon, Mrs. Fanny Reeves, Mr. Zacharie
Clements, and Mr. Arthur Stein, who also contributed to the statisti-
cal design and interpretation of the study.

For the writing and execution of a complex computer program, I wish
to thank Mr. Roger Campbell and Miss Sidney McCarthy of the State
University of New York at Buffalo Computer Center. To Mrs. Mary Ann
Dietrick goes my special appreciation for demanding secretarial services
accomplished with skill and good humor.

I owe a special debt of gratitude to the officials of the boards of
education in Buffalo and Chicago and to the principals and teachers who
graciously consented to allow us to work in their schools. In addition,
I gratefully acknowledge the contribution of the informants who volun-
teered to participate and without whose cooperation the study could not
have been undertaken.

Finally, I wish to express my gratitude to the U.S. Office of Educa-
tion for their support of this project.

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Chapter I: Introduction

Statement of Problem

Illiteracy should not be a serious problem in the United States. According to statistics compiled from census data, school attendance and literacy rates have increased steadily since 1840. However, the 1960 census revealed that approximately ten million adults were functionally illiterate. This is probably a very conservative figure since the census bureau defined an illiterate as an adult of at least twenty-four years with less than five years of formal education. A more realistic definition would include young adults between the ages of eighteen and twenty-four.

The U.S. Office of Education estimated recently (Venn, 1970) that twenty-four million Americans eighteen years and over are functionally illiterate. In addition, an estimated eight to twelve million children now in school have such serious reading problems that they are headed for functional illiteracy.

Illiteracy and the newer concept of functional illiteracy in a technological society have been analyzed, defined, and deplored. There is general agreement that illiteracy results in unnecessary waste of human potential from both the individual and the national standpoint. There is also general agreement that efforts to substantially reduce illiteracy have been unsuccessful. The ability to read might enable millions of American families to break out of the poverty cycle. Methods employed to date have not sufficiently reduced the problem.

Federal recognition was given to the problem when the Economic Opportunity Act of 1964 included an attack on adult illiteracy in its "war on poverty." Title II B defined adult basic education as

> ...elementary level education for adults with emphasis on the communication and computational skills such as reading, writing, speaking, listening, and arithmetic; and using as content for teaching these skills such experiences as consumer buying practices, health habits, relations with other members of the family and community, homemaking and citizenship responsibilities.

Appropriate books and teaching materials had been largely unavailable until the publication in 1964 of SRA's Reading in High Gear, Follett's Systems for Success in 1965, and The Mott Basic Language Skills Program in 1966. The need for suitable adult basic education materials, however, was not met by these new systems. The Greenleigh report (1966) examined these systems (and also the American Incentive to Read, 1959) and concluded that they all needed to be improved and adapted

to the needs of disadvantaged adults.

Adult interest materials developed by Heding, <u>Language for a Future</u>, (1967) were used in a methodological study conducted in adult basic education classes in Buffalo public schools by Brown and Newman (1968). The adult-oriented materials were well received by both students and teachers, but it became apparent that supplementary materials were needed to provide reinforcement. Additional stories, comprehension exercises, and supplementary reading were written using the vocabulary of the lessons; and articles considered of interest to the students were rewritten in simpler language and style. There was also a continuing search for published materials suitable to the needs of beginning adult readers.

In the process several needs became clear. Instructional ABE materials that provide for adequate reinforcement should be written. In addition, a readability formula that would measure the level of difficulty of ABE materials should be developed. This would make possible the evaluation of materials from various sources, which could then be integrated into reading programs appropriate to individual students. More effective instruments for measuring the levels of reading ability of ABE students are also needed, both standardized tests and informal reading inventories. These needs can be met more realistically if the speaking vocabulary of the population of students is known.

Purpose of the Investigation

The study of linguistics emphasizes the fact that oral language is primary. Reading and writing, the other dimensions of language, are dependent upon the oral language. Therefore, illiterate adults, who are capable of communicating through speech, must learn to relate the elements of their spoken language to the printed language. According to McDavid:

A reading program, in any language, at any stage in a student's career, is likely to be effective in proportion to its use of the language habits that the student has acquired in speaking. (1964:207)

There is widespread agreement in support of this view from linguists and reading specialists, such as Goodman (1965) and Shuy (1969), to literacy specialists, such as Gray (1956) and the Laubachs (1960). In his monograph for UNESCO on teaching beginning reading to adults, Gray (1956) recommended limiting the vocabulary as much as possible to the three hundred most frequently used words in the everyday language of adults. UNESCO incorporated this advice in its handbook, <u>Simple Reading Material for Adults: Its Preparation and Use</u> (1963).

Lorge (1944) outlined the research concerned with word lists as a major factor in the process of communication. Since the turn of the century, word counts have been made to determine the most frequently occurring words in printed, written, and spoken language. Word lists for many special purposes and populations, including the adult illiterate, have been compiled. The <u>Laubach Streamlined English Combined Word</u>

Lists (1960) consists of the Thorndike-Lorge list of 1,000 most used words plus some 700 other words, which are "words found useful in writing materials on many non-technical subjects." Mitzel (1966) is more specific in giving the sources of The Functional Reading Word List for Adults. Her purpose was to identify the basic words an adult needs to know, and to that end she gathered 500,000 running words from reading material the general public encounters. These sources included government pamphlets, newspaper and magazine articles, application blanks, store signs, general advertising, menus, Yellow Pages of the telephone directory, union literature, religious tracts, TV commercials, and political campaign literature. A comparison of Mitzel's 5,000 word list and the Lorge-Thorndike 5,000 word list for adults shows only 66 percent overlap.

The purpose of this research is to compile a word frequency list based on the spoken language of the illiterate population. A large proportion of urban illiterates are Negroes, many of whom have migrated to northern industrial centers from the South, where they had received some degree of education. To a lesser degree, the group also includes adult Negroes who attended school in the North. This investigation is concerned with blacks who are native speakers of English rather than with those illiterates for whom English is a second language.

At this point some mention should be made of the scope of word lists. The size of the corpus, or number of running words used for the frequency count, ranges from 100,000 to over 4,000,000. The sources of the corpora, printed, written, or spoken, vary according to the purposes or choices of the researchers, as indicated earlier. As a result, differences between lists of words of even the highest frequency have been demonstrated (Card and McDavid, 1966). If this is true of general purpose lists of printed English such as the Thorndike (1921) and Brown University (Kucera and Francis, 1967) lists, then word counts of spoken English can also be expected to reflect the peculiarities of their corpora.

No matter how general or specific the questions or other stimuli may be in eliciting free-flowing speech from informants, the responses consist of a sample of the individual's vocabulary. The same set of stimuli at another time, under different circumstances, or with another interviewer could produce a different sample of words. More importantly, varying the stimuli could also be expected to change the sample. The number of informants used in obtaining the corpus affects the breadth of the sample, but the words obtained represent a subset of the total spoken vocabulary that can be used by the population. The usefulness of such a subset vocabulary is not necessarily diminished by the fact that it does not claim to represent all the words known and used by a population. It still represents a valid sample of words that can be a useful guide in writing beginning reading materials, in constructing reading tests, and in checking the readability levels of books and tests. Indeed, perhaps the most important product of this investigation may be also the simplest to obtain, namely, that subset of oral vocabulary that is common to most of the informants.

In the process of this investigation, a corpus of 263, 727 running

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words was gathered. These were tabulated and printed out in two forms: in alphabetical order and in order of descending frequency and range.

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128 informants. These words were transcribed verbatim as recorded on tapes.

   Word type. This term refers to a set of distinct words which have the same spelling. No attempt was made to differentiate according to meaning. Inflected forms and contractions, since they are spelled differently, are considered word types and are listed separate.

   Frequency. This refers to the total number of t   .ach word type was used in the complete corpus.

   Range. This refers to the number out of the total group or of a subgroup of the 128 informants who used a word type at least once.

Chapter II: Survey of the Literature and Research

This chapter will present further documentation of the extent of
illiteracy in the United States and of some of the problems involved in
its reduction. This will be followed by a discussion of some of the
characteristics of disadvantaged learners. A review of the research re-
lated to the role of linguistics, word lists and reading difficulty, and
spoken language studies will conclude the chapter. From the extensive
literature available on these various topics, only the most pertinent
were chosen for inclusion.

The Problem of Illiteracy

It is surely self-evident that a community in which
everyone can read and write--whether or not it has a
developed educational system--is in far better condition
to maintain itself and improve its position in the circum-
stances of the modern world than a community in which only
a limited number of people are literate.

Jeffries wrote these words in 1967, referring to illiteracy primarily as
a problem with which underdeveloped countries needed the assistance of
the developed western world. He quoted the UNESCO report of 1963 entitled
World Campaign for Universal Literacy:

Free and compulsory education for children must be
established everywhere so that the world should not be
"continuously flooded with new waves of illiterates";
but there must at the same time be a large-scale adult
literacy campaign. Each operation was essential for
the success of the other. (1967:73)

This report expresses the commonly held belief that universal edu-
cation would result in general literacy. This belief would appear to be
substantiated by the results of a survey published by UNESCO the follow-
ing year. Of the eighty-eight countries that provided the requested
information, twenty-five stated that there was no longer an illiteracy
problem within their adult populations.

From explanations given in certain replies we learn
that the countries which have no literacy problem are
those in which education was made compulsory and placed
within the reach of every child so long ago that the very
source of illiteracy has dried up. Certain centres of
isolated cases of illiteracy may remain but there are
ways of finding these and dealing with them (military
services, penitentiaries, or re-education centres).
(1964:xv)

The United States was cited as one of the group of twenty-five that

no longer has an illiteracy problem. However, as the census data cited in Chapter I indicates, the problem of illiteracy in this country not only exists, but is increasing. The assumption that universal education necessarily results in universal literacy appears unjustified.

The discovery of a widespread literacy problem in the United States was precipitated by World War II and its great need for military manpower. Goldberg (1951) quotes the Director of Selective Service, who assumed "that American education was so general that surely there were no persons who had not attained the equivalent of a fourth-grade education" (p. 11). However, in 1941 there were 60,000 illiterates already in the Army and 200,000 more men in the country who had been rejected solely on the basis of illiteracy.

A more comprehensive picture of the scope of the illiteracy problem is provided by census figures. In 1940 and 1960 more than ten million adults twenty-four years and older had less than five years of schooling. Interest in the problems of illiteracy began to grow in the sixties in conjunction with concern with poverty programs and with the problems of educating the culturally and economically disadvantaged. Educators added adult illiteracy to their list of special problems in reading education. In "Reading Instruction 1967" Sheldon stated:

> The problem of illiteracy in the United States is enormous. It is estimated that there are more than eleven million male adolescent and adult illiterates, and five hundred thousand semi-literate individuals leave the schools each year. (p. 272)

The latest estimates of the extent of adult illiteracy were given by the U.S. Office of Education in 1970 (Venn, 1970) when the Right to Read for all Americans was affirmed. The figure has grown to twenty-four million functionally illiterate Americans. The inclusion of young adults between eighteen and twenty-five results in a more realistic and more alarming figure.

Problems in Literacy Education

The Army training of illiterates is described by Witty (1965) as the largest and most successful program to bring illiterates up to fourth grade reading level. He considers the use of functional materials and methods to be one of the significant factors in the success of the program, which graduated more than 250,000 men from its training units.

The preparation of the basic readers, supplementary reading, and audio-visual materials is described by Goldberg (1951). The readers were based on a graded easy vocabulary recommended for adults plus an Army utility vocabulary and were carefully planned to increase the vocabulary load gradually. It must be added that factors other than specially appropriate instructional materials and methodology contributed to the success of the program. The youth and motivation of the men, their full-time involvement in the program, and the availability of qualified instructors were facilitating factors seldom found in combination in

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civilian ABE programs.

As early as 1930, Gray recognized the importance of creating begin-
ning reading materials related to the needs and interests of adults. In
the monograph he later wrote for UNESCO, The Teaching of Reading and
Writing (1956), Gray set as the goal for beginning readers the ability
to read independently and with understanding any material limited in
vocabulary to the 300 words most frequently used in daily conversation.

Brown and Newman (1968) included an interest inventory in their ABE
study and made the following recommendations based on the data obtained
and on evaluation of the effectiveness of the various types of supple-
mentary materials used:

> Schools must provide materials and experiences having
> utilitarian value in order that students may feel their
> time investment worthwhile. Literacy materials must respond
> to the reasons the subjects have given for wanting to learn
> to read: to get more education, to get a job, to learn
> special skills, to be able to read the newspaper or the
> Bible. In other words, reading should have immediate value
> for them. (p. 97)

In a review of twenty-four ABE programs, Anderson and Niemi (1969)
also asserted that disadvantaged adults require functional educational
materials that are applicable to their situations.

> Textbooks and similar instructional materials will need to
> be constructed out of the experiences shared in the poverty
> sub-culture so that they are immediately relevant and
> practical as solutions to familiar problems. (p. 69)

They also stated that

> ...the language of the sub-culture differs from that of the
> primary culture...consequently, in order to insure that the
> desired meaning is conveyed, it is necessary to determine
> the vocabulary appropriate to the sub-culture. (p. 63)

In addition to the need for instructional materials that satisfy
adult needs and interests, there is a corresponding need for standardized
adult reading tests. Anderson and Niemi (1969) found that the tests used
in the ABE programs they reviewed were almost exclusively developed for
and standardized with middle-class children. Brown (1970) pointed out
that using children's tests with adults

> ...tends to provide invalid results...Most of the standard-
> ized tests in use at the present time are built on the
> vocabulary and concepts contained in basal readers and,
> naturally, do not attempt to measure much of the vocabulary
> and concepts of adult-oriented programs. (p. 157)

Otto, Ford, and Nicholson (1966) indicated that reading tests based on
adult reading needs are needed not only for evaluation purposes, but also

to facilitate appropriate placement in ABE programs.

The Disadvantaged Learner

The decade of the sixties produced a growing concern and body of literature related to the problems of urban education. Riessman (1962) indicated that one out of three students in the schools of our large cities could be described as disadvantaged. The cultural deprivation of disadvantaged learners results in what is variously described as paucity of concepts, restricted or impoverished use of language, or verbal destitution (Ausubel, 1965; Deutsch, 1964; Edwards, 1969; Havighurst, 1964; Newton, 1960). Most of the studies are concerned with the effects of socio-economic deprivation on children and adolescents. However, the family and the neighborhood community are cited as providing the most influential and restricted verbal models.

The role of parents was described by Liddle and Rockwell (1964) as crucial in children's language development. Olim (1970) further reasoned that maternal language style is a variable that affects children's cognitive development.

> From significant adults in his environment, the child learns what is important for him to attend to; how to give order, structure and meaning to the relevant environmental stimuli; and how to process, both directly and representationally (symbolically), the information he attends to. The mother's first words, when she shows her child objects and names them, have a decisive influence on the formation of the child's mental processes. (p. 247)

Literate parents have the facility to be supportive of the efforts of the schools to improve the language and reading skills of their children. Brown and Newman (1968) found that the need and desire to help their children and grandchildren was one of the reasons frequently given for attending ABE classes. In fact, Labov and Robins (1969) concluded from their study of adolescent boys and adults in Harlem that the adult Negro community is almost unanimous in its desire for correct speech and language development.

The Contribution of Linguistics

The concept that black children might not be deficient in language development, but instead have a different language system is the thesis advanced by a growing number of sociolinguists. Whether this language system is referred to as a nonstandard dialect, Black English, nonstandard Negro English, or 'Merican, it is the language the child learned in his home and community. Goodman (1965) states that "all dialects are equally adequate for the needs of the subculture of which they are a part" (p. 854).

In response to the widely held belief that disadvantaged children have limited vocabularies, Shuy (1970) wrote:

> Yet, nothing in the current research of sociolinguists

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supports this idea. Several different reasons can be
given for the rise of the notion that children in dis-
advantaged homes have limited vocabularies. It may be
that the investigators proved to be such a cultural
barrier to the informants that they were too frightened
and awed to talk freely, or that the investigators simply
asked the wrong questions or that the interviewee's life-
style simply requires a different lexicon. (p. 122)

The examination of American dialects was of major interest to lin-
guists when Kurath directed the gathering of data for the Linguistic
Atlas of New England (1943). The emphasis of the Linguistic Atlas pro-
ject was to account for linguistic variation, particularly in lexicon,
in terms of historical settlement of the geographic areas of the country.
Informants were divided into three social groups and two age groups (old
in contrast to middle-aged and below) (Kurath, 1939:44). However, the
research design and sampling methods used were criticized by sociologists
for errors in reliability and validity.

Labov's (1966) study of the social stratification of English in
New York City was the first to apply sociological precedures to the
measurement of phonological variables. Shuy, Wolfram, and Riley (1967)
in their study of recorded Detroit speech extended their sociolinguistic
investigation to include grammatical variables. Wolfram (1969) selected
from the Detroit study a sample of Negro informants evenly distributed
in four social classes. In addition, his investigation expanded the
number of phonological and grammatical variables, but restricted them to
variables applicable only to the Negro community.

Prior to Wolfram's study of Detroit Negro speech, there were other
systematic analyses of the phonology and syntax of nonstandard Negro
English. Dialectologists (Kurath, 1949; McDavid, 1965) had indicated that
the American Negro, for the most part, spoke the language of the white
men of his area and of his level of education. This point of view has
been challenged by Creole specialists (Stewart, 1964; Bailey, 1965) who
maintained that "present-day Negro dialects are derived, not from British
dialects as dialectologists have assumed, but from a Creole variety of
English which was spoken by the earliest slaves" (Wolfram, 1969:11).
Wolfram concluded that traditional dialectologists are looking at the
similarities between nonstandard Negro dialects and white dialects, while
Creole specialists are concerned with the differences.

The sociolinguistics who are not particularly interested in the his-
torical origins of nonstandard Negro dialects have been engaged in a
systematic description of these dialects. The previously cited works of
Labov, Shuy, and Wolfram and other research being done at the Center for
Applied Linguistics in Washington, D.C. (Loman, 1967) have accumulated a
substantial body of information concerning the phonological and grammat-
ical structure of nonstandard Negro English.

During the period of time that the descriptive sociolinguists have
been active, little research has been concerned with the lexicon of Ameri-
can Negroes. Shuy (1970) suggested in an earlier citation that
disadvantaged children may have a different vocabulary rather than a

limited vocabulary. Research by Foster (1966) indicated that black dis-
advantaged adolescents frequently use a "cant" or vocabulary which is
different from standard English. He stated that there are situations in
which cant may be the only way they can express themselves. The only
recent study of the speech of adult Negroes to include some lexical in-
formation was done in Chicago by Pederson (1964). However, his main
purpose was to describe the phonology of his population sample.

The stated purpose of Loman's (1967) study of the speech of a group
of black school children in the District of Columbia was to produce
"scientific information on which a sound approach to the teaching of
Standard English to these children can ultimately be based" (p. ix).
Others (Baratz, 1969; Stewart, 1969; Fickett, 1970) were concerned with
the use of beginning reading materials written in the dialect of the dis-
advantaged children. Goodman (1965) believed that dialect-based materials
may be impractical, and Labov (1970) saw "no reason to believe that any
nonstandard vernacular is in itself an obstacle to learning. The chief
problem is ignorance of language on the part of all concerned" (p. 187).

Word Lists and Reading Difficulty

The vocabulary in a reading selection is the most important factor
in determining the level of difficulty of the selection. In his study
of the development of readability formulas, Klare (1963) stated that the
"word" is the most important factor in predicting readability and "ac-
counts for the greatest amount of variance in available factor analyses
of readability elements" (p. 165). The vocabulary load may be estimated
by a syllable count, but the most reliable formulas for lower level
reading materials rely on the use of a word list to determine the number
of difficult words in the selection. Although Flesch (1948) developed
the most frequently used formula that is based on syllable counts, he
stated that at the lowest levels reading comprehension depends largely on
the decoding and understanding of individual words.

The first, and probably most influential, word list was compiled by
Thorndike (1921) from frequency counts of literature. He also included
a value for range based on the number of different sources in which the
word occurred. This volume was followed by extensions in 1932 and in
1944 in collaboration with Lorge. A recent counterpart of Thorndike's
lists is The Standard Corpus of Present-Day Edited American English, a
computer-processed corpus of language texts assembled at Brown University
during 1963-64 (Kucera and Francis, 1967). Other notable lists compiled
from varying sources include Horn's A Basic Writing Vocabulary (1926),
derived from personal and business correspondence; the International
Kindergarten Union's A Study of the Vocabulary of Children before Enter-
ing the First Grade (1928); Buckingham and Dolch's free association study
of children's vocabulary combined with ten other word counts for A Com-
bined Word List (1936); Rinsland's The Vocabulary of Elementary School
Children of the United States (1945), collected from school children's
written work and the speech of first graders; Dale's Easy Word List
(1943), composed of about 3,000 words known by fourth-grade children; and
Voelker's The One-Thousand Most Frequent Spoken-Words (1942), from
speeches given by high school and college students.

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Dale (1965) saw a need for future research in special vocabularies in various fields, with more studies of spoken vocabularies and major emphasis on the disadvantaged. He still believed that word control is needed in preparing materials of instruction. The present study, which is designed to produce a list of the most frequently used words of adult black illiterates, meets all three of Dale's criteria. There have been no research studies that could provide a list of words that would be part of the meaning vocabulary of adult black illiterates, as indicated by the frequency of-occurrence in their speech.

The two known lists that were designed to serve the needs of illiterate adults are useful for their stated purposes. Mastery of the Mitzel list, which was compiled from reading material adults should be able to read, "would be equivalent to being considered literate" (1966: 69). The Laubach Streamlined English Combined Word List (1960) was also based on a frequency list, in this case the Thorndike-Lorge list of the 1,000 most used words. In addition, the list included 700 additional words found useful in writing on non-technical subjects.

The Mitzel and Laubach lists represent vocabulary that adults need to know, whereas the list obtained from the present research study* represents words that adult illiterates already know, at least in their speaking vocabulary. The ability to associate the printed version of these words with the already known spoken sounds of the words should bring the A3E student to the place where he can benefit from graded materials utilizing all three lists.

Spoken Language Studies

Methods used in compiling lists of spoken language have changed considerably since the International Kindergarten Union (1928) collected its data. Its stated purpose was to compile a list of words whose meaning children know before entering first grade and that could be used in beginning reading. Conversations in the kindergarten and at home were recorded verbatim, and a set of questions were used to stimulate children's reactions to pictures. The occurrence of each word was tabulated, including inflected forms and contractions.

Voelker (1942) was concerned with pronunciation drills for speech classes of adolescents. From a corpus of 100,000 running words in creative speech making, he obtained a list of the 1,000 most frequent spoken words of older adolescents. He drew his data from four previous studies: 3,756 running words of speeches of high school seniors describing a biblical picture; 40,289 running words of college seniors speaking on a subject of their own choice; 23,856 running words in speeches of college freshmen on the subject, "Many Hands Make Light Work"; and 31,499 running words of college freshmen on subjects of their own choice.

The availability of tape recorders for obtaining spoken data and

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* The vocabulary list obtained from this study will be referred to hereafter as the Stein list.

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of computers for analyzing the data made possible more extensive and more accurate studies of spoken vocabularies. Foreign language word studies for the purpose of improving second-language teaching have been described by Pfeffer (1964). Français Fondamental (1959) used spoken language for half of its corpus. The spoken vocabulary was derived from 275 interviews of about ten minutes each, yielding 321,135 running words. Pfeffer's spoken German word list (1964) was obtained from 401 interviews of twelve minutes duration that resulted in over 595,000 running words. The complexity of the German sentence and diversity of German dialects were the reasons given for using so large a number of informants.

Howes (1966) constructed a word count of spoken English for use in experimental studies of the language process. His list of word frequencies was obtained from a corpus of 250,000 words of recorded interviews with college students and hospital patients. The corpus is composed of fifty interviews of 5,000 words each. Of the subjects, twenty were students, twenty were hospital patients (free of cerebral defects or acute diseases), and one was a patient who was interviewed ten times to evaluate the stability of word-frequency data for a single person. The tables provide three frequencies for each word: the total number of occurrences for the complete corpus, the frequency in the 100,000 sample from student interviews, and the frequency on the 100,000 sample from hospital patients. The 50,000 words obtained from a single subject are not listed separately, but are included in the total tabulation of the complete corpus.

The subjects were encouraged to talk about any subject but usually had to be started by a general question, such as, "Tell me what brought you to the hospital," or "Tell me about the field you're majoring in." The interviewer tried to say as little as possible while keeping the conversation going.

Verbatim transcriptions into standard English orthography were made from the tape recordings with Webster's Third International Dictionary used as reference. Standard contractions were listed as spoken, but not included were "elisions natural to English speech, such as 'gonna' for 'going to' (except in rare instances where these were deliberately pronounced as dialect)" (p. 574). Neologisms were transcribed as pronounced.

The purposes of the Shuy, Wolfram, and Riley (1967) research on the social stratification of Detroit dialect, as well as Wolfram's (1969) subsequent use of portions of the same data, have been described earlier in this chapter. The research design and methodology employed in the study were described in considerable detail in a later volume by Shuy, Wolfram, and Riley (1968).

> To contrast the speech of the so-called disadvantaged with that of the more socio-economically successful, the study established a research design which had the following requirements:
>   (1) Randomly selecting approximately 700 Detroit residents, newcomers and natives, of four major age groups from an enumerated population provid-

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ing as few biases as possible.
(2) Interviewing all of these randomly selected
people with a standard questionnaire which
yielded at least three styles of speech:
    (a) Conversational (largely narrative and
        descriptive) style.
    (b) Single response style. (Short answer
        responses to questions designed to
        elicit short answers).
    (c) Reading style.
(3) Securing background information about each
informant (sex, race, age, birthplace, amount
of education, etc.) which enables the research
to correlate speech with social stratification.
(4) Analyzing linguistic data and correlating it
with sociological information. (p. 3)

The single response section of the questionnaire was phonetically
transcribed by the fieldworkers for the linguistic variable correlation
study. In addition, the conversational portions of certain tapes were
selected for typewritten transcription into normal English orthography.
These could be used for future grammatical and phonological analysis, in
conjunction with the tape recordings.

The design and techniques of the Detroit language study, although
encompassing techniques of phonetic transcription that were not appli-
cable to the present study, proved to be a valuable reference in the
design of this study. Methodology of the Howes study was also helpful.
Effort was made in the design and procedures in the present research to
eliminate practices and premises that appeared to be responsible for
certain shortcomings in other vocabulary studies It is hoped that the
adult black spoken vocabulary obtained from this research will contribute
to the substantial elimination of adult illiteracy.

In summary, word lists have been prepared from many sources and for
many reasons. They have been based on printed materials, written cor-
respondence, spoken vocabularies of selected populations, and combina-
tions of these. The corpora range from moderate to extensive, and the
sampling plans from well designed to haphazard. For the most part anal-
ysis has been in terms of relative frequencies, with the exception of
the Thorndike and Brown University studies. In these studies, in ad-
dition to frequency counts, the range of occurrence in the sources used
was also analyzed.

In conclusion, there was no indication in the survey of the lit-
erature that the vocabulary of the specific population of concern,
namely adult black illiterates, has been previously studied.

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Chapter III: Methods and Procedures

Following a description of the population sample, the methods and procedures of the research are outlined. This includes the gathering of the data, preparation of data for computer sorting and tabulation, and planned analysis of the data.

The Population Sample

The study was designed to obtain a list of words most frequently used in conversation by a group of adults who could be considered representative of black illiterates attending basic literacy classes in large urban centers. It was decided to obtain a body of 250,000 words. In his study of adult spoken English described in Chapter II, Howes (1966) derived his tables of word frequencies from a corpus of 250,000 words recorded in interviews with forty-one informants.

A small pilot study indicated that about 2,000 words could be tape recorded in fifteen to twenty minutes, and it was decided that this would be an optimum length of time for the average subject. One hundred twenty-eight interviews of that duration would probably produce the planned 250,000 words and would encompass a broader population sample than was used in the Howes study. In actual practice, there were some informants who did not maintain free-flowing conversation long enough to provide 2,000 words. In a few cases only about 1,200 words were recorded. Other subjects were much more loquacious, the longest interview running for about 5,000 words. However, most interviews were about 2,000 words as anticipated, and the total corpus produced was 263,727 running words.

Half of the interviews were obtained in Buffalo, New York, and the other half in Chicago, Illinois. There is some disagreement among scholars regarding the effect of geographic area on the lexicon. Linguists who have been involved in compiling the Linguistic Atlas have i.vestigated the variations of lexical items that prevailed in different geographic areas. Migration to large urban areas in the past few decades, however, may have affected the historical geographic speech characteristics. Whether the migration patterns of Negroes from the South have resulted in differences in vocabulary in widely separated northern cities was a question that seemed important to this study. If there were significant differences in the language data obtained in the two cities, it would indicate that a combined list might be inappropriate. In the fall of 1969, Shuy, whose research has ranged from linguistic atlas-type studies to linguistic analysis of urban language, expressed the opinion that there is no significant difference in adult black vocabulary between the large urban centers of the North. Within the limits of this study, an attempt will be made to answer the question, at least for Buffalo and Chicago.

Background information obtained from the informants included place

of birth and length of residence in either Buffalo or Chicago. Table 1 lists the birthplaces separately for each city. All but nine of the Chicago informants came from the South, with more than half from Mississippi. Eight of the Chicagoans were born and lived all their lives in Illinois. None of the Buffalo sample was born in New York State, and all but two came from the South, with thirty-nine from the Southeast. Thus 87 percent of the Chicago sample was born in the South and 94 percent of the Buffalo sample. This is consistent with the results of the Brown and Newman study (1968) which reported that 89 percent of the Buffalo sample came from the South.

Table 1
Birthplace of Population Sample

Birthplace	Chicago	Buffalo
Alabama	3	9
Arkansas	10	-
District of Columbia	-	1
Florida	-	4
Georgia	3	9
Illinois	8	-
Indiana	-	1
Louisiana	1	3
Mississippi	36	7
Missouri	-	1
North Carolina	-	5
Republic of Panama	1	-
Pennsylvania	-	1
South Carolina	-	17
Tennessee	1	3
Texas	1	-
Virginia	-	3
N	64	64

The number of years the informants have lived in the respective cities is given in Table 2.

Although a few subjects in the sample population have lived in their present city for as short a time as one year, the median length of residence is fifteen years for both cities. This corresponds closely to the findings in the Brown and Newman study, in which seventeen years was the average that the subjects had lived in Buffalo.

Within each city the informants were selected from adult basic education classes and were all Negro native speakers of English who were reading below a fourth grade level. The reading levels ranged from 1.2 to 3.9 as measured by the standardized reading tests administered to

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each student when he enrolled during the school year of 1969-70. In
Buffalo, the Stanford Achievement Test (SAT), Primary I and II, were
used to measure level of reading ability. In Chicago, the Adult Basic
Learning Examination (ABLE) Level I was used in addition to the SAT.

Table 2
Number of Years Lived in Present City

	Chicago		Buffalo	
Number of Years	Male	Female	Male	Female
Median	19	13	19	14
Minimum	5	1	5	1
Maximum	41	30	45	45

Interviews were obtained in Buffalo from students enrolled in
evening programs at Schools #53, #41, and Woodlawn Junior High and in
daytime programs at School #6 and the Work Incentive Program at the Man-
power Center. In Chicago the informants were enrolled in daytime
programs at the Jackson Adult Education Center and the Doolittle Family
Education Center, in both day and evening programs at Hilliard Adult Ed-
ucation Center, and in the evening program at the Medgar Evers School in
East Chicago Heights. Arrangements to conduct the interviews had been
made with the Assistant Superintendent of the Department of Education
Extension of the Chicago Board of Education, the Director of Adult Edu-
cation of the Buffalo Board of Education, and the principal of the
Medgar Evers School in East Chicago Heights.

The original plan had been to obtain an even distribution of in-
formants above and below the age of thirty-five. Labov and Robins (1970)
and Foster (1966) have demonstrated considerable differences in the
language of adolescents and adults. Pederson (1964) found that infor-
mants over forty sometimes used old-fashioned forms of the lexicon. It
is generally accepted that children's and adolescents' vocabulary and
reading interests differ from adults'. Therefore, it would seem reason-
able to question whether reading materials prepared for young adults
would be suitable for students past middle age. Within the limits of
the sample, and defining age thirty-five as the beginning of middle age,
this study will attempt to answer the question of whether there is a
significant difference in vocabulary due to age.

The study was also designed to compare the speech of men and women.
Differences in interests might be reflected in differences of vocabulary,
and this study will attempt, within the limits of the research, to deter-
mine whether sex differences are significant.

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Unfortunately, the availability of students affected the age and
sex distribution of the sample. The figures in Table 3 reflect the dis-
tribution in enrollment in the schools. Generally, there are more women
enrolled than men and more people over thirty-five than under. The one
exception is the age distribution of the Chicago women. The inclusion
of twice as many younger women as older reflects the cooperation between
the Department of Education Extension and Aid to Dependent Children. The
Family Education Centers provide for child day care and preschool pro-
grams while young mothers attend classes.

Table 3
Distribution of Age and Sex in the Sample

	Chicago		Buffalo	
Age	Male	Female	Male	Female
≤ 35	7	30	2	12
> 35	11	16	19	31

Thus it can be seen that there were thirty-nine male informants
and eighty-nine females, and of the total fifty-one were thirty-five or
younger and seventy-seven were over thirty-five.

The other two variables examined, sex and race of interviewers, were
controlled. One fourth of the total number of interviews was to be ob-
tained by each of the following: black woman, black man, white woman,
and white man. After a while, it became clear that the two male inter-
viewers would not be able to complete their quotas of thirty-two
interviews each because of other demands on their time. Two other qual-
ified men were selected and trained to complete the interviewing. The
original design for obtaining the interviews was maintained, as shown in
Table 4.

Table 4
Number of Interviews Obtained According
to Race and Sex of Interviewers

	Black Man (2)	White Man (2)	Black Woman	White Woman
Chicago	16	16 (13 + 3)	16	16
Buffalo	16 (2 + 14)	16 (3 + 13)	16	16

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Interviewing Procedures and Materials

The interviewing procedure by which the corpus was gathered was designed to obtain a free flow of speech with as little constraint as possible upon the subjects. Questions and other stimuli were planned to be as neutral as possible since it was considered important to avoid forcing the use of any specific words. It was also considered important to the design of the study to keep the stimuli as uniform as possible. To this end, all the interviewers participated in orientation meetings in which they discussed and practiced the presentation of the stimuli and the operation of the tape recorders.

The use of pictures as stimuli for storytelling is a frequently used and effective means of eliciting speech. Bellak (1964) and Loban (1963) used pictures to collect samples of spoken language in their studies with children. For this study, fourteen pictures of the Thompson Modification (1949) of the Thematic Apperception Test were used. The Thompson version uses Negro figures in a series of pictures instead of the pictures with white figures in the original Murray edition (1943). In addition to the use of picture stimuli, several general questions (to be present later) were asked. The specific procedures to be followed during the tape-recorded interviews were listed on a card included in each interviewer's portfolio.

The team of interviewers, two to four at any given time, met at a school where an appointment had been arranged. The principal of the school had previously been informed of the purpose and general procedure of the interviews and of the need of a separate room for each interviewer. Generally, the interviewers were escorted to a classroom where they were introduced to the class. The principal investigator, who was also the white woman interviewer, and one of the black male interviewers alternated in explaining the purpose of the interviews. It was emphasized that there was no testing involved and that many language samples were being collected in Buffalo and Chicago schools for the purpose of producing better, more interesting books for adult beginning readers. The cooperation of the students was encouraged, but it was made clear that their participation was completely voluntary. Generally, the first subject in each room returned after his interview to encourage other students to participate since "It was fun," or "I enjoyed talking." The fact that the subject was able to listen to a playback of a portion of his interview was an important incentive.

As the interviewer and his informant walked to their assigned room, they talked about the research study or the student. By the time they were ready to settle down for the actual interview, rapport generally had been established. This warm-up period usually extended into the time that the Informant Data Sheet was being completed. During this time the informant was able to talk about himself in regard to his birthplace, his parents, his length of residence in his present city, and the kinds of jobs he had held, if any.

The interviewer then introduced the pictures by giving the instructions on the Procedure Card. The instructions were adapted from Thompson's (1949) Manual for Thematic Apperception Test.

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I have some pictures that I am going to show you, and for each picture I want you to make up a story. Tell what has happened before and what is happening now. Say what the people are feeling and thinking and how it will come out. You can make up any kind of story you please. Do you understand? Well, then, here is the first picture.

In the pilot study, some of the informants gave two or three sentence descriptions of each picture. It was decided that the interviewer would follow the above instructions by saying, "For example, look at this picture," and then giving two different stories that could apply to the picture. "You see, there are many possible stories that can be told about a picture. There is no right or wrong story. Now, you tell a story about this next one." All the interviewers used the same picture for demonstration purposes and then placed the picture at the bottom of the pile, to be presented last to the subject. (See Appendix A for a description of the pictures used.)

The subjects were encouraged to expand their stories, if necessary, by the interviewer asking nonleading questions based on the informant's own remarks rather than by introducing any new concepts or vocabulary. During orientation the interviewers were instructed to use nonintrusive but supportive comments such as "that's right," "I understand," "yes," "go on," "I see," etc. To guard against the inclusion of inadvertently suggested vocabulary, as well as to insure the accuracy of transcription of the tapes, the principal investigator proofread each typewritten transcription against the original tape recording. In a few cases sentences were deleted when it was clear that the interviewer's use of specific words apparently prompted the informant to repeat those words.

Although the study was designed to have all the informants describe all fourteen pictures, this was not completely accomplished. Occasionally a subject stated that he could not tell a story about a specific picture. In addition, there were a few cases in which the storytelling appeared to be so difficult for the informant that the interviewer decided to go on to the questions rather than destroy the rapport.

When the storytelling was completed, the interviewers proceeded to ask the following questions:

1) What would you like to do in life? (Perhaps relate this to the kinds of jobs the informant has previously held.)

2) If you helped to do the planning in running the government, what would you do? Alternate version: If you could advise the President or the Governor on what he could do to make things better for people, what would you tell him? (If this question seems too vague to elicit a response, suggest the areas of poor people, education, and employment.)

3) This school seems to have an interesting program. How did you find out about it?

4) What are your favorite TV programs? What do you like

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about TV? -hat don't you like?

In many cases informants were able to give descriptions of pictures
that were sufficiently detailed to provide a ten-minute language sample.
The questions provided a further opportunity for free-flowing speech for
those informants who were not good storytellers. An advantage of using
the two sets of stimuli was that more than one style of discourse was
obtained. In most but not all cases, the recorded speech tended to be
more formal than casual, and this tended to be more true for the pictures
than for the questions. This seems to reflect a style appropriate to the
student-teacher relationship rather than an in-group style of speech.
Shuy, Wolfram, and Riley (1968) had a similar experience in the Detroit
study. "It is, nevertheless, one of the most important styles of speech
used by Americans, for it is this style in which they make their moves
up (or down) the social scale" (p. 28).

Several months after the initial interviewing was completed, a
sample of ten subjects of the original sixty-four in Buffalo was used to
test the effect of changing the stimuli. The subjects were seen by the
same interviewers who worked with them in the original data gathering.
Three men and four women were questioned by one of the male black inter-
viewers and three women by the white woman interviewer. Thus, for this
additional sample all the conditions were the same as in the first set-
ting, except for the stimulus questions.

The questions used to obtain the second sample were as follows:

1) How do you feel about young people today? The way they look
and dress? The situation in schools? The 18-year-old vote?

2) What is your opinion about the president?

3) How would you feel about having a black president?

4) How would you feel about having a woman president?

For the most part, the informants appeared pleased that they were
participating in a study whose ultimate goal would be of benefit to
themselves. In addition, it seemed to be a satisfying experience for
them to be asked to express opinions about important issues. Perhaps
even more unusual was the fact that their suggestions were listened to
sympathetically and tape recorded for the record.

Preparation of Data for Computer Processing

Each interview was transcribed verbatim from the tape recording
into standard English orthography with Webster's Seventh New Collegiate
Dictionary used as reference. However, words were not changed to con-
form to the rules of standard English grammar. Inflected forms and
contractions were transcribed as they occurred and were tabulated as
separate word types. Certain elisions, such as "gonna," "kinda," and to
a lesser degree "'lessen" for "unless," were used frequently and were
transcribed as pronounced. Neologisms not found in Webster's were also
transcribed as pronounced; and special allomorphs, such as "uhhuh" for

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"yes" and "uhuh" for "no" were tabulated. All numbers were written as words, and acronyms such as WIN (Work Incentive) were spelled as pronounced, without periods. Place names and personal names, if slightly mispronounced, were spelled correctly

The transcribers were Negro graduate students, except for two white transcribers, who were familiar with, and auditorially sensitive to, the black dialect. The transcriptions were made with great care to insure accuracy. When the transcriber was in doubt about some words or sentences, he consulted with the interviewer for assistance with that part of the tape. Any sections that could not be understood were then omitted from the transcription. As a further check for accuracy, the project director proofread each typewritten transcription against the tape recording.

The transcriptions were then typed into the Administrative Terminal System (ATS) which was linked to an IBM Computer, System 360, Model 40. The interviews were stored in the computer on disk, and the ATS terminal also provided a printed copy. The ATS print-out was then proofread against the original typewritten transcriptions, and corrections were made on the computer disk. A corrected print-out was also run off.

Each interview was entered into the computer with identifiers for the five variables (geographic location, sex and age group of informant, sex and race of interviewer) which later were analyzed. All sentence punctuation was omitted in the ATS copy, since it was not needed for the word counts. Only internal word punctuation (apostrophes and hyphens) was included. The original typewritten transcription provides a punctuated permenent record of the interviews.

After final corrections were made on the 360 disk, the corpus was transferred to the CDC 6400 Computer. A Terminal Job Entry (TJE) sought out the data from the 360 via a Channel to Channel Adapter (CCA), thus allowing it to be written on 6400 tape. All further work was done on the 6400; and a computer program to sort, count, and print out the corpus in several formats was written.

Analysis of Data

The word lists were the major output of the study. One was printed in order of decreasing frequency, listing the word, its frequency, and its range. The other list was printed in alphabetical order also with frequency and range figures. At this time it should be noted that frequency alone in a spoken vocabulary count can be misleading. Frequency figures can be distorted by an informant's idiosyncratic speech habits, such as the habitual use of phrases as "you know" and "I mean." More meaningful information is gained from knowing how widely a word is used within the group of informants. For example, knowing that the word "praying" was used 167 times is not as interesting as knowing that sixty-six out of a total of 128 subjects used the word. In this example the sample nge is sixty-six. In the analysis of the effect of the five sets of variables, the sample range figures were used rather than the frequencies.

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The first one thousand word types of greatest sample range were printed in alphabetical order with range values for each of the thirty-two possible combinations of interview situations, which are termed "index classes." Each interview had been identified when put into the computer by a sequence of five numbers.

> First number: sex of interviewer (1 = male, 2 = female)
> Second number: race of interviewer (1 = black, 2 = white)
> Third number: geographic area (1 = Buffalo, 2 = Chicago)
> Fourth number: sex of informant (1 = male, 2 = female)
> Fifth number: age group of informant (1 = ≤ 35, 2 = >35)

Thus the index class representing a female informant over thirty-five who had been interviewed in Buffalo by a male black interviewer would be 11122.*

The index-class print-out made it possible to see the distribution of a word type for all thirty-two combinations of the five variables. In addition, the subtotals of each word type were given for each of the variables. The data were arranged in this way to facilitate the testing of the following null hypotheses:

H_o 1: There is no difference in the spontaneous spoken vocabulary of adult black illiterates obtained in two different geographic areas, specifically Buffalo and Chicago.

H_o 2: There is no difference in vocabulary due to age of informants.

H_o 3: There is no difference due to sex of informants.

H_o 4: There is no difference due to race of interviewer.

H_o 5: There is no difference due to sex of interviewer.

H_o 6: There is no difference due to change in stimuli.

The tests of the null hypotheses were conducted for the first one thousand word types. A computer program to obtain the chi-square values for the first five sets of variables was written to perform the equivalent of the following procedure. A 2 x 2 contingency table was set up for each combination word type and variable to be examined. For example, for the word "able," the hypothesis to be tested was, in this case, that there is no difference in the use of this word insofar as the sex of the informants is concerned. Then if the word was used by seventeen out of thirty-nine male informants and thirty-six out of eighty-nine female informants, the 2 x 2 table would be:**

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*In the print-out the index class identifier was written vertically to conserve space. See Appendix B.

**The numbers in parentheses are expected frequencies.

	ale	Female	
No. of informants using "able"	17 (16)	36 (37)	53
No. of informants not using "able"	22 (23)	53 (52)	75
	39	89	128

To test the null hypothesis, the χ^2 test was used with one degree of freedom.

$$\chi^2 = \frac{(17-16)^2}{16} + \frac{(36-37)^2}{37} + \frac{(22-23)^2}{23} + \frac{(53-52)^2}{52} = .11$$

This is not significant (could be due to chance) since $\chi^2 = 6.63$ for one degree of freedom at the .01 level.

For the χ^2 test to be valid, it is recommended that with one degree of freedom each cell should have an expected frequency of at least 5. Thus those word types with expected frequency less than 5 were not tested nor were word types used by all the informants.

For the sixth variable, additional chi-square values were obtained. To test for randomness of selection, the first one thousand word types of the original interviews with the sample of ten subjects were compared with the first one thousand word types of the full corpus. Then a chi-square comparison of the first one thousand word types of the original ten interviews was made with the first one thousand word types of the second set of ten interviews with the sample group.

In summary, 128 samples of free-flowing speech of adult black illiterates enrolled in basic literacy classes were tape recorded. From the verbatim transcriptions, word frequency lists were tabulated. The vocabulary lists were examined for the effect of geographical area, age and sex of informant, change in stimuli, and race and sex of interviewer. The list was also compared with the Laubach and Mitzel lists.

Chapter IV: Results and Analyses

In this chapter, the word list is analyzed to determine whether one list is suitable for all adult black illiterates represented by the sample population or whether separate lists would be more appropriate based on age, sex, or geographic area. As will be shown, the results obtained do not warrant separation of the lists. In addition, the list is examined for the effect of interviewer sex and race and of change in stimuli. Finally, the list is compared with two other word lists that are designed for use with adult illiterates.

Analysis of Word List

The major result of the study was the list of 5,238 different word types tabulated from the corpus of 263,727 words. The list is presented in a table in alphabetical order with frequency and sample range for each word. However, the 2,244 word types with a range of one, that is, those which were used by only one informant, are given separately at the end of the table. (See Appendix D.)

For the examination of the word list for the effect of the five variables of geographic area, age and sex of informants, and race and sex of interviewers, a special print-out to facilitate this operation was devised. The first one thousand word types of greatest sample range were printed in alphabetical order with range values for each of the thirty-two index classes. In addition, the subtotals of each word type were given for the five sets of variables. Appendix B is the first page of this table.

The subtotals given for the five sets of variables were used to obtain the chi-square values for each of the thousand words for each of the variables. The procedure was outlined on page 23 of Chapter III. Appendix C gives a sample page of the chi-square values. For fifty-two words no chi-squares were calculated. For these words, which were used by all or almost all the informants, the expected frequencies in two cells of the 2 x 2 table, namely those not using the word, were less than five. For the chi-square test to be valid, it is recommended that with one degree of freedom the expected frequencies should be at least five. (See page 24.) However, in all of these cases, since the sample ranges were either the maximum number or very close to it, common sense indicates that there is no significant difference due to any of the variables.

Of the total number of 5,000 possible chi-square values for the tested list of 1,000 word types, only 101 chi-squares exceeded 6.63, the critical value of chi-square at the level of .01 for one degree of freedom. Table 5 on page 26 gives these 101 word types; each is listed under the variable for which the chi-square test value exceeded 6.63.

For all the words except those in Table 5, the null hypotheses

were sustained for each of the five variables. For some of the words in the table, the differences can be explained. Checking the index range table, it can be seen that twenty-one Chicago informants used the name of their city at least once. It is not unexpected to find that only one Buffalo informant mentioned Chicago. The implications of this use of the word "Chicago" should help to clarify some of the limitations of a spoken vocabulary list.

Table 5
Word Types/Variables for Which $\chi^2 > 6.63$

Geographic Area	Age of Informant	Sex of Informant	Race of Interviewer	Sex of Interviewer
busy	against	actually	behind	as
Chicago	ain't	ago	brother	Christmas
couch	born	area	discussing	country
difference	coat	baseball	evening	drop
guess	daughter	children	found	great
hundred	during	drop	hanging	letter
I'd	give	fellow	kneeling	lost
it'd	getting	guy	lamp	math
light	great	hospital	movies	pants
listening	hand	hours	nurses	resting
minute	happen	hundred	patient	sing
sent	happening	I'm	post	support
saying	horse	lights	program	themselves
stomach	I'm	mother	special	travel
tried	ideas	nights	statue	wash
truth	mind	nurse	wash	winter
we	president	otherwise	watch	worry
	pretty	possible	worker	
	probably	sad		
	really	soon		
	rent	travel		
	seen	turn		
	support	whatever		
	thing			
	tombstones			
	where			
N 17	26	23	18	17

Although only twenty-one Chicagoans used the name of their city, it cannot be assumed that the other forty-three do not know the word or could not use it correctly. Similarly, it cannot be assumed that only one Buffalonian knows the word "Chicago." The words that people use in their speech on any given occasion are only a sample of the words that they know and might use on other occasions.

According to the chi-square test, the sex of the informant makes a
difference in the use of the words "baseball" and "nurse." Not unexpect-
edly, the index range table indicates that 20 percent of the male
informants talked about baseball, while only 3 percent of the women
mentioned baseball. The interest of many of the women informants in
nursing as a possible career probably accounts for 45 percent of the
women using the word "nurse" as against 18 percent of the men. However,
it cannot be assumed that most women do not know the word "baseball" or
that most men do not use the word "nurse." To go one step further, it
would not seem necessary to exclude "nurse" from a list appropriate for
use with men's reading material or to exclude "baseball" from a list ap-
propriate for use with women's reading material.

The purpose in establishing the tests of the hypotheses of three
of the variables was to see if it was necessary to develop separate word
lists for subsets based on age, sex or geographic area. However, exam-
ination of the above table indicates that except for a few words most of
the differences probably occurred due to chance alone. Indeed, on the
average, 1 percent, or in this case, fifty of the chi-square tests would
be expected to exceed the critical level even under the null hypotheses
that no differences exist. On the conservative side, even if all 101
words in the table were considered to represent real differences, the
numbers involved are still so small relative to the total corpus that it
would be unreasonable to present separate word lists for each variable,
differing only by the inclusion or exclusion of the words in Table 5.
In summary, the first five null hypotheses are accepted for the total cor-
pus.

The last hypothesis to be tested was concerned with the effect on
vocabulary of changing the stimuli questions. The test for randomness
of selection of the sample of ten subjects indicated that 4 percent of
the chi-square tests exceeded 6.63, the critical value at the 1 percent
level with one degree of freedom. Since 1 percent would appear by chance
alone, 4 percent for the large number of tests would occur less than one
time in ten thousand (using Poisson).

Thus it appears that the sample of ten has more than the expected
number of significant chi-squares than if they were completely representa-
tive of the sample of 128, insofar as basic vocabulary is concerned.
Indeed, this is another indication of the need for the larger sample of
128 in the basic study. However, this does not negate the value of com-
paring the effect of stimulus on the subset of ten. That it does indicate
is that we can make no inference regarding the larger group of 128 subjects
from the stimulus test conducted with the subset of ten subjects.

The effect of the change in stimuli on the subgroup of ten is clearly
indicated. The corpus for the subgroup taken from the original study con-
tained 1772 word types. The second and smaller corpus obtained with the
new stimulus questions contained 1218 word types. Fifty percent, or 632
words, from the new list were not found in the original subgroup list. In
addition, 65 percent of the words in the original subgroup list are not in
the new subgroup list. Thus the sixth null hypothesis is rejected.

An examination of the two lists reveals that the stimulus does indeed

affect the vocabulary used to respond to questions and pictures. The new list for the subgroup contains such words as beards, flashy, hairstyles, sassing, and sloppy in response to questions about young people. The questions referring to the presidency produced such words as campaign, candidates, politicians, political, and ruler. An examination of the old subgroup list similarly reveals words that were elicited by the pictures and questions used in the original interviewing. In both cases, the words unique to either list have a lesser frequency than the words common to both lists.

A further comparison of the new subgroup list with the total list for 128 subjects revealed that 137 words, or 11 percent, from the new list were not found on the total list. This finding substantiates the earlier statement concerning the greater reliability and need for the large sample.

Comparison of Three Adult Word Lists

The Laubach (1960) word list and the Mitzel (1966) list were both designed to serve the needs of illiterate adults. The Laubach list is arranged in three parts: Part I consists of the first 500 most used words of the Thorndike-Lorge word count; Part II, of the second 500 most used words in the Thorndike-Lorge list; and Part III, of some 700 useful words. Each of the three parts is arranged alphabetically.

The Mitzel list is more extensive and is derived from many sources of printed language.* It is divided into four parts: Part I contains approximately the 500 most basic words; Part II, the next most frequent 1,500 words; and Parts III and IV, the next two groups of 1,500 words. Again in this case, each of the four parts is arranged alphabetically.

Neither frequencies, ranges, nor rankings of any kind are given in either the Laubach or Mitzel list. Therefore they could only be compared to the Stein list on the basis of commonality of words in the list of the most used 500 and in the next most used group. Since Part II of the Mitzel list consists of 1,500 words, it was decided to use the combined Parts II and III of the Laubach list, which contain 1,200 words, as equivalents.

From the Stein list, one version of which presented the words in order of decreasing sample range,** all words with a range of at least three were used for comparison with the Laubach and Mitzel lists. This Stein list contained 2,273 words types, of which 353 were plurals or inflected forms. Deducting these brings the total number of words, for

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*See Chapter I, page 3.

**The corpus was printed out in several different ways for ease of use in a variety of different purposes.
   1) Total list of 5,238 word types in alphabetical order with corresponding figures for frequency and sample range.
   2) Total list of 5,238 word types in order of decreasing frequency

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purposes of comparison, to 1,919, which is close to the Laubach 1,700 and the itzel 2,000.

The first 500 words of all three lists were compared, in addition to the comparison of the larger lists. The number of Stein words found in the two parts of the Laubach and Mitzel lists are shown in Table 6.

Table 6
Incidence of Stein Words in
Laubach and Mitzel Lists

	L I	L II	L I & II	M I	M II	M I & II	M I & L I	M I & II L I & II
S I	302	81	383	203	172	375	190	357
S II	170	549	719	189	529	718		564
S I + II	472	630	1102	392	701	1093		921

Key: L I = first 500 Laubach words
 L II = next 1200 Laubach words
 M I = first 500 Mitzel words
 M II = next 1500 Mitzel words
 S I = first 500 Stein words
 S II = next 1400 Stein words

In comparing the three 500 word lists, it can be seen that 60 per-cent of the Stein 500 are found in the Laubach (Thorndike-Lorge) 500, whereas only 40 percent of the Stein 500 are in the Mitzel 500. When the combined Parts I and II of each of the three lists are compared, 58 percent of the Stein 1900 are found on the Laubach 1700. It also happens that 58 percent of the Stein 1900 are found on the Mitzel 2000. It is interesting to note, however, that these are not necessarily the same words. There is an overlap of 921 words, or 48 percent, of the same Stein words on both the Laubach and Mitzel lists. Thus it can be seen that 40 to 50 percent of the words used in this sample of speech of adult illiterates are not found in either the Laubach or Mitzel lists.

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and sample range. The Stein 500 and Stein 1900 were obtained from this list.

3) The list of 1,000 words of greatest sample range with thirty-two index class values and subtotals for the five variables.

4) The alphabetized table of the complete list with frequency and range, with the 2,244 words having a range of only one listed at the end of the table. See Appendix D.

Summary

1.   There is no reason to doubt the validity of using the word list for the adult black illiterate population, based on the tests conducted and the acceptance of the first five null hypotheses.

2.   The most important result of the investigation is the list of words itself.   Although the list was printed and used in various forms for purposes of analysis, it is presented in Appendix D in alphabetical order with corresponding frequencies and ranges for convenience in application.

3.   Sufficient difference exists between this list and the other two lists designed for use with adult illiterates to indicate that the Stein list can fill an existing void.   The differences among the three lists appear to justify the assumption that there is indeed a difference between the words that the population should know and the words that the population does know.

Chapter V: Recommendations

The word list that was tabulated from the corpus of more than a quarter million words of free-flowing conversation can have many practical applications in the area of adult illiteracy. Awareness of its limitations does not minimize its potential usefulness. It is not purported to be a list of all the words known by adult black illiterates. However, it is a list of words known and used by a representative sample of 128 informants who were enrolled in ABE classes.

Application of Word List

The need to control vocabulary in developmental reading materials for adults at the basic levels was discussed earlier in Chapter II. The Stein list presents the words in alphabetical order for ease of location and, at the same time, indicates not only the frequency of use, but also the more important sample range for each word. This should prove helpful in controlling the number of new words introduced in graded reading materials.

It should also be noted that this list is composed of words which are not only understood by the population sample, but which also reflect the interests of the group. Reference to the word list should facilitate the development of reading materials that could be more successful in meeting the needs and interests of the ABE student.

Similarly, the word list can be used in developing more effective instruments for measuring the levels of reading ability of ABE students. Both informal reading inventories and standardized reading tests need to be geared to the interests and language usage of the adult illiterate population. The word list should be useful in achieving this goal.

The construction of a readability formula that would measure the level of difficulty of ABE materials can now be undertaken. The word list can be used as the frame of reference for estimating the number of "difficult" words in a reading sample. As indicated earlier, the "word" has been demonstrated to be the most important factor in determining readability.* A reliable readability formula would make possible the evaluation and grading of materials from diverse sources. This would permit the use of a wide variety of reading materials for reinforcement, recreation, and the solution of practical problems of everyday living.

Procedural Limitations of the Study

Geographical area did not significantly affect the vocabulary used by the sample population in Buffalo and Chicago, which had its origins

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*See Chapter II, page 11.

almost entirely in the South. It would be interesting to replicate the study in the West and Southwest, introducing to the sample population a new variable, the Chicano illiterate. The influence of the Mexican culture might be reflected in the words used by a group not represented in the present study.

The effect of interviewer race and sex on the informants' use of vocabulary was not significant in this study. However, the **small** number of interviewers involved was a serious limitation. If it had been possible to attempt to match those personality factors of the interviewers which would affect the informants in an interviewing situation, perhaps the effects of race and sex would have been more apparent. In this study, the white interviewers as well as the black seemed to be successful in establishing rapport with the informants. It would be easier to evaluate the influence of race and sex, as against those qualities of warmth, acceptance, informality, and interest in the informants, if a larger number of interviewers of both races and sexes were used in an evaluative study.

A more extensive study that would examine the effect of race and sex in interpersonal relationships in counseling, testing, teaching, and other social service situations could be very valuable. At a time in history when minority groups are increasingly determined to control their destiny, it is vital to try to discover **whether** race and sex, of themselves, are barriers to effective communication. A larger sample of interviewers with a wider distribution of evaluated personality traits would probably be necessary to gain a better understanding of this factor.

Further Uses of the Data

Although for this study the body of data was examined mainly for the use of vocabulary, it is a rich, available source of additional information. Mention has been made of the interests of the sample being revealed by their choice of words; in addition, there is much more to be learned from an evaluation of the topics discussed during the general questioning period. Most of the informants spoke freely about matters of personal concern. An analysis of this subjective information could reveal much about the problems of a frequently misunderstood segment of the population.

For example, many interviews revealed that informants had aspirations and vocational goals that appeared to be unrealistic in the light of their age and level of education. It would seem that short-term as well as long-term goals need to be emphasized in ABE programs. A series of small successes in a school situation is more likely to result in sustained motivation than continued aspiration toward a distant goal. More widespread and effective counseling, as well as more functional job-oriented programs, should lessen the educational failures that result in disillusion.

In summary, millions of adult Americans must attain literacy before they can move on to the attainment of their vocational and personal goals. It is hoped that the word list developed in this study will contribute to the ultimate improvement of their lives.

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APPENDIX A

DESCRIPTION OF PICTURES USED IN INTERVIEWS
(From <u>Manual</u> <u>for</u> <u>Thematic</u> <u>Apperception</u>
<u>Test</u>, <u>Thompson</u> <u>Modification</u>)

1. A young boy is contemplating a violin which rests on a table in front of him.

2. Country scene: in the foreground is a young woman with books in her hand; in the background a man is working in the fields and an older woman is looking on.

3. A young woman is standing with downcast head, her face covered with her right hand. Her left arm is stretched forward against a wooden door.

4. A woman is clutching the shoulders of a man whose face and body are averted as if he were trying to pull away from her.

5. A short elderly woman stands with her back turned to a tall young man. The latter is looking downward with a perplexed expression.

6. A gray-haired man is looking at a younger man who is sullenly staring into space.

7. An older woman is sitting on a sofa close beside a girl, speaking or reading to her. The girl, who holds a doll in her lap, is looking away.

8. An adolescent boy looks straight out of the picture. The barrel of a rifle is visible at one side, and in the background is the dim scene of a surgical operation, like a reverie-image.

9. A young man is lying on a couch with his eyes closed. Leaning over him is the gaunt form of an elderly man, his hand stretched out above the face of the reclining figure.

10. A rowboat is drawn up on the bank of a woodland stream. There are no human figures in the picture.

11. A young man is standing with downcast head buried in his arm. Behind him is the figure of a woman lying in bed.

12. A little boy is sitting on the doorstep of a city tenement.

13. A gaunt man with clenched hands is standing among gravestones.

14. The dimly illuminated figure of a man (or woman) in the dead of night leaning against a lamp post.

APPENDIX B

SAMPLE PAGE OF RANGE VALUES FOR INDEX CLASSES
WITH SUBTOTALS FOR THE FIVE VARIABLES

SAMPLE PAGE OF RANGE VALUES FOR INDEX CLASSES, WITH SUBTOTALS FOR THE FIVE VARIABLES

	Buffalo	Chicago	Totals
a	0 6 1 9 1 1 7 7 1 8 3 4 0 4 1 11	2 1 10 3 0 3 7 6 2 4 5 5 3 3 8 2	64 64 64 64 64 64 39 89 51 77
able	0 1 1 4 0 0 3 2 1 4 1 1 0 2 0 3	1 0 4 1 0 1 4 3 1 2 1 4 1 3 3 1	25 28 27 26 23 30 17 36 21 32
about	0 6 1 9 1 1 7 7 1 7 3 4 0 4 1 11	2 1 10 2 0 3 7 6 2 4 5 5 3 3 8 2	63 63 62 64 63 38 88 51 75
accident	0 0 1 0 1 0 1 0 2 1 1 0 1 0 1	0 0 5 0 0 0 0 0 0 1 0 0 0 1 0	8 8 11 5 9 7 4 12 8 8
account	0 0 0 0 0 0 1 1 0 0 1 0 1 0 0	0 0 0 2 0 0 0 1 2 0 0 0 0 1 1 0 0	6 5 4 7 4 7 4 7 3 8
across	0 1 1 3 0 0 0 0 0 2 2 0 0 2 0 2	0 0 3 0 0 0 2 0 1 0 0 0 0 0 0 0	10 9 13 6 13 6 6 13 9 10
act	0 0 0 4 0 0 3 0 0 0 0 0 0 2 0 3	0 1 2 1 0 1 1 1 0 1 2 0 0 1 0	14 10 12 12 12 5 19 9 15
actually	0 3 0 1 0 1 0 1 1 1 0 0 0 0 0	1 0 0 0 0 1 0 1 1 1 0 1 0 0 0	9 7 11 5 9 7 11 5 6 10
adult	0 0 0 0 0 0 1 0 2 1 0 0 0 0 2	0 0 0 1 0 1 0 0 0 1 0 0 0 1 0 0	3 7 5 6 4 5 5 1 9
advice	0 0 1 1 0 0 1 0 0 1 2 0 0 0 1	0 0 1 0 0 0 0 1 0 0 0 0 0 0 1 0	5 5 5 5 7 3 1 9 4 6
afraid	0 0 0 3 0 0 1 2 1 1 0 1 0 0 0 2	0 0 2 0 0 0 1 0 0 1 1 1 0 2 0	9 11 11 9 11 9 4 16 5 11
Africa	0 2 0 1 0 0 0 0 0 1 0 0 0 2 0 2	0 0 0 0 0 1 1 0 0 0 1 0 0 0 0 0	5 6 5 6 8 3 6 5 2 9

APPENDIX C

SAMPLE PAGE OF CHI-SQUARE VALUES
($X^2 = 6.63$ for one degree of
freedom at the .01 level
of significance)

	Area	Age of Informant	Sex of Informant	Race of Interviewer	Sex of Interviewer
a					
able	1.58	.00	.11	.03	.29
about					
accident	.29	.79	.26	2.57	0.00
account	.90	.79	.20	.90	.10
across	3.03	.53	.01	3.03	.06
act	0.00	.07	1.29	0.00	.82
actually	.29	.04	12.65	2.57	.29
adult	.43	4.03	1.95	0.00	1.74
advice	1.74	.00	2.15	0.00	0.00
afraid	.24	.26	1.23	.24	.24
Africa	2.49	2.36	3.29	.10	.10

APPENDIX D

LIST OF THE MOST FREQUENTLY USED
WORDS WITH SAMPLE RANGE

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Word	F*	R**	Word	F	R	Word	F	R
a	6419	128	age	33	22	answering	5	2
abc's	2	2	ago	39	30	anxious	3	3
able	118	53	agree	27	16	any	187	83
about	1378	126	agreed	2	2	anybody	50	31
abroad	7	4	agreeing	5	4	anyhow	6	6
accept	10	9	agreement	7	7	anymore	14	13
accident	24	16	ah	3	3	anyone	18	17
accidentally	3	3	ahead	17	13	anyplace	4	4
accomplish	11	8	aid	19	9	anything	209	87
accomplishing	2	2	aide	26	13	anytime	6	5
according	7	6	ain't	272	63	anyway	117	64
account	15	11	air	12	10	anyways	6	2
acres	2	2	Alabama	5	5	anywhere	15	12
across	31	19	alike	3	3	apart	9	7
act	39	24	alive	5	3	apartment	15	9
acting	12	9	all	1108	128	apartments	3	2
action	5	5	alley	8	6	apologize	4	3
actress	2	2	allow	8	7	appear	5	4
acts	2	2	almost	30	23	appearance	6	4
actually	38	16	alone	55	35	appears	7	5
ADC	4	4	along	62	43	appendix	16	8
add	14	6	already	34	28	apple	6	4
address	4	2	also	54	29	application	9	6
adopted	2	2	although	13	10	applications	3	3
ads	2	2	altogether	3	2	appreciate	7	6
adult	14	10	always	160	67	April	2	2
adults	5	5	am	55	33	are	413	108
advance	3	3	ambition	4	3	area	26	17
advantage	4	3	ambulance	5	4	areas	3	3
advertise	2	2	America	5	3	aren't	8	6
advice	14	10	American	3	3	argue	4	4
advise	3	3	among	4	4	arguing	23	12
advising	8	3	amongst	4	4	argument	42	27
affair	4	3	amount	9	6	arithmetic	14	9
afford	8	7	an	170	82	Arkansas	5	2
afraid	34	20	and	8980	128	arm	41	33
Africa	22	11	angel	2	2	arms	34	27
after	153	69	anger	2	2	army	16	9
afternoon	11	9	angry	133	52	around	291	88
afterwards	4	4	animals	5	3	arrangements	2	2
again	85	48	another	212	89	art	6	3
against	29	24	answer	26	17	as	514	99

*Frequency
**Range

Word	F	R	Word	F	R	Word	F	R
ashamed	34	17	banjo	5	2	bent	2	2
aside	5	5	bank	21	12	beside	6	6
ask	59	34	banks	3	3	besides	9	7
asked	50	32	barbed	5	3	best	95	51
asking	26	18	barefeet	2	2	bet	8	7
asks	6	4	barefeeted	17	12	better	269	95
asleep	60	35	barefooted	3	3	between	29	23
assembly	2	2	barn	18	15	Bible	43	24
assistant	5	5	barns	7	7	big	124	61
association	2	2	bars	2	2	bigger	3	3
assured	2	2	baseball	19	11	biggest	16	13
asthma	10	3	basis	3	3	bill	16	11
at	935	125	basket	5	3	bills	10	9
attack	12	10	basketball	10	7	birds	10	4
attend	9	8	bath	8	6	birth	2	2
attending	3	2	bathroom	4	3	birthday	3	3
attention	61	36	battle	2	2	bishop	2	2
attitude	5	5	be	2982	128	bit	82	46
auditorium	3	3	be's	3	3	bite	5	4
August	2	2	beach	10	8	biting	3	3
auntie	6	2	beans	2	2	bitty	4	4
authority	5	3	beat	21	12	black	56	34
automobile	2	2	beating	3	3	blame	5	5
available	2	2	beautician	5	3	blanket	2	2
average	5	4	beautiful	36	22	bless	14	8
avoid	4	4	became	3	3	blessed	8	4
away	173	81	because	977	120	blessing	3	3
awful	39	22	'cause	505	91	blew	2	2
awfully	5	4	become	19	13	blind	12	9
awhile	9	8	bed	143	66	block	5	4
babies	5	4	bedroom	6	6	blocks	6	4
baby	233	79	bedtime	3	3	blood	12	9
baby-sit	5	4	been	479	117	bloom	9	8
baby-sitter	11	5	before	107	65	bloomed	2	2
baby-sitters	2	2	beg	11	6	blooming	10	7
baby-sitting	5	3	began	13	4	blooms	2	2
baby's	6	6	begging	8	6	blossom	4	4
back	507	116	begin	7	5	blossoms	2	2
background	54	29	beginning	15	12	blouse	4	4
backwards	2	2	behind	38	25	blow	4	3
bad	178	76	being	115	62	blue	4	3
badder	2	2	believe	202	66	blues	6	3
bag	9	3	believed	2	2	board	13	9
bake	2	2	beli	3	2	boat	229	100
baker	2	2	belong	2	2	boat's	2	2
baking	3	2	belongs	5	5	boats	17	9
bell	24	13	below	2	2	bodies	2	2
balled	3	2	bending	4	3	body	14	13
balls	2	2	benefit	3	2	bombing	2	2
band	4	4	Bennett	4	3	bombs	2	2

Word	F	R	Word	F	R	Word	F	R
bones	2	2	brown	9	7	canoe	10	5
book	113	59	brush	3	3	cap	14	9
bookkeeper	3	2	bud	2	2	capable	2	2
books	115	68	budded	3	3	car	36	24
born	22	14	buddy	2	2	card	11	4
borrow	5	3	budget	3	2	care	168	66
boss	17	12	Buffalo	25	12	cared	3	3
both	77	49	build	25	20	career	3	2
bother	19	10	building	31	21	careful	3	3
bothered	10	7	buildings	17	10	Carolina	4	4
bothering	8	7	built	9	8	carried	5	4
bothers	3	3	bullet	61	43	carry	21	17
bottle	2	2	bullets	3	3	carrying	12	12
bottom	6	6	bumped	2	2	cars	14	7
bought	8	7	bunch	4	4	cartoons	3	3
bow	5	4	burial	2	2	case	14	11
bowl	2	2	buried	13	11	cases	3	3
box	12	8	burn	3	3	caseworker	9	8
boxers	3	2	burned	12	5	cat	5	4
boxing	4	4	burning	2	2	catch	30	22
boy	236	104	bus	23	18	catching	7	5
boy's	9	9	buses	5	4	Catholic	7	3
boyfriend	7	3	bushes	6	3	caught	26	16
boys	48	29	business	78	41	cause	11	9
brace	2	2	businessman	3	2	caused	8	6
brains	2	2	businessmen	6	4	causes	2	2
branches	4	3	bussing	5	3	causing	4	4
bread	7	6	bust	2	2	cemeteries	3	2
break	25	17	busy	13	11	cemetery	88	55
breakdown	3	3	but	1950	127	cent	2	2
breakfast	10	7	butt	2	2	center	15	12
breaking	10	7	buy	36	22	centers	3	3
breath	4	2	buying	4	4	cents	17	9
breathing	2	2	buys	2	2	certain	34	20
brick	7	6	by	367	106	certainly	2	2
bridge	5	2	bye	3	2	chair	29	23
bright	4	3	bye-bye	2	2	chairs	12	6
brighter	4	4	cab	3	2	chance	68	38
bring	64	39	cake	6	2	change	35	27
bringing	6	6	cakes	3	2	changed	24	15
brings	6	3	California	9	5	changes	4	4
Brinkley	2	2	call	191	79	changing	3	3
Broadway	4	4	called	33	24	channel	22	12
broke	34	27	calling	6	4	charge	3	3
broken	26	14	calls	2	2	chastise	2	2
brokenhearted	4	2	calm	12	12	chastising	3	2
brook	2	2	came	134	67	cheap	3	3
brother	60	35	camp	4	2	check	16	8
brother-in-law	3	3	can	879	124	checking	6	6
brothers	17	15	can't	627	117	cheeks	3	2
brought	39	26	cannot	7	6	cheer	16	11

Word	F	R	Word	F	R	Word	F	R
Chicago	40	22	come	543	114	corn	5	5
child	122	49	comedies	2	2	corner	15	12
child's	3	3	comes	49	30	correct	8	6
children	249	52	comfort	17	14	cost	12	11
children's	3	3	comfortable	5	4	costs	2	2
childrens	21	11	coming	133	78	cotton	30	13
chin	3	3	comment	2	2	couch	19	14
choir	12	6	comments	4	3	could	1281	121
choke	4	3	commit	2	2	could've	10	8
choose	5	5	committed	2	2	couldn't	175	77
chop	2	2	committee	6	6	counselor	3	3
chops	2	2	common	2	2	count	7	4
chores	3	2	communicate	5	3	counted	5	2
Christ	7	6	community	5	4	counting	2	2
Christmas	20	12	company	7	6	countries	5	4
Chuck	2	2	complete	5	4	country	123	58
church	115	53	completed	3	3	couple	33	23
churches	7	6	completely	10	7	courage	2	2
cities	12	8	concentrate	10	7	course	55	26
city	72	34	concentration	2	2	court	9	4
civil	4	3	concerned	19	11	cousin	3	3
class	15	11	concerning	6	4	cover	6	6
classes	11	8	concrete	3	3	covered	7	7
clean	43	21	condition	20	10	covers	2	2
cleaned	4	4	conditions	9	8	cow	3	3
cleaning	9	9	confidence	2	2	cowboy	11	9
clear	5	5	confuse	2	2	cowboys	5	5
clearly	4	3	confused	10	4	cows	4	4
climb	2	2	comfusing	6	5	crack	4	3
clinic	2	2	confusion	5	4	crazy	11	8
clock	4	4	connected	3	2	cream	4	2
close	31	24	conscience	2	2	create	3	2
closed	27	20	consolation	4	3	creating	2	2
closer	2	2	console	2	2	credit	3	2
closest	2	2	consulting	2	2	creek	7	6
closing	2	2	contact	4	3	crib	3	2
clothes	125	66	continue	27	18	crime	4	4
clothing	9	8	continued	2	2	critical	2	2
club	2	2	continues	2	2	crook	4	3
coat	25	16	continuing	3	3	crop	5	4
cold	24	19	conversation	12	9	cross	28	20
collar	2	2	convince	7	4	crossed	4	4
collect	2	2	cook	16	11	crosses	6	6
college	40	24	cooked	3	2	crowd	5	4
color	13	11	cookies	4	3	crowded	3	3
colored	59	29	cooking	13	9	cry	31	22
colors	2	2	cool	6	5	crying	179	84
coma	3	3	cooling	2	2	cultivate	5	3
comb	2	2	cooperate	6	5	cure	2	2
combed	5	2	copy	4	3	cured	3	3

Word	F	R	Word	F	R	Word	F	R
curtain	2	2	desert	4	3	doctor	305	99
cut	51	35	desire	4	2	doctor's	10	9
cute	6	3	desk	23	15	doctoring	4	4
cuts	2	2	destroy	5	5	doctors	37	30
cutting	26	17	destroyed	5	4	does	51	29
dad	14	8	detective	2	2	doesn't	209	62
daddy	23	12	detectives	4	2	dog	12	8
damp	2	2	determined	3	3	dogwood	3	2
dance	13	8	devil	10	6	doing	230	90
dancing	2	2	diaper	2	2	doll	73	49
danger	2	2	did	275	98	dollar	17	7
dangerous	2	2	didn't	324	91	dollars	42	18
dark	79	44	die	40	22	dolls	3	2
darkness	7	6	died	49	26	domestic	2	2
date	6	5	difference	18	15	don't	2815	128
dating	6	4	different	182	79	done	262	88
daughter	184	75	difficult	3	2	donkey	2	2
daughter's	7	7	difficulties	2	2	Doolittle	4	2
daughters	4	3	difficulty	4	4	door	234	91
David	3	2	dig	3	3	door's	3	3
Davis	4	2	dim	3	2	doors	4	4
day	200	73	dime	4	4	doorway	2	2
days	65	41	dinner	10	7	dope	6	3
daytime	11	7	diploma	19	12	double	2	2
daze	2	2	direction	8	4	doubt	9	8
deacon	7	5	directly	2	2	dough	3	2
dead	124	66	dirt	8	7	down	470	114
deal	13	11	dirty	8	7	downhearted	3	3
dear	12	5	disagree	2	2	downstairs	7	5
death	17	14	disagreeing	3	3	downtown	8	7
decent	13	10	disagreement	8	6	Dr.	2	2
decide	19	14	disagrees	2	2	dragging	3	2
decided	32	22	disappointed	14	10	draw	7	4
deciding	8	6	discouraged	5	3	drawed	3	3
decision	9	7	discuss	8	6	drawing	12	5
deep	40	22	discussing	29	20	dream	8	5
deeply	4	3	discussion	6	6	dreaming	5	2
deers	3	2	disgusted	30	18	dreams	5	5
defend	2	2	dish	2	2	dreary	6	4
definitely	4	4	dislike	3	3	dress	38	23
degree	4	3	disobeyed	2	2	dressed	73	39
demands	3	3	dispute	2	2	dresses	6	5
democrat	2	2	dissatisfied	6	5	drew	2	2
deny	2	2	distress	3	2	drifted	2	2
department	5	5	distressed	4	3	drink	11	8
depend	5	5	disturbed	13	8	drinking	21	9
depending	3	3	disturbing	3	3	drinks	3	3
depends	7	6	divided	4	2	drive	5	5
depressed	17	7	divorce	2	2	driver	4	3
depression	3	2	do	1464	125	driver's	2	2
describe	3	3						

Word	F	R	Word	F	R	Word	F	R
drop	16	10	employment	11	7	experienced	3	2
dropouts	3	2	encourage	8	5	explain	66	33
dropped	4	4	encouragement	2	2	explained	6	5
drowned	3	2	encouraging	2	2	explaining	6	5
drug	2	2	end	19	17	express	4	3
drunk	16	9	ends	4	4	expression	32	17
dry	5	5	enemies	2	2	extra	4	3
due	2	2	enemy	4	3	eye	24	10
during	30	17	Englewood	2	2	eyes	61	39
dying	6	5	English	8	8	eyesight	5	3
each	55	33	enjoy	56	26	face	239	89
ear	4	2	enjoyable	2	2	faces	4	4
earlier	3	3	enjoyed	12	8	facing	4	4
early	19	15	enjoying	6	3	fact	35	16
earn	3	3	enjoyment	3	2	factories	3	2
ears	3	3	enjoys	3	3	factory	9	7
earth	3	3	enough	150	62	facts	4	3
easier	14	11	enrolled	4	3	fade	2	2
easily	4	4	environment	2	2	fail	4	4
easy	21	16	equal	14	10	faint	5	2
eat	58	29	equally	2	2	fainted	7	6
eating	10	8	equipment	2	2	fainting	2	2
Ed	2	2	especially	23	18	fair	6	6
edge	15	14	even	114	56	fairly	4	4
educated	4	4	evening	23	19	faith	11	8
education	226	80	eventually	8	6	fall	17	17
educational	4	4	ever	61	38	falling	6	4
educations	2	2	every	93	51	familiar	3	3
effort	3	3	everybody	99	44	families	3	2
eggs	3	3	everybody's	4	4	family	98	50
eight	27	18	everyday	9	7	fan	2	2
eighteen	8	6	everyone	24	16	far	81	55
eighth	8	7	everything	162	69	fare	2	2
eighty	2	2	everytime	4	4	farm	122	66
either	144	58	everywhere	7	6	farmer	13	10
el	3	3	evidently	10	4	farmers	3	3
elder	2	2	evil	10	6	farmhouse	4	3
elderly	4	4	exact	2	2	farming	23	16
elected	3	3	exactly	29	17	farther	6	6
electric	3	3	examine	2	2	fashion	2	2
electrical	3	2	examining	2	2	fast	11	10
electrician	3	3	except	11	7	faster	3	2
electronics	4	2	excite	2	2	fat	3	3
eleven	16	13	excited	9	7	father	203	70
else	149	78	exciting	5	4	father's	8	7
else's	6	4	excuse	9	8	fathers	9	5
elsewhere	3	3	expect	7	6	fault	4	4
embarrassed	3	2	expecting	6	6	favor	7	4
emergency	4	3	expensive	3	3	favorite	19	15
employee	3	2	experience	9	7	favors	2	2

Word	F	R	Word	F	R	Word	F	R
FBI	2	2	fishing	53	31	forty	8	7
tear	6	2	fist	4	3	forty-four	2	2
feature	2	2	fit	9	8	forty-nine	4	3
fed	3	3	five	52	33	forty-one	3	3
federal	3	3	five-thirty	2	2	forty-seven	4	2
feed	10	7	fix	47	25	forty-three	2	2
feeding	3	3	fixed	14	10	forward	12	7
feel	168	69	fixing	35	20	found	49	34
feeling	32	24	flag	3	2	four	51	35
feelings	9	4	flash	3	2	fours	2	2
feels	18	13	flat	6	6	fourteen	13	9
feet	12	10	floor	15	11	fourth	8	6
feets	2	2	Florida	10	6	Frankenstein	3	3
fell	20	17	flour	2	2	frankly	2	2
fellow	69	38	flower	4	4	free	15	11
fellows	8	7	flowers	15	10	freedom	2	2
felt	10	9	fog	4	4	freeze	2	2
fence	11	8	foggy	7	5	fresh	2	2
fever	2	2	fold	4	4	Friday	8	8
few	47	31	folded	15	12	friend	86	51
fiction	2	2	folk	3	2	friend's	4	4
fiddle	15	9	folks	15	10	triendly	6	5
field	60	42	folks'	3	3	friends	86	53
fields	9	6	follow	5	5	friends'	2	2
fifteen	15	11	following	2	2	frighten	3	2
fifth	10	5	food	78	45	frightened	13	8
fifty	15	10	fool	4	4	frightening	9	2
fifty-three	5	3	fooled	2	2	from	580	115
fifty-two	4	3	fooling	2	2	front	44	32
fight	44	30	foot	3	3	frowned	2	2
fighter	4	2	football	11	8	froze	7	2
fighting	54	27	for	1276	125	fruit	12	5
fights	3	3	force	5	4	fruits	2	2
figure	91	45	forced	2	2	full	19	16
figured	14	12	forcing	2	2	fully	6	6
figuring	8	6	foreground	2	2	fumes	3	2
fill	20	9	forehead	3	3	fun	25	15
filled	6	6	foreign	9	6	funds	2	2
finally	22	14	foreman	3	2	funeral	12	4
find	154	72	forest	52	32	funny	23	17
fine	26	18	forget	39	25	further	7	6
finger	8	7	forgot	11	9	fuss	9	4
fingers	12	7	forgotten	3	3	fussing	15	7
finish	53	34	form	4	3	future	25	12
finished	15	12	formed	3	3	game	25	14
fire	16	9	former	2	2	games	22	16
first	160	70	fort	2	2	gang	20	8
fish	29	14	forth	18	13	gangs	11	6
fisherman	2	2	fortunate	2	2	garbage	8	2
fishes	2	2	fortune	4	2	garden	9	6

Word	F	R	Word	F	R	Word	F	R
gardens	2	2	governor	7	5	had	585	114
gas	6	6	grab	5	5	hadn't	18	13
gather	6	4	grade	25	16	hair	34	17
gathering	2	2	grades	11	9	half	33	23
gave	33	19	graduate	5	5	hall	14	7
gay	3	2	grandbaby	4	2	hand	250	95
gee	10	9	grandchildren	10.	5	handcuffed	3	2
general	8	8	grandchildrens	4	3	handkerchief	3	2
generally	2	2	grandfather	3	2	handle	7	5
generation	3	4	grandkids	6	2	hands	107	52
gentleman	26	15	grandmother	9	7	hang	8	7
gentlemen	7	5	grandson	2	2	hanging	36	27
George	8	4	grass	33	22	hangover	4	4
Georgia	7	6	grave	39	28	happen	109	58
get	1549	127	graves	7	6	happened	105	54
gets	42	25	graveyard	50	30	happening	41	30
getting	171	80	graveyards	3	3	happens	3	3
ghetto	14	12	gray	5	4	happier	3	3
ghettos	5	5	greasy	2	2	happy	162	62
ghost	18	10	great	36	20	hard	219	81
giants	3	3	greatest	2	2	harder	5	4
girl	244	91	green	9	8	hardly	47	30
girl's	8	8	grew	9	6	harness	2	2
girls	29	18	grief	7	5	harnesses	4	4
give	241	81	grieving	3	3	has	304	88
given	10	9	grocery	3	2	hasn't	12	10
gives	8	7	ground	31	20	hat	42	29
giving	63	42	group	5	2	hate	35	19
glad	28	16	grove	2	2	hating	3	3
glasses	5	3	grow	25	18	hatred	2	2
gloomy	3	3	growed	5	5	have	2199	127
glory	2	2	growing	11	8	haven't	72	48
gloves	13	10	grown	21	12	having	111	62
go	1342	124	grownups	2	2	Hawaii	2	2
goal	6	4	grows	3	3	hay	5	4
God	45	26	grudge	2	2	he	5348	128
goes	37	31	guard	17	8	he'd	32	21
going	828	123	guess	268	75	he'll	165	65
gold	4	2	guiding	3	2	he's	1959	126
gone	54	34	guilt	2	2	head	148	69
gonna	238	74	guilty	2	2	headache	8	6
good	484	114	guitar	50	32	headaches	2	2
good-bye	2	2	guitars	2	2	headed	4	4
goodness	7	6	gun	40	31	heads	4	4
gosh	3	3	guns	2	2	headstart	9	4
gospel	2	2	gunsmoke	6	4	headstone	5	3
got	1282	123	guy	66	30	headstones	3	2
gotta	4	2	guy's	2	2	headway	2	2
gotten	9	9	guys	22	12	heal	5	4
government	50	26	habit	2	2	healing	3	3

Word	F	R	Word	F	R	Word	F	R
health	15	10	holds	4	3	husbands	6	4
healthy	5	5	holes	4	4	hypnosis	2	2
heap	4	2	holler	4	4	hypnotize	11	8
hear	76	47	hollered	3	3	hypnotizing	5	3
heard	43	25	hollering	8	5	I	10155	128
hearing	6	6	Hollywood	3	2	I'd	270	80
hears	2	2	holy	5	4	I'll	115	58
heart	50	27	home	358	105	I'm	451	107
heartbroken	10	5	homemade	2	2	I've	87	47
heat	2	2	homes	22	17	IBM	3	3
heaven	2	2	homework	5	4	ice	9	5
heavy	9	6	honest	8	5	idea	28	22
heck	4	3	honey	2	2	ideas	18	14
heights	5	4	hooked	3	2	if	1254	126
held	6	5	hope	76	37	ignoring	6	3
hell	5	4	hopes	5	2	ill	18	12
help	433	105	hoping	9	8	Illinois	2	2
helped	13	11	horse	51	35	illness	2	2
helping	27	24	horses	28	21	imagine	34	19
helps	13	11	hospital	121	55	impatient	3	2
her	2018	126	hospitals	4	4	important	40	22
here	989	121	hot	30	15	impossible	6	5
here's	46	20	hotel	4	2	impress	2	2
Herman	2	2	hour	12	11	impression	5	5
hers	3	3	hours	15	10	improve	6	6
herself	24	18	house	272	91	improved	9	7
hey	3	3	houses	50	32	improving	3	2
hid	8	5	housewife	2	2	in	3482	123
hide	4	4	housework	2	2	inch	3	2
hiding	7	7	housing	11	8	income	6	4
high	100	47	how	413	106	independent	3	3
higher	10	5	how's	2	2	Indian	3	2
highest	2	2	however	5	4	Indiana	3	2
highway	9	4	hug	3	2	Indians	4	3
hill	2	2	huge	2	2	individual	4	3
hills	10	9	hugging	4	4	information	6	3
him	1652	128	huh	2	2	inside	35	20
himself	99	55	human	14	9	insist	4	2
hip	2	2	humans	3	3	insisted	2	2
hire	5	5	hundred	33	16	insisting	3	3
hired	2	2	hung	4	3	instance	14	13
his	1592	127	hungry	51	35	instant	2	2
hisself	27	14	hunt	8	7	instead	29	21
history	5	3	hunter	3	3	instructions	2	2
hit	44	24	hunting	57	31	instructor	6	4
hitting	2	2	hurry	4	4	instrument	13	9
hobby	3	2	hurt	106	58	intelligent	4	3
hogs	4	4	hurting	19	15	intending	4	3
hold	57	39	hurts	3	3	interest	7	6
holding	123	63	husband	173	67	interested	60	35

Word	F	R	Word	F	R	Word	F	R
interesting	33	17	keeps	13	10	later	38	29
intern	3	2	Kennedy	8	6	laugh	4	4
into	129	62	kept	24	18	Laugh-in	2	2
involved	15	10	key	6	6	laughing	4	4
iron	3	2	keypunch	2	2	laundromat	6	2
Ironside	3	3	keys	9	5	laundry	6	5
is	2818	128	kid	78	32	law	18	12
isn't	56	33	kids	219	64	lawyer	18	8
it	4400	128	kill	50	32	lawyers	2	2
it'd	14	13	killed	63	35	lay	20	15
it'll	23	12	killing	24	14	laying	111	59
it's	1218	123	kin	10	5	lead	2	2
its	2	2	kind	495	108	leader	3	3
itself	6	5	kinda	46	19	leaders	3	2
jacket	4	3	kinds	12	9	leading	3	3
Jackie	3	2	king	14	11	league	4	2
Jackson	3	2	kissing	3	3	leaning	15	12
jail	12	10	kitchen	8	8	learn	140	67
jails	2	2	knee	5	4	learned	24	19
Jamaica	2	2	kneeling	15	10	learning	32	22
James	7	6	knees	15	11	leased	33	25
January	2	2	knew	25	12	leave	101	57
jaw	6	6	knife	14	11	leaves	9	6
jaws	2	2	knob	3	2	leaving	21	18
jealous	2	2	knock	6	4	Lee	7	3
jeans	4	3	knocked	4	4	left	98	57
Jerusalem	3	2	knocking	7	6	leg	12	8
Jesus	8	5	knocks	2	2	legal	4	2
jive	3	3	know	3426	128	legs	12	5
job	313	89	knowed	14	8	length	4	4
jobs	88	49	knowing	9	8	less	30	13
Joe	2	2	knowledge	5	4	lesson	16	10
John	7	4	known	5	3	lessons	18	12
Johnson	2	2	knows	21	13	let	181	76
join	5	5	lacking	3	2	let's	64	40
joined	2	2	ladies	19	15	letter	18	13
Jones	13	9	lady	315	98	letters	3	3
judge	6	5	lady's	14	13	letting	5	4
Julie	8	3	laid	7	6	level	8	7
July	8	6	lake	44	26	levels	4	2
jump	10	9	lakes	2	2	Lewis	7	4
jumped	10	5	lamp	20	14	liable	10	6
jumping	7	5	land	18	13	library	4	4
June	10	7	landlord	3	3	license	8	4
jungle	4	3	lap	3	3	lie	3	3
junior	2	2	large	20	13	lied	2	2
just	1641	125	larger	5	5	lies	2	2
justified	3	2	last	60	38	life	185	77
keep	156	68	late	56	29	lifetime	4	3
keeping	11	11	lately	4	3	light	49	31

Word	F	R	Word	F	R	Word	F	R
lights	22	12	Lucy	5	3	meat	6	2
like	5348	128	lunch	17	9	mechanic	4	2
liked	22	18	Luther	7	6	medical	2	2
likely	11	10	lying	36	17	medicine	10	7
likes	44	27	ma'am	4	2	meet	31	21
liking	4	4	machine	16	8	meeting	12	9
line	21	18	machines	7	5	meetings	3	2
lip	3	2	Mack	5	2	members	4	2
listed	2	2	mad	132	37	memories	2	2
listen	149	54	made	113	56	memorize	2	2
listening	46	27	maid	6	3	Memphis	5	4
little	602	115	main	39	19	men	58	40
live	255	87	mainly	5	2	mens	45	33
lived	18	13	majority	4	3	mentally	2	2
lives	12	9	make	469	114	mention	2	2
living	97	49	makes	35	23	mercy	4	3
load	2	2	making	51	33	mess	9	8
loaf	2	2	mama	23	13	messed	9	5
lock	4	4	mama's	2	2	messing	4	4
locked	38	19	man	971	123	met	10	8
locks	4	3	man's	29	23	Mexican	2	2
lonely	37	22	manage	5	4	Michigan	5	3
lonesome	32	21	management	4	3	middle	12	12
long	147	71	Mannix	3	3	might	697	102
longer	9	8	mans	4	3	mighty	13	12
look	2495	124	ma.y	165	65	mile	4	2
looked	27	21	map	2	2	miles	10	7
looking	446	100	march	2	2	milk	2	2
looks	677	96	marks	4	2	million	7	5
loose	11	5	marriage	4	3	millions	4	3
Lord	64	22	married	66	35	mind	204	83
Lord's	4	4	marry	4	4	minds	3	3
Lordy	3	2	Martin	9	6	mine	32	25
Los Angeles	5	3	Mary	9	4	minister	21	14
lose	14	12	mask	3	3	minister's	2	2
losing	5	5	mason	4	4	minute	12	10
loss	4	2	master	3	3	minutes	11	11
lost	71	40	material	5	4	miracle	7	2
lot	482	99	math	13	10	mirror	4	2
lots	71	36	mathematics	3	3	miserable	3	3
loud	3	2	matter	25	15	miss	30	17
love	224	64	may	281	68	missed	7	6
loved	10	9	maybe	1024	113	missing	2	2
lover	3	3	mayor	4	3	mission	3	2
loves	6	5	me	1386	123	missionary	5	2
loving	2	2	meal	3	3	Mississippi	17	11
low	25	20	meals	3	2	mistake	14	10
lower	11	9	mean	321	80	mistakes	3	2
luck	4	3	means	8	8	mister	2	2
lucky	2	2	meant	4	4	mistreated	2	2

Word	F	R	Word	F	R	Word	F	R
misunderstand-ing	4	4	name	86	44	no	826	122
mix	2	2	names	6	6	nobody	77	39
mixed	2	2	nap	8	7	nobody's	3	3
mixing	3	3	narcotics	2	2	noise	5	3
moaning	2	2	nasty	6	3	nonviolence	3	2
mod	7	5	national	4	4	none	21	18
model	4	2	natural	5	5	north	9	7
moment	6	4	naturally	6	4	not	871	122
mommy	10	7	nature	5	4	note	2	2
Monday	9	9	near	37	19	notes	2	2
Mondays	3	2	nearby	6	5	nothing	255	82
money	195	57	nearest	2	2	notice	5	4
month	16	13	neat	2	2	noticed	2	2
months	35	22	neatly	3	2	now	839	118
moon	13	9	necessary	8	8	nowadays	8	8
more	437	103	necessities	2	2	nowhere	12	11
morning	58	32	neck	7	7	number	16	10
most	86	48	necktie	8	5	nurse	105	47
mostly	50	31	need	161	61	nurse's	26	13
mother	544	111	needed	8	6	nurses	8	4
mother's	44	27	needle	2	2	nursing	10	8
mothers	14	12	needs	32	23	o'clock	39	23
motor	4	3	neglected	2	2	obey	4	3
mountain	5	3	Negro	4	4	object	2	2
mountains	9	7	Negroes	7	5	occupation	3	2
mourning	7	5	neighbor	6	4	October	2	2
moustache	3	2	neighbor's	2	2	of	2900	128
mouth	58	39	neighborhood	36	19	off	210	94
move	28	20	neighborhoods	4	4	offer	4	3
moved	8	5	neighbors	6	6	office	46	22
movie	11	6	neither	9	7	often	10	10
movies	19	15	nerves	10	6	oh	444	104
moving	19	13	nervous	12	9	OK	58	31
Mr.	41	14	never	160	69	old	197	76
Mrs.	36	12	new	57	32	old-fashioned	9	4
much	425	104	newborn	2	2	olden	4	4
mule	16	13	news	55	30	older	45	27
mules	6	6	newspaper	4	3	oldest	25	14
murder	11	4	next	86	48	on	1992	128
murdered	4	4	nice	203	69	once	46	32
murderer	2	2	nicely	2	2	one	1105	127
muscle	4	3	nickel	4	2	one's	10	7
music	72	43	Nigeria	3	2	ones	40	27
musical	6	4	night	186	74	only	155	69
musician	19	12	nights	15	13	onto	3	3
must	168	61	nighttime	5	5	open	77	48
my	962	117	nine	29	23	opened	8	7
myself	136	65	nineteen	14	9	opening	5	4
naked	3	3	Nixon	6	4	operate	14	12
			Nixon's	2	2	operated	10	7

Word	F	R	Word	F	R	Word	F	R
operating	53	33	part-time	2	2	pillow	4	3
operation	51	31	participate	3	3	pills	4	3
operator	4	4	particular	25	12	pitiful	13	9
opinion	34	15	particularly	4	3	place	225	88
opportunities	2	2	parties	2	2	places	61	40
opportunity	30	17	parts	18	15	plain	7	6
opposite	3	2	party	7	4	plan	11	9
or	2402	127	pass	36	26	planned	2	2
order	19	10	passed	40	26	planning	10	7
organ	4	3	passing	6	6	plans	2	2
organization	6	2	past	9	8	plant	13	11
orphan	6	4	pastor	8	7	plantation	3	2
other	386	109	pat	3	3	planting	7	7
others	19	15	patience	2	2	plants	9	6
otherwise	13	10	patient	26	19	play	297	92
ought	16	15	patient's	2	2	played	20	12
our	71	36	patients	7	6	player	14	11
ourselves	4	4	pay	88	38	playing	72	45
out	1531	128	paying	40	28	plays	20	11
outdoors	4	2	pays	3	2	plead	2	2
outlook	2	2	peace	11	7	pleading	9	7
outside	65	38	peaceful	2	2	pleasant	12	9
outskirts	7	5	pennies	3	2	please	23	19
over	531	116	pension	3	3	pleased	21	9
overalls	3	3	people	688	103	plenty	6	6
overcoat	3	2	people's	22	20	plow	16	7
overcome	6	6	peoples	268	68	plowing	31	22
overcrowded	2	2	pep	2	2	plus	4	4
overhead	2	2	perform	2	2	pocket	13	8
overnight	2	2	performing	8	7	pocketbook	6	3
overseas	11	7	perhaps	50	9	pockets	3	2
overtake	3	3	period	17	8	point	13	8
own	81	45	permission	2	2	pointed	2	2
owns	3	2	Perry	5	5	poked	4	3
pacify	2	2	person	226	68	pole	8	8
pack	2	2	person's	8	7	police	32	17
paddle	9	7	personal	5	4	policeman	12	5
pages	2	2	persuade	6	4	polish	2	2
paid	5	4	Peyton	4	3	pond	5	4
pain	12	8	phone	5	5	ponds	2	2
pair	8	7	piano	11	5	pool	5	5
Panthers	3	3	pick	60	36	pooped	2	2
pants	16	14	picked	10	7	poor	125	67
papa	2	2	picking	15	11	poorly	2	2
paper	25	14	picnic	8	8	popular	3	2
papers	5	5	picture	392	84	porch	42	35
pardon	12	8	picture's	4	3	porches	3	2
parents	83	39	pictures	75	34	pork	2	2
park	30	15	piece	22	14	position	20	13
part	56	39	pieces	2	2	possibility	2	2

Word	F	R	Word	F	R	Word	F	R
possible	22	12	programs	27	16	rag	5	4
possibly	5	5	progress	5	5	ragged	3	2
post	29	18	progressed	3	2	raggedy	8	6
posts	2	2	project	6	5	rain	7	5
pound	8	2	projects	13	6	raining	7	6
pounds	3	2	promise	4	3	raise	35	20
pouting	3	2	pronounce	4	3	raised	34	21
poverty	2	2	proper	10	8	raising	8	5
power	13	12	properly	2	2	ran	5	4
practical	8	6	property	4	4	rap	3	2
practically	6	5	proposition	4	3	raped	3	3
practice	8	4	prosper	2	2	rather	50	36
pray	71	31	protect	5	3	rats	4	3
prayed	10	9	protection	3	3	reach	8	7
prayer	43	24	proud	5	4	reaching	5	5
prayers	13	9	prove	3	3	reaction	2	2
praying	167	66	provide	4	3	read	180	56
preach	2	2	psychiatrist	2	2	reading	80	45
preached	2	2	public	3	2	ready	62	37
preacher	47	25	pull	30	17	real	145	63
prefer	7	7	pulled	8	6	realize	9	7
pregnant	6	4	pulling	7	6	really	515	102
prepare	2	2	punished	2	2	reap	2	2
preparing	4	3	punishing	2	2	reason	70	44
present	6	6	punishment	2	2	reasons	3	3
president	51	36	push	6	5	recipes	2	2
presidents	5	3	pushed	4	2	reckon	14	10
press	3	3	pushing	3	2	recognize	3	3
pressing	2	2	put	241	80	recommend	2	2
pressure	7	7	puts	5	4	record	8	8
presume	6	4	putting	25	21	records	10	5
pretending	3	3	puzzled	2	2	recover	9	8
pretty	147	66	puzzles	4	2	red	6	6
prevent	4	2	qualified	10	7	refused	4	4
price	3	3	qualify	5	5	regardless	11	8
prices	2	2	quarrel	5	4	registered	3	3
priest	21	12	quarreling	6	4	regular	6	6
principal	9	8	quarter	10	8	related	10	9
print	7	3	question	15	14	relation	2	2
prison	5	5	questions	5	5	relationship	4	3
prisoner	3	2	quick	7	6	relative	14	8
private	7	6	quiet	5	5	relative's	2	2
privilege	5	3	quit	20	14	relatives	11	11
prize	2	2	quite	75	42	relax	9	7
probably	561	90	rabbit	2	2	relaxing	6	5
problem	92	41	rabbits	7	4	relief	8	8
problems	52	34	race	13	8	religion	7	4
professional	4	3	races	2	2	religious	4	3
professor	2	2	racket	6	2	rely	2	2
program	107	57	radio	27	11	remain	2	2

Word	F	R	Word	F	R	Word	F	R
remember	23	13	rope	4	4	score	3	3
remind	3	3	rose	3	2	scratch	4	3
reminds	7	7	rotten	3	2	scream	2	2
remove	4	4	rough	19	11	screaming	2	2
removing	5	3	round	11	7	scripture	2	2
rent	35	16	'round	2	2	search	4	4
repair	4	3	row	4	4	season	7	5
report	3	3	rowboat	9	5	seat	6	5
represent	2	2	rows	6	5	seats	5	4
require	4	2	run	63	39	second	17	11
respect	8	6	run-down	5	4	secret	5	5
responsibility	6	4	rundown	3	3	secretary	7	5
responsible	4	2	running	44	30	section	2	2
rest	46	32	runs	5	3	security	7	5
restaurant	3	3	rush	4	3	see	1361	126
resting	15	14	sack	7	2	seeds	8	4
retire	6	4	sad	292	77	seeing	18	16
retired	2	2	saddest	2	2	seek	3	3
retiremert	2	2	sadness	5	5	seem	791	86
return	3	2	safe	4	3	seemed	8	4
review	3	2	said	287	75	seems	306	62
rich	21	12	salary	3	2	seen	71	42
rid	4	4	salt	4	3	sees	7	7
ride	18	16	Sam	2	2	segregation	4	4
ridiculous	2	2	same	97	51	seldom	2	2
riding	19	16	sand	2	2	self	8	5
rifle	12	8	Sarah	6	2	sell	7	4
right	551	115	sat	2	2	selves	2	2
rights	10	7	satisfied	13	10	senator	2	2
rioting	3	3	satisfy	3	3	send	41	23
ricts	2	2	Saturday	3	3	sending	7	6
rise	3	2	Saturdays	3	3	sense	20	14
rising	2	2	save	17	15	senses	3	2
rites	13	6	saved	3	3	sent	24	17
river	9	8	saw	38	24	sentence	2	2
rivers	2	2	say	1072	118	separate	5	3
roaches	5	4	saying	162	68	separated	2	2
road	7	5	says	71	29	September	3	3
roads	2	2	scare	2	2	serious	16	9
rob	3	3	scared	35	20	seriously	3	3
robbing	6	5	scary	8	5	sermon	4	2
robe	3	2	scene	3	3	service	19	15
Robert	2	2	scenery	7	6	services	2	2
rock	3	3	school	795	120	set	31	25
rocks	2	2	schoolgirl	11	9	setting	9	6
roll	5	5	schooling	6	3	settle	4	4
rolled	4	4	schools	45	25	settled	2	2
rolling	4	2	schoolwork	3	3	seven	38	21
room	105	54	science	3	3	seven-thirty	3	3
rooms	4	4	scolding	2	2	seventeen	8	6

Word	F	R	Word	F	R	Word	F	R
seventh	3	3	showing	19	17	slaves	2	2
seventy	2	2	shown	3	2	sleep	64	35
several	6	6	shows	25	17	sleeping	35	22
sew	11	7	shut	20	12	sleepy	14	10
sewing	35	15	sick	263	94	slide	2	2
sex	12	7	sickness	7	6	slight	4	3
shade	5	3	side	67	38	slightly	2	2
shadow	3	2	sidewalk	4	4	slip	5	5
shadows	5	2	sight	6	5	slipped	5	3
shake	7	6	sightseeing	2	2	slips	2	2
shaking	2	2	sign	21	10	slow	6	5
shall	4	2	signed	15	11	slum	5	4
shame	10	7	signing	3	2	slums	7	4
shape	19	14	silent	2	2	small	55	31
sharp	3	3	silly	3	3	smaller	4	4
she	3114	127	similar	3	3	smart	5	4
she'd	20	12	simple	2	2	smash	2	2
she'll	63	26	since	107	56	smile	13	7
she's	915	110	sincere	5	4	smiles	3	2
shed	3	2	sing	49	10	smiling	2	2
shedding	3	3	singer	9	6	smoke	13	8
sheet	6	5	singing	44	21	smoking	4	2
sheets	3	3	single	8	6	smooth	2	2
shine	4	3	sings	3	3	smother	13	10
shingles	2	2	sir	7	6	snake	4	2
shining	8	7	sister	56	33	sneak	2	2
shirt	58	39	sisters	12	11	snow	61	33
shirts	3	3	sit	96	45	snowing	17	12
shock	5	4	sits	3	3	snowy	4	3
shocked	4	3	sitting	279	99	so	1608	126
shoe	6	5	situation	10	7	social	11	9
shoes	44	37	six	44	30	socks	3	3
shook	2	2	six-thirty	2	2	sofa	2	2
shoot	8	7	sixteen	7	7	soldier	12	8
shooting	14	9	sixty	6	5	soldiers	4	4
shop	8	5	sixty-eight	2	2	solve	16	12
shopping	7	5	sixty-five	6	5	some	1021	126
shops	3	2	sixty-six	4	2	somebody	264	81
shore	2	2	sixty-third	2	2	somebody's	8	7
short	11	9	size	10	8	someday	5	4
shorter	2	2	skeleton	7	3	somehow	8	7
shot	92	52	Skelton	3	3	someone	209	73
shotgun	14	6	skin	4	3	someone's	5	5
shots	3	3	skip	4	4	someplace	63	36
should	253	79	sky	3	3	something	1786	127
shoulder	7	7	slammed	6	5	something's	3	3
shoulders	4	4	slap	3	2	sometime	135	54
shouldn't	26	18	slapped	6	4	sometimes	95	43
show	63	38	slave	5	3	someway	2	2
showed	9	7	slavery	3	2	somewhat	3	3

Word	F	R	Word	F	R	Word	F	R
somewhere	77	43	staring	5	5	street	78	41
son	172	64	stars	10	6	street's	2	2
son-in-law	3	2	start	96	52	streets	28	18
son's	4	4	started	98	54	strength	5	5
song	14	10	starting	6	6	stretched	3	3
songs	3	2	starts	6	6	stretcher	2	2
sons	5	3	starving	5	5	stretchers	2	2
soon	38	25	state	19	17	strict	4	4
sooner	5	5	states	20	15	strike	5	3
sorrow	7	6	station	5	4	string	7	4
sorry	61	31	statue	58	31	strings	6	3
sort	47	25	stay	147	75	strip	2	2
sorta	3	3	stayed	29	23	stroke	4	2
sorts	2	2	staying	9	9	strong	13	7
soul	3	3	stays	4	4	stronger	3	3
sound	15	10	steady	4	4	strongly	2	2
sounds	4	3	teal	12	6	stubborn	2	2
south	92	35	stealing	8	5	stuck	11	9
southern	5	5	steel	5	4	student	11	7
sowing	4	2	step	15	12	students	3	3
space	6	4	steps	33	26	studies	2	2
spare	7	5	stick	12	11	study	48	27
speak	28	16	sticking	6	4	studying	48	26
speaking	18	12	stickup	3	2	stuff	93	43
speaks	2	2	stiff	2	2	stupid	3	3
special	15	10	still	156	64	style	8	4
speech	7	4	stitches	3	2	subject	2	2
spell	11	7	stock	4	2	suburb	3	2
spelling	7	6	stole	9	4	suburbs	5	4
spend	11	9	stomach	21	16	succeed	4	4
spending	6	5	stone	10	9	successful	6	4
spirit	9	6	stones	10	7	such	43	26
spiritual	7	5	stood	3	3	sucking	2	2
spite	2	2	stop	74	42	sudden	4	4
splendored	2	2	stopped	16	12	suddenly	2	2
spoke	3	3	stopping	3	3	suffer	7	6
sport	4	4	stops	4	3	sugar	6	4
sports	5	5	store	27	18	suggest	9	7
spot	5	5	stores	3	3	suggesting	4	3
spots	7	4	stories	55	34	suggestions	2	2
spring	30	20	storm	10	8	suit	10	6
springtime	8	8	story	76	42	suitcase	2	2
squabble	2	2	stove	2	2	suits	3	3
squad	6	4	straight	22	18	Sullivan	2	2
stage	4	3	straighten	15	11	summer	31	23
stamps	7	3	straightened	7	4	summertime	20	11
stand	45	34	strange	11	6	sun	14	12
standing	269	94	strangle	8	4	Sunday	25	17
stands	4	4	strangled	2	2	Sundays	6	3
star	5	5	stream	15	11	sunshine	4	4

Word	F	R	Word	F	R	Word	F	R
supervisor	3	3	tear	12	8	they're	210	77
supper	5	4	tearing	7	5	they's	38	25
supplies	2	2	tears	12	9	they've	8	7
support	16	11	technician	2	2	thick	13	7
suppose	32	17	teen-age	5	5	thin	2	2
supposed	50	27	teen-ager	4	4	thing	340	95
sure	121	62	teen-agers	12	8	things	592	117
surely	4	3	teeth	2	2	think	1252	125
surgeon	3	2	telegram	4	2	thinking	282	83
surgery	21	14	telephone	9	6	thinks	11	8
surprised	4	3	television	72	35	third	10	8
surrounded	2	2	tell	465	106	thirteen	7	6
surrounding	3	3	telling	143	74	thirties	3	2
surroundings	2	2	tells	12	10	thirty	12	11
survive	4	2	temperature	2	2	thirty-five	2	2
swamp	8	7	ten	28	21	thirty-one	2	2
swamps	4	3	ten-thirty	2	2	thirty-six	2	2
swampy	2	2	tend	8	4	this	3164	126
sweat	2	2	tnesion	2	2	those	193	84
sweating	2	2	term	4	2	though	66	45
sweet	2	2	terms	2	2	thought	69	48
swim	11	6	terrible	19	15	thoughts	7	5
swimming	18	11	test	27	15	thousand	10	5
swing	4	2	testing	4	4	threaten	2	2
swinging	2	2	tests	11	7	three	109	52
table	65	36	than	162	74	thrill	2	2
take	431	102	thank	20	14	throat	3	2
taken	51	37	thankful	3	3	through	151	74
takes	24	20	that	3516	128	throw	21	14
taking	89	50	that'd	4	4	throwed	9	7
talent	3	2	that'll	7	7	throwing	3	2
talk	216	79	that's	1492	126	thrown	3	3
talked	19	14	the	7821	128	throws	4	3
talker	2	2	theater	3	2	Thursday	6	4
talking	255	92	their	282	95	tie	18	11
talks	4	2	theirs	2	2	tied	17	10
tall	15	11	theirself	10	8	ties	3	3
tape	2	2	theirselves	3	2	tight	2	2
taught	11	5	them	1138	125	till	33	23
taverns	3	2	themself	14	8	time	432	103
tax	8	4	themselves	32	24	times	76	38
taxes	10	6	then	493	107	tired	62	30
tea	2	2	there	1400	125	to	9463	128
teach	47	24	there'll	2	2	today	102	44
teacher	61	34	there's	293	94	together	114	59
teacher's	6	4	therefore	11	8	told	208	72
teachers	39	23	these	328	103	Tom	9	6
teaches	9	5	they	3219	128	tomb	4	4
teaching	10	6	they'd	8	6	tombs	4	3
team	6	5	they'll	58	32	tombstone	14	11

Word	F	R	Word	F	R	Word	F	R
tombstones	34	28	turned	73	45	usher	2	2
tomorrow	16	16	turning	7	7	using	6	6
tonight	6	6	turns	10	8	usual	2	2
too	684	116	TV	83	45	usually	23	19
took	30	23	TV's	2	2	vacant	4	3
top	10	9	twelfth	2	2	vacation	7	5
tore	3	3	twelve	21	17	valley	4	3
torn	2	2	twenty	10	9	valuable	2	2
touch	10	6	twenty-five	5	5	vampire	7	5
tough	9	9	twenty-four	3	3	various	3	2
tour	2	2	twenty-one	6	6	vegetables	3	3
toward	12	8	twenty-six	3	2	very	509	99
towel	6	4	twenty-two	4	4	Vietnam	15	10
towels	3	3	twice	2	2	view	4	2
town	26	20	two	288	96	violence	7	5
toys	4	4	two-thirty	3	3	violin	94	51
track	4	4	type	54	26	visit	16	12
trade	9	5	typing	6	3	visiting	12	7
tragedy	5	4	UB	2	2	vocabulary	4	2
train	7	5	uhhuh	35	6	voice	4	3
trained	3	2	unable	3	2	vote	2	2
training	21	12	uncared	2	2	vowels	2	2
trance	2	2	uncle	8	7	wagon	7	5
transfer	2	2	unconscious	4	2	wait	49	29
transferred	2	2	undecided	4	3	waited	4	4
transportation	4	4	under	47	33	waiting	93	42
travel	16	11	underneath	5	3	wake	31	27
traveled	2	2	understand	100	45	wakes	3	3
traveling	5	4	understanding	16	14	waking	6	4
treat	31	11	understands	2	2	walk	122	58
treated	10	5	understood	2	2	walked	34	18
tree	129	62	uneducated	2	2	walking	84	52
trees	105	65	unemployment	4	3	walks	3	2
trial	2	2	unhappy	55	20	wall	22	18
tricks	2	2	uniform	3	2	walls	5	4
tried	37	27	union	3	2	wandering	7	4
tries	4	3	united	10	9	want	990	122
trip	4	3	unless	28	18	wanted	111	57
trips	2	2	'lessen	6	5	wanting	10	10
trouble	81	40	unlock	2	2	wants	164	58
troubles	4	4	unnecessary	3	2	war	38	23
truck	4	2	until	86	48	warm	14	11
trucks	3	3	unusual	2	2	warmer	2	2
true	28	19	up	1071	126	was	1324	124
trust	5	5	upon	3	3	wash	13	10
truth	19	13	upset	98	38	washed	2	2
try	351	102	upstairs	2	2	washing	10	8
trying	789	123	us	86	45	Washington	6	6
Tuesday	5	4	use	45	28	wasn't	75	52
tune	8	6	used	180	64	waste	3	3
turn	115	56	uses	3	3	wasted	2	2

Word	F	R	Word	F	R	Word	F	R
wasting	5	5	white	104	53	words	65	32
watch	137	66	whites	3	2	wore	2	2
watched	7	5	who	130	63	work	450	111
watches	6	6	who's	9	6	worked	66	27
watching	63	38	whoever	10	10	worker	18	16
water	96	45	whole	76	42	workers	7	7
wave	2	2	why	250	92	working	176	72
waving	6	3	wife	260	92	works	20	14
way	845	123	wife's	6	6	world	96	46
ways	36	21	wild	6	4	worn	2	2
we	594	97	will	362	95	worried	125	52
we'd	11	7	Williams	5	3	worries	4	3
we'll	13	9	willing	12	10	worry	25	19
we're	16	13	win	18	11	worrying	16	11
weak	8	5	wind	16	13	worse	5	8
wear	23	14	window	25	17	worsed	5	5
wearing	3	2	windows	5	3	worth	7	4
weather	16	12	winds	2	2	would	1462	121
Wednesday	2	2	wine	3	3	wouldn't	243	89
weeds	11	7	winter	18	12	wound	9	8
week	42	29	wintertime	3	2	wounded	8	8
weekend	4	3	wiped	2	2	wrestling	4	2
weeks	15	13	wiping	7	5	wrist	2	2
weeping	14	8	wire	10	5	write	57	20
weird	3	3	wires	4	2	writing	15	9
welfare	43	19	wise	3	3	wrong	134	70
well	1975	127	wish	46	30	wrote	12	8
well-dressed	4	3	wished	15	11	yard	5	5
went	188	84	wishing	11	8	yeah	369	91
were	62	46	witch	6	5	year	86	43
weren't	7	6	with	1013	127	years	127	59
west	11	5	within	5	2	yelling	5	2
western	13	9	without	33	27	yes	353	91
westerns	12	-	wives	7	6	yesterday	7	7
what	1814	128	woke	14	9	yet	39	27
what's	120	62	wolf	4	3	yonder	2	2
whatever	132	64	woman	152	58	York	18	9
whatnot	10	4	woman's	4	3	you	4396	127
when	727	114	women	28	19	you'd	10	7
whenever	11	10	womens	8	8	you'll	12	9
where	363	101	won	3	3	you're	84	39
where's	6	5	won't	137	63	you've	7	7
whereby	5	2	wonder	28	19	young	159	62
wherever	13	13	wonderful	14	10	younger	18	14
whether	144	63	wondering	86	38	youngsters	4	3
which	112	48	wood	7	5	your	187	63
whichever	3	3	wooded	9	6	yours	8	7
while	96	59	wooden	5	4	yourself	44	30
whip	3	3	Woodlawn	4	3	youth	8	3
whipped	7	5	woods	83	41			
whipping	4	4	word	16	13			

abandoned, abdomen, above, abusing, accent, accepted, accepting, accompanied, accomplished, accounts, accumulated, accusations, accuse, ache, acquainted, acted, active, activity, actor, actual, addict, adding, adds, adequate, adequately, admire, admiring, adults, advanced, advancing, advisable, affect, affecting, affection, African, Africans, Afro-Americans, ageable, agency, ages, aides, aircraft, airline, Alan, alarming, alcohol, alcoholic, Alexander, all's, allegiance, alleys, alleyway, alligators, allowed, alphabet, alterations, amazed, Amherst, amused, amusement, anchored, Andy, angle, angles, animal, annointed, announcer, another's, answered, answers, anything, anticipated, anybody's, anyone's, apiece, apologized, apples, applying, appointed, appointment, arguments, ark, armed, arrest, arrived, arthritis, artist, ashore, ashtray, aspirin, assassinated, assembled, assist, assistance, assume, assuring, astonished, astray, ate, Atlanta, attacked, attempting, attract, attraction, auburn, audience, authorities, automatically, automobiles, autumn, avoiding, Avon, aware

babysitting, backed, backgrounds, backing, bacon, badge, badly, baggy, bail, bakery, bakes, bakeshop, balance, balloon, balloons, banged, bankside, banksides, Baptist, bar, Barbara, barefooted, barefoot, bareheaded, barely, barred, barrel, barring, Barry, based, baseman, basement, basements, bashful, basic, basical, bass, baste, bat, bathrobes, battling, bawling, BC, bears, beast, becomes, bedside, beef, beer, bees, begged, beginner, begins, beginnings, belief, believes, believing, bells, belt, bench, benches, Bernice, berries, Bethlehem, Beverly, bewildered, biblical, bicycles, bind, Biscayne, bitter, blackboards, blacks, blackstone, blank, blazing, bleeding, blessings, blisters, blossoming, blowed, blowing, blown, blowout, boarding, boards, Bob, bond, bookcase, bookkeeping, booklet, boot, boots, bosom, bossman, boughs, bound, bounded, bowed, bowling, bows, boxer, boxes, boyfriends, boyhood, Bracken's, bragging, brain, Brant, brawling, brakes, breathe, breeze, bridges, brief, brier, britches, broad, broadcast, brother's, brown, buck, buckles, bucks, buddies, budding, bug, bugging, buggy, bullfrogs, bum, bump, burden, bureau, burglar, burst, bury, bushwhackers, bushy, business, busted, butcher, butter, buttons, buzz, bygones

calendar, calendars, Cambodian, camped, camps, campus, canal, cancer, candles, candy, canine, cannery, canoeing, canoes, cans, capital, cappella, capsize, capsized, cards, cares, caretaker, carfare, caring, Carl, Carmichael, carnival, Carol, Carolyn, carpenters, Carrie, cart, Carter, Carter's, carts, cashed, cashier, casket, Cassius, cataract, catches, cautious, CCC, ceased, cedar, cell, centuries, ceremonials, cetera, chained, championship, chances, changeable, chap, Chapparal, charged, Charlie, charming, chase, cheaper, cheating, checks, cheerful, cheering, cheese, chemicals, cherry, chest, Chevy, chicken, chilly, China, Chinese, chocolate, choice, choked, chorus, Christian, churchwoman, cigarette, cigarettes, circle, circulation, citizen, citizens, civilian, claim, clasped, classroom, claws, clay, clean-out, cleanliness, cleans, clenched,

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clergy, clergyman, clerk, click, client, climate, clipper, clipping,
clobbered, closet, cloth, clothe, clothed, clouds, cloudy, clubs,
coaching, coal, coals, coats, coax, coconuts, coffee, collar's, col-
lected, coloring, combat, combine, combs, comedy, comic, comical,
comics, commandments, commercial, commission, committees, commonplace,
compel, compensation, complaining, complaint, complexion, complicate,
computer, con, conceited, concentrating, concern, conclusion, condemned,
conditioners, conducting, conductor, cone, conference, confession, con-
fronted, conning, connive, conquered, conquering, consenting, consequence,
consequences, consider, consolate, consolidated, consonants, constantly,
constitution, construction, contacted, contacting, continually, contract,
contributing, control, controlled, controlling, controls, convenience,
conversations, convicted, cookbook, cookbooks, cooperation, cooperative,
coral, corners, corps, corpse, correctly, Cosby, cot, cottage, country-
side, counts, courses, courthouse, cover-up, covering, crabbing,
cracked, cranes, Crawford, crawling, crayolas, crayons, created,
creeks, creeping, crimes, criminals, crippled, criticize, crops,
crossword, crouching, crowds, cruel, cuff, cultivating, curled, cur-
tail, curtains, Curtiss, cussed

daily, Dakota, Daly, damn, dampness, dancer, dances, dare, darker,
darkies, davenport, daydreamer, deaconess, deaf, deafen, deals, dean,
debt, Decatur, December, declare, declared, decorate, dedicate, deduct,
deeper, defending, defense, Delaware, Democrats, demolish, demon, demons,
demonstrating, demonstration, dense, denying, depress, describes, des-
cribing, deserted, dessert, destination, destitute, destruction,detained,
Detroit, deuce, develop, devilment, diabetic, diagnose, diagram, dice,
dictionary, digger, digging, dilapidated, dining, dipping, disability,
disagreed, disagreements, disc, disciple, disciples, discovered, disease,
disgrace, disgust, dishes, dislikes, disobedient, disopinion, displeased,
dispose, disremembered, distance, district, disturbance, ditch, ditches,
ditching, dividing, diving, divorce, Dixiecrats, docked, doctrines,
dong, doomed, doorface, doorstep, doorsteps, dot, dots, Douglas, dozen,
drag, dragsters, draining, drama, dramas, drank, drawer, drawers, drawn,
draws, dread, dreading, dreamer, dreamt, dribble, dried, drift, drive-in,
drivers, driveway, driving, dropout, dropping, drops, drown, drowning,
drum, dumb, dummy, Dupont, duty, Dwight

earned, earthquakes, ease, easiest, east, Easter, eats, eavesdropping,
edgewise, educationally, educationals, efficient, egging, Egypt, eight-
thirty, eighty-five, eighty-two, Eisenhower, elbow, elders, election,
electricity, elevator, eliminate, embarrass, Emerson, emotion, empire,
employees, empty, enable, encyclopedias, ending, ending's, engines,
England, enroll, entering, entertain, entertainer, entertainers, enter-
taining, entitled, entrance, equals, equipped, equivalency, erasers,
escape, escaped, establishment, et, Europe, European, evacuate, evapor-
ated, evenings, events, everlasting, Evers, everyplace, everything's,
examp'es, excellent, exchanging, excitement, excites, excuses, excusing,
exercise, exhausted, expected, expects, experiences, experiencing, explan-
ation, expresses, expressing, expressions, extent, extents, extravagant

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facilities, failed, failing, failure, fairy, fake, family's, famous,
fancy, fanning, farmed, fasten, fastened, fatherly, favorites, FBI's
fearing, feathers, February, feeds, fellow's, fences, fender, fertilize,
fiance, fib, fielder, fifty-fifty, fifty-four, fifty-one, fifty-seven,
figures, file, fills, filth, filthy, final, finances, financial,
financially, finding, fines, finishes, finishing, fired, fireman,
fireworks, firing, firm, first-class, fished, fishermen, fishing's,
fists, flashing, flavor, flicks, flirting, float, floodlight, floods,
floors, flounced, fluffy, flusterated, flute, flying, fond, foods,
foolish, forces, foreigners, forests, forever, forgive, forty-eight,
forty-five, forty-six, forty-two, foster, fought, foul, foundry, foxes,
fractured, frame, frames, Frances, Frank, Franklin, Franklin's, frantic,
freezing, Fridays, friendship, frightens, frowns, frozen, fugitive,
fulfilled, fumbling, funning, furnished, furnishing, furniture, fusses,
future's

gadget, gallery, gamble, gambling, gangster, gangsters, garage, gardener,
garfish, garments, Gary, gate, gathered, GE, geared, GED, Geneva, geo-
graphy, Germany, ghosts, GI, Gibson, gifted, gigibbling, glance, glands,
Gleason, glow, goatee, gobbling, God-fearing, golden, Goldwater, Gomer,
good-looking, goodbye, gooey, goofy, gown, grabbing, grace, graded,
graders, graduated, grain, grammar, grand, granddaughter, grandma,
grandmother's, grands, granted, grapes, grasping, gravely, grease,
greens, grenade, grieved, grieveful, grieves, Griffin, groceries,
groundchuck, groundhog, groups, grownup, Guadalcanal, guarding, guards,
guessed, guessing, guidance, guided, gulf, gum, gutter, gym

habits, hair's, haircut, hairdo, hairdressers, haired, half-day, halfway,
hallway, handcuff, handcuffs, handicap, handout, hank, happily, happiness,
harasses, hardest, harm, harmed, Harmon, harmonicas, harmony, harnessed,
harnessing, harsh, harvesting, hateful, hatefullest, hates, hats, hauling,
haunt, haunts, Hawaiian, haystack, Hazelhurst, hazy, head's, headlong,
headquarters, healer, hearsay, hearts, heated, hee-haw, heed, heel, height,
hello, helper, helpless, Henry, Herbert, hero, hi-fi, hickory, high-rise,
hillbillies, Hilliard, hilly, hippies, histories, hitch, holdup, hole,
holiness, Holland, homeless, homemaker, homesick, honestly, honor, hood,
hooky, hoop, Hoover, hope's, hoped, hopeless, horn, hospital, hot-headed,
housecoat, housekeeper, hover, how'd, huddled, Hughes, humanize, humble,
humped, hunched, hundreds, hunger, Huntley, huntman, hurted, hush, Hyde,
hymnal, hypnotism, hypnotist, hypnotized

iceberg, icicles, icing, ideal, identical, identify, ignorance, ignorant,
imagination, impressed, inches, incinerator, including, increase, indiv-
idually, individuals, indoors, inexpensive, infected, inflated, influence,
inform, ingredients, injure, injured, inquiring, insert, inserted, inserting,
instances, instinct, instruct, insulin, integrate, intend, intentionally,
interests, interfere, internally, international, interviewing, interviews,
intestine, intoxicated, invest, investigate, invite, Irish, ironing,
isolated

jack, jacked, Jacksonville, jaundice, jazz, Jeffrey, jello, Jenny, jets,
Jew, Jewish, Jews, Jim, Jimmy, job's, Joey, John's, joining, joint, jokes,
jolly, joy, judged, juice, junction, jungles, jury, justice, jut

Kansas, keel, keeper, Kennedy's, keypunching, kick, kickball, kicked,
kidding, kidnap, kidney, kidneys, killer, kindergarten, kindness,
kinfolk, kingdom, kiss, kit, kitchenette, kitten, kneel, knit, knowhow

laborer, lack, lamps, Lancaster, lancing, landmark, landmarks, lands,
language, lard, laryngitis, Lassie, lasted, latch, latched, latest,
lawful, lawn, Lawrence, laws, lawyer's, lays, Lazarus, lazy, leaf,
leagues, leaking, lean, leaned, leap, learner, learns, lectures, led,
lend, Leroy, libraries, licking, lieutenant, life's, lift, lifted,
lifting, lighter, lighthouse, lightning, likewise, lilies, limb, limbs,
limit, limited, lined, lines, lining, lintel, lips, listened, listens,
lit, litter, lively, liver, Liverpool, loaded, loaning, located, loca-
tion, London, loosen, Louis, lovable, lovely, lukewarm, lunches, lunch-
time, lyrics

machinery, mackerel, magazines, magic, magician, mail, mailman, major,
managers, mandolin, Manhattan, maniac, manner, manpower, marching,
marine, Marion, mark, market, marking, marrying, Martha, Marty, masks,
Masten, matches, materials, matinees, matters, meaning, meanings, mean-
ness, meantime, meanwhile, measure, measured, measuring, meddling, Medgar,
Medicare, Melissa, men's, mentioned, Metcalf, Mexico, Miami, Michael,
Michael's, middle-aged, midst, Mike, militant, military, miller, millers,
millionaire, mills, milograph, minded, minding, mines, mingle, mini,
minidresses, ministers, Minneapolis, misery, mishaps, misled, mistaken,
misunderstand, misunderstood, misuse, misusing, moan, mockingbird, modern,
moist, molasses, molder, molds, mom, monarchs, monopolize, monster,
monuments, moody, mop, morale, moseying, motel, motherless, motion,
motorboat, motors, mourn, mouths, mud, mudding, muffins, muleheads,
multiplication, multiply, murders, museum, musicians

nails, named, napkins, nation, nations, naughty, naval, nay, nearly,
nearsighted, neater, necessarily, neckline, neckties, needing, needy,
neice, nephew, newlywedding, Newman, Niagara, nicest, Nicholson,
nickle, niece, nigger, niggers, night's, nightcap, nine-fifteen,
ninety, nitty-gritty, Noah's, noisy, nope, nor, normal, northern,
nose, nosebleeds, noticing, notify, notion, November, nude, numb,
numbers

occasion, ocean, odd, odds, offering, officer, officials, oft, Okee-
chobee, old-time, old-timer, one-thirty, operations, opinions, orchard,
orders, organizations, originally, other's, ours, outcome, outdoor,
outgrow, output, outspoken, outstanding, overall, overcrowded, overdose,
owe, owed, owned

pa, package, packed, paddled, paddles, page, pail, pained, pains, pairt,
painted, painting, paired, pairs, pajamas, palace, pan, paralyzed,
parents', parked, parks, parted, participated, participating, partners,
partnership, passengers, pastime, pastor's, patch, patched, patching,
patiently, patriarchs, patted, Paul, pave, pavement, peaks, peanuts,

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peari, peculiar, penny, per, percent, percentage, perched, perches,
perfect, perfectly, performed, perish, personally, personnel, pertain-
ing, pet, Pete, Peter, petted, petticoat, pheasants, Phil, Philip,
physical, picks, picnics, pierce, pies, pile, piled, pillows, pimp,
pimping, pimps, pinch, pinching, pinned, pinpoint, pity, placed, placing,
plane, planes, plank, planks, planted, planters, plaster, players,
playmates, pleasing, pledge, pliers, plop, plowed, plugging, plumbing.
pocket-size, pointing, points, poke, poking, poles, policemen, polices,
policewoman, policy, polite, politic, politics, po'luted, pollution,
pompadour, pony, pooched, pools, popcorn, pops, popsicle, population,
porter, portion, pose, posed, positions, postman, potato, potential,
pour, pouring, powder, practicing, praise, preacher's, preachers,
preaching, preferably, prejudice, prepared. pressured, pricks, pride,
prince, principals, printed, printing, prints, prizes, probing, pro-
cedures, process, procuring, products, profanity, profession, progress-
ing, promised, promoted, propped, prosperous, proteins, protesting,
protests, providing, psychiatry, puckered, pudding, Puerto Rican, punch,
puncture, punish, pure, purpose, pusher, Pyle

queen, Quentin, quicker, quiz

racial, rack, racks, rage, rags, rakes, ramble, rangers, ransácked,
rape, rapid, rapidly, raring, rate, raved, rayon, reader, reality,
realized, realizing, rear, reared, reasonable, recall, receive,
recession, recollect, recommended, recreation, rectified, recuperate,
reed, refer, reflect, reflecting, reflection, reform, refuses, refusing,
register, registrar, regret, rehabilitation, rehearsal, rejected, rent-
ing, rents, repairing, repairmen, repeating, repent, replace, reporter,
reports, representative, representatives, represents, republic, Repub-
licans, reruns, rescue, research, resemble, resembles, reserve, resist-
ing, respecting, responsibilities, restaurants, retarded, revenge,
reverend, revival, rewarded, rewards, rheumatism, Rhodes, rhyme, rhythm,
ribber, ribs, Richman, rickety, ridicule, rightly, ring, ringing, Ring-
ling, riot, rip, rite, riverboat, rivet, roasts, robbed, Robinson, rocket,
rockets, rodding, rode, roller, Roman, romance, Roosevelt, rooting, roped,
Rosetta, rotate, roughing, roused, route, rowing, rub, rubber, rubbing,
rugged, ruin, ruining, rule, rules, runaround, rural, rushed, rushing,
Ruth

sacks, sad-looking, sadly, safely, safer, safety, Sally, saloons, salted,
Sammy, sanders, sang, sanitation, Santa, sass, sassafras, sassy, Satan,
saves, saving, saws, scalpel, scarey, scareycrow, scarred, scars, schedule,
school's, schoolboy, schoolgirls, schoolteacher, scientists, scissors,
scold, scores, Scotland, scrape, screw, screwdriver, scriptures, scrub-
bing, scuffled, sculpture, sea, secretarial, seed, self-made, selfish,
selling, semester, seminar, semipro, senators, sensible, sentenced,
sergeant, serve, serviceman, set-up, setback, sets, settee, settling,
seventy-five, seventy-nine, seventy-two, sewn, sexual, shack, shady,
shaggy, shakedown, shamed, shameful, share, sharecrop, shares, sharper,
shaved, shear, sleep, Sheffield, shelter, shift, shindig, shines, ship,

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shorthand, shout, shouting, shoved, shower, shrubbery, shucks, shy,
sideway, sights, sightsee, signal, signs, silk, sincerely, sinking,
sinus, sister's, sitter, situated, situations, sixth, sixty-fifth,
sixty-four, sixty-nine, sixty-one, sixty-seven, sixty-two, sized,
skating, skiff, skiing, skilled, skinning, skirt, skyrockets, slabs,
slain, slaps, sleeve. sleeves, slept, slightest, slim, slingshot,
slipping, slot, slowly, slumped, smarter, smell, smelling, smiled,
smog, smokes, snakes, snap, snapped, snaps, snatched, sneaked, sniping,
snore, snotty, snowed, snowflakes, snows, so-and-so, sob, sobbing,
sod, softly, sold, solemn, solid, solution, solving, somethings, sonny,
soothe, soprano, sore, sorghum, sorrowful, sorrowing, sorted, souls,
sow, spaghetti, Spanish-American, spank, spanking, spares, sparking,
Spartanburg, spatula, speaker, specially, speed, spells, spice, spine,
spirits, spiritualist, spirituals, spoil, spoiling, sponsor, spooks,
sporting, sprung, squads, square, squealing, squeezing, squirrel,
squirrels, stabbed, stabbing, stack, stairs, stamped, stare, stated,
stationed, stations, Statler's, statues, steadily, steadying, steam,
steamed, stepdaddy, stepfather, stepmother, Steve, Steve's, stewardess,
stick-em-up, sticks, stir, stitching, stockade, stocked, stocker,
stocking, stockings, storming, storms, straightening, straightens,
strain, strangers, strangler's, strap, straw, strayed, streetcar,
streetcars, stricken, stride, striking, stripped, strive, striving,
stroll, strolling, strooched, struck, struggle, struggling, student's,
studied, stumbled, stunned, styling, stylist, subjects, substantial,
subtract, succeeding, success, suffered, suffering, sufficient, sug-
gestion, suicide, sundown, sunning, sunshiny, superiors, supermarket,
superstart, supervising, supply, supported, supposing, supreme,
Supremes, surface, surprise, surprising, survivals, suspended, sus-
picion, suspicious, swapping, sweetest, sweetheart, swept, swiftly,
switch, switches, swolled, sword, synagogue, Syracuse, syrup, system,
systems

tablecloths, tag, tailor, tails, tale, tango, tapes, tastes, tavern,
taxation, Taylor, teased, Ted, telegraph, telephones, televisions,
teller, tellers, tempered, temporary, temptations, tempted, tenant,
tenants, Tennessee, tensions, terrifying, tested, thanking, thanks,
thanksgiving, Theresa, thermometer, theyself, thicker, thief, thirteenth,
thirty-ninth, thirty-three, thirty-two, thousands, threat, three-thirty,
throats, throb, throne, thumb, tick, timers, timing, tin, tip, tipping,
tips, tiptoe, tiresome, token, tolerably, tongue, tools, toothache,
toothpicks, topcoats, tops, torch, tossing, total, touched, touching,
tougher, tower, toy, tracks, tractors, tragic, transact, transplant,
trapping, trash, traveler, tray, treating, treatment, treatments,
treats, trek, trench, trick, trombone, trophies, trucking, truly,
truthfully, tub, tube, tuberculosis, tubes, tubs, tuckered, tuition,
tuned, tuning, turkey, tutor, twenties, twentieth, twenty-eight, twenty-
fifth, twenty-first, twenty-ninth, twenty-three, twigs, twins, twist,
two-room, tying, types, typist

ugly, uhuh, ulcerated, uncertain, uncle's, unconcerned, undergrowth, underprivileged, undershirt, undertaking, underwear, undo, undressed, unemployed, unexpected, unhealthy, unhook, unkind, unlimited, unloaded, unmarried, unnecessarily, unpleased, unqualified, untie, uphold, upper, uproar, ups, upsetted, upsetting, upside, uptown, urban, urgent, urn, useful, Utica, utilities, utility

value, vampires, vanilla, variety, vase, version, veteran's, vice, vice-president, victim, viewers, violating, violent, violinist, Virginia, voltage, volunteer, voting, voyage

wade, wading, wages, waitress, waken, Wales, Wallace, wallet, walnut, Walter, wander, wardrobe, warned, warning, wars, Washington's, washroom, water's, waters, Waverly, waves, WBEN, wealthy, weapon, wearied, wears, weary, weather's, Webster, wedlock, weekends, weekday, weep, weeped, weighed, weighing, weighs, weiner, welcome, Welk, well-cut, well-to-do, Westinghouse, Westminster, wet, whacked, whale, what'll, whatever's, wheat, wheelbarrow, wheelchair, wheelchairs, whereas, whey, whispered, whiz, who'll, wholesale, whom, whomever, whose, wide, widow, widow's wilderness, William, winners, wins, winters, wintry, wipe, wiser, witchcraft, withdraw, women's, wondered, wonderfully, wood's, woody, wool, WOR, workman, worsen, worser, wrangler, wrap, wrapped, wrapping, wrestle, wrestling's, writ, writer, writes, WUFO

x-ray, x-rays, xylophone

yell, yellow, yep, YMCA, youngest, youngster

zero, zippers, zoo