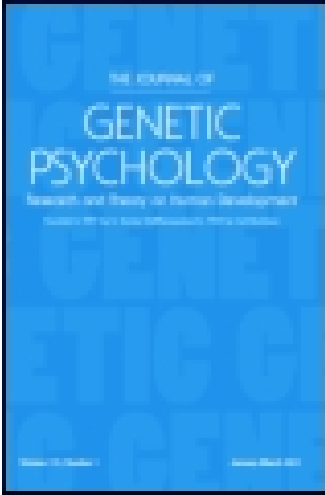


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Publisher: Routledge
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London W1T 3JH, UK



The Pedagogical Seminary

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/vzps20>

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Published online: 30 Aug 2012.

To cite this article: George C. Brandenburg (1915) The Language of a Three-Year-Old Child, The Pedagogical Seminary, 22:1, 89-120, DOI: [10.1080/08919402.1915.10533951](https://doi.org/10.1080/08919402.1915.10533951)

To link to this article: <http://dx.doi.org/10.1080/08919402.1915.10533951>

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THE LANGUAGE OF A THREE-YEAR-OLD CHILD

By GEORGE C. BRANDENBURG, University of Wisconsin

The increasing recognition of the importance of all phases of child study is sufficient excuse for the investigation described in the following pages. If the results of this study should stimulate some one else to "go and do likewise," thus adding to the small fund of reliable information on this subject now available, so that finally there may be enough material from which to formulate some valid principles concerning the early stages of linguistic development, then this effort will have been of some value.

Biography—Just as any phenomenon is more accurately interpreted when studied in connection with its surroundings, so the vocabulary or language of a child at any particular period becomes more instructive when accompanied by at least some description of the conditions under which the language has developed. Accordingly, with the aid of G's mother, I have made out the following biographical sketch of our child, Gladys, giving only those points which I consider of interest in such a study.

G's life so far has been quiet and uneventful, in every respect that of an ordinary normal child.¹ She was born and lived during the first thirty-one months in a small town near Denver, Colorado. During the next three months, with her parents, she visited relatives in various parts of Iowa, coming in contact with many different people, scenes, and situations. This naturally brought many new words, especially proper nouns, into her vocabulary. Since that time until now (she is now, March 24, 1914, forty-one months of age) we have lived in Boulder, Colorado.

G's weight at birth was six pounds; at ten months, seventeen pounds; at twenty-two months, twenty-three pounds; and at thirty-eight months, twenty-nine pounds. She walked with a chair at twelve months; walked alone at sixteen months; cut her first two teeth at nine and a half months. Though

¹ G is of Scotch-German descent on the father's side and of Swedish on the mother's. Both parents are college graduates; the father is and has always been in educational work, while the mother was a high-school teacher for some time before her marriage.

small, G has always been well and strong except for one very serious sickness due to indigestion, which lasted about a month; this occurred in the eleventh and twelfth months. Being an only child, she has played very little with other children except during the thirty-fifth, thirty-sixth and thirty-seventh months when she had as playmates, two neighbor children, a boy of four and a half years and a girl of three. Since the thirty-seventh month she has played with the boy about a half hour a day. Her toys have been few and of a simple, inexpensive kind, their total value being between five and six dollars.

The first word pronounced with evident understanding was "bye-bye" at ten months. Some syllables had been uttered quite distinctly previous to this, but probably unintelligently. At twelve months the words "Papa," "Mamma" and "Baby" were distinctly pronounced. From this time on, the development was steady, but rather slow up to the end of the second year, four-word sentences being rarely used at this time. About the twenty-sixth month began a period of rapid development both in the use of new words and in clearness of enunciation, together with a gradual increase in the length of sentences. This period has really continued up to the present, the only interruption being the three months during which she played a great deal with the two children mentioned above. These three months were marked by unmistakable deterioration in sentence structure and in the number of different words used. This was so noticeable that both G's mother and I spoke of it repeatedly at the time.

We have never urged her to talk and little attention has been given to her language except that her questions in regard to the use of words have always been answered. In addition to this, her mother has, so far as time permitted, been careful to correct her grammatical errors. "Baby talk" has been scrupulously avoided in her presence and, likewise, it was not used by her until she played with the other two children, one of whom talked in a very "babyish" way. I shall discuss this more fully in another section.

Method—The method used in obtaining G's vocabulary was practically the same as that employed by Professor Guy M. Whipple in taking the vocabulary of his three-year-old child (58). A booklet of twenty-six pages was prepared, one page for each letter of the alphabet. A period of ten days was set apart for observing and recording the words used. At the close of this period followed a two-week period of searching such other child vocabularies as could be obtained, as well as the dictionary, to secure words which, it was thought,

might have been used by the child, had the proper situation arisen. When such a word was found, it was not used in G's presence, but a situation was produced intended to call forth the word, in case she was accustomed to use it; e. g., when the word "whistling" was being considered, I began whistling and G was asked, "What is Papa doing?" To this she at once replied, "He is whistling." In a similar manner each doubtful word was tested. Following this, a list was made of the words used by the child during various periods prior to this, but which had been forgotten, or which could not be recalled because of lack of proper environment. During the preceding summer, for example, such words as "mosquito," "cantaloupe" and "watermelon" were often used, but gradually as the object passed from her experience, these words were no longer used.

Principles—Following the practice of Professor Whipple and other modern child-psychologists, I have included in the vocabulary all verb forms, compounds, and inflections except the plurals of nouns, which G uses. Nursery rhyme terms and words used without any appreciation of their meaning have been omitted.

Vocabulary—As stated above I have divided the vocabulary into two parts, the one consisting of those words which G uses in her every-day affairs and which might be termed her active or conscious vocabulary; the other consisting of those words which she has known and used in the past, but does not seem to use at present; this might be called her sub-conscious vocabulary. The entire vocabulary contains 2282 words distributed among the different parts of speech as follows: nouns 1171, verbs 732, adjectives 198, adverbs 98, pronouns 36, prepositions 20, interjections 15, conjunctions 12.

The part of G's vocabulary which I have termed the sub-conscious because it is made up of words which are apparently stored away or "pigeon-holed" in sub-consciousness, brings out some interesting facts: it contains 183 words divided among the parts of speech as follows: nouns 145, verbs 25, adjectives 9, adverbs 3, interjections 1. Comparing this summary with that of the entire vocabulary we find that of every eight nouns which G learned one was "pigeon-holed," while of the verbs only one out of every thirty-three acquired was thus stored away. We may deduce from this the following facts:

1. The process of acquiring and storing away words to be used only in particular seasons or upon particular occasions

is begun very early, probably as soon as the child begins to learn words.

2. The process of storing away words goes on much faster in the case of nouns than in the case of any other part of speech.

3. Few words aside from nouns once learned by the child are forgotten.

In arranging G's vocabulary according to the parts of speech, I am well aware of the psychological incorrectness of such a classification inasmuch as children seldom use words entirely with respect to their grammatical functions as has been clearly shown by Dewey (12), O'Shea (39), and others. However it would be exceedingly difficult, if not impossible, to make a strictly psychological classification since the child is not nearly always grammatically consistent in the use of words. In the very early stages of speech-development, one word may answer for all parts of speech, while at the age of three or four years one part of speech is transformed into another to suit the needs of the occasion. For example, as G was eating her oatmeal and splattered some milk on her dress, she said, "There, Mr. Splatter, now see what you went and done;" but the following day she said to her mother, "Now be careful, Mamma, or you'll splatter milk on your dress." Again she said, "See, Papa, I put the hammer-pound back on," "hammer-pound" being her own invention meaning the head of the hammer; but in the next sentence, "Now I'm going to pound these nails," she uses "pound" with its regular verbal function. At another time when she hurt her hand, she exclaimed, "See my 'skinned.'" Yet I am convinced that at three years of age, G used a large percentage of her words according to their grammatical functions even though it was in a purely objective and imitative manner.

There has been much speculation as to the significance of the seeming preponderance of the verb element in child vocabularies, the general conclusion being that it indicates in the developing mind a predominating interest in action and hence in action words (Tracy, Kirkpatrick and others). This conclusion seems to me quite unwarranted for the following reasons: (1) The child acquires his vocabulary almost wholly through imitation. (2) It is a well known fact that any part of speech may be and often is an action word to the child. (3) The percentages of the different parts of speech, (if one counts the verb forms printed in small capitals) in the dictionary are about as follows: nouns 48.4%, verbs 27.5%, adjectives 18.6%, adverbs 4.9%, pronouns .2%, prepositions .1%, interjections .1%, conjunctions .05%. (I have obtained these results

through examination of several of the leading dictionaries). (4) In the ordinary running conversation of adult language, the language which the child naturally imitates, the noun and the verb elements are about equal. In view of these facts, the percentage of verbs in the child's vocabulary is fairly normal when compared with adult language.

Verb forms, especially irregular forms, probably give the child most trouble, and linguistic errors here persist long after the child's language is otherwise quite perfect. The prevailing impression that the child naturally experiences great difficulty in learning to use the personal pronouns correctly is generally due to the incorrect use of these words by parents or other associates in speaking to the child. The use of "baby-talk" by parents evidently retards linguistic as well as mental progress and hence this practice can not be too strongly condemned. No pains were taken to teach G to use pronouns correctly and yet she experienced no more difficulty in the use of these than of any other class of words.

Adjectives and adverbs get into the child's vocabulary long before he has any real use for them or any useful appreciation of their meanings. Thus the terms, "sorry," "naughty," "dreadful" and "comfortable" were all used by G when she was two and one half years of age, evidently a purely "physical" or imitative use. An important and commonly disregarded factor in the acquisition of any class of words by the child is the stress of voice or accompanying facial expression with which the words are spoken, since this has much to do with the vividness of the images of such words in the child's mind. Slang phrases are thus readily picked up by children, as they are usually uttered with greater emphasis than other phrases. Prepositions and conjunctions, according to this principle, are comparatively late in getting into the child's vocabulary.

One Day's Language Expression. While this vocabulary alone may serve in some measure as a key to the linguistic progress and the mental make-up of the child, I believe that a more complete and accurate estimate of the language ability may be gained if this be supplemented by at least enough of the child's daily speech to show something of the manner in which he uses this linguistic tool-chest. It is hardly sufficient to record for examination an occasional paragraph as one might easily select portions which would give a totally wrong impression. I have accordingly made an accurate record of G's entire speech during two different days, beginning when she awoke in the morning and ending when she went to sleep at night, the most typical of which was chosen for detailed

study. As far as possible the exact pronunciation and manner of speaking were noted. Sometimes one was obliged to write so rapidly that sufficient attention could not be paid the pronunciation to get it perfectly accurate. I might say in passing that G at thirty-eight months pronounced, or was able to do so when she was not careless, all the words which she knew correctly and distinctly. The last two sounds with which she experienced any difficulty were R and Th and they were mastered early in the thirty-eighth month. Even now in her forty-first month she is occasionally careless in her enunciation ; e. g. she says "somepin" at one time and "something" at another. So far as I can observe, practically every case of grammatical error or of carelessness in pronunciation can be traced to a similar one in the language of some one of her associates. Exceptions to this are some errors in verb inflections which still give her some trouble. The following summary contains what seem to me the more significant data to be secured from this record :

Data from the One Day's Language Expression

Total number of different words used.....	859
Total number of words uttered (except in singing)...	11623
Number of words in repetitions.....	1823
Number of words uttered exclusive of repetitions....	9800
Total number of sentences used.....	1873
Number of sentences exclusive of repetitions.....	1487
Number of sentences which were repetitions.....	386
Cases of repetitions.....	162
Number of interrogative sentences.....	345
Number of interrogative sentences repeated.....	31
Average number of words in repeated sentences.....	5
Average number of words in other sentences.....	6.6

Sixty per cent of the interrogative sentences were used during the first half of the day. Eighty-four and three tenths per cent of the cases of repetitions of interrogative sentences occurred during the first half of the day.

If one has any doubts as to the social tendency in children or its importance as a factor in language development, the number of words uttered in a day by a normal child ought to be fairly convincing. G spoke during this day of twelve hours and fifteen minutes approximately nine hundred and fifty words per hour ; she would no doubt have used at least five hundred more during the day, making a total of twelve thousand, had we been able to answer her questions and otherwise talk to her as much as usual. This we could not do as we were

too busy writing (G did not not suspect what we were doing, but thought we were writing letters). Large as the number of words seems, it is probably only a normal number. Gale reports a boy of two and a half years to have used 9,290 with 479 different words and another child of just two years to have used a total of 10,507 with 805 different words (20). Sanford Bell found that his child of four years and nine months uttered 14,996 words while one of three and a half years used 15,230 in a day (4). As Trettien suggests these facts indicate something as to the tremendous expenditure of energy through the vocal apparatus. Now if this tendency to linguistic expression is so strong that there is a spontaneous and continual flow of energy to such an extent through its channels, to say nothing of the amount spent in physical expression, what shall we say of a system of training which enforces a state of inactivity and silence upon children during five or six of the twelve or thirteen waking hours of the day (55) ?

The amount of repetition is somewhat surprising. Evidently a great deal of it comes from our failure to respond promptly to her remarks, for during the time from eight-thirty to nine-fifty when she played with another child there was very little repetition. The child would naturally answer her remarks or questions more readily than we would. Still there seems to be another factor involved. So far as I can ascertain, G has not discovered that what she says in speaking to one person is heard by the others present and consequently she often repeats a remark to each one present. I judge from this that when one does not respond to her remarks, she thinks he has not heard. Or it may be that she has failed so far to notice that other people when talking address the whole company and hence imitatively she does as she thinks she observes others to do. This is supported by the fact that she frequently requests me to tell her something which I have told her mother in her presence, every word of which she has distinctly heard, and she is very much offended if I refuse. Kirkpatrick says, "Children often repeat over and over a statement to make sure it is understood, and cease only when they receive assurance by word or act that they have been understood." Then there is the additional important observation that children delight in talking or babbling or exercising the vocal apparatus in any way as a sort of practice merely for the pleasure it gives them (28). It is quite probable that much of G's repetition is due to this "linguistic play" so prominent in the earlier stages of childhood.

About twenty-three per cent of the sentences used, not in-

cluding repeated sentences, were interrogatory. They are not all, properly speaking, questions, i. e. questions asked by the child for the purpose of finding out something which she does not know, or satisfying any desire unless it be the desire simply to create a response; e. g. "We don't eat dirt, do we?" "Scrape dirt off, don't we?" "Wasn't that a funny trick?" "I ain't swinging too high, am I, Mamma?" As Groos has pointed out, the child loves to cause things and causing other persons to respond to his remarks by putting them in the form of questions is a form of creating for him just as is babbling or "voice-gymnasticizing" in his earlier stages. It will be seen, however, that a fair percentage of the interrogative sentences are real questions asked in a distinctly purposeful way; e. g. "Can I help you write?" "How do we play that, Lyle?" "Don't you want this window down so it won't be cold?" "What do bears say?" "Papa, is it 'before' or 'berfore?'" "When is it Christmas?" We have discouraged her in asking questions otherwise than in an intelligent manner, believing that children are able quite early to appreciate the use and purpose of questions and that they should be encouraged in asking questions only when they have some purpose other than mere talking. It may have been merely accidental that sixty per cent of the interrogative sentences and eighty-four per cent of the repetitions of such sentences occurred in the first half of the day, but it is reasonable to suppose that this indicates greater inquisitiveness and especially greater persistency of this mental characteristic during this part of the day.

That a child uses so many different words in the course of a twelve-hour day is again somewhat surprising to the average person. The number of different words used in one day, eight hundred and fifty-nine, is seen to be thirty-seven and six tenths per cent of her total vocabulary as given in the first part of the discussion. This indicates that the child has not acquired a great many useless terms, but that, generally speaking, as soon as she came into possession of new words she made them a part of her every-day vocabulary.

One of the most significant observations to be made in connection with the record of G's speech for the day is in regard to the period from eight-thirty to nine-fifty when she was playing with another child. This playmate, L, is now past five years of age, comes from an excellent home, has a good vocabulary, uses it well, and is intellectually and linguistically considerably more advanced than the average child of five years. Counting the different words used in this period of one hour and twenty minutes, we find two hundred and forty-seven as

against two hundred and seventy-three in the first hour. On this basis she used one hundred and eighty-six different words in an hour while playing with another child, but under similar environment except that her associates were adults, the preceding hour she found necessary two hundred and seventy-three different words. One might seek an explanation for this in the fact that in the first hour she dressed herself and ate breakfast. But in the afternoon when alone with her parents in the hour from four to five o'clock, she employed two hundred and seventy-four different words. Again from three to four o'clock we find a total of two hundred and twenty-one different words ; while during the period from two to three o'clock, when G was out of doors playing to some extent with two other children as well as talking to her mother, she used two hundred and thirty-one different words.

Examining the length of sentences used while playing with L, the average number of words per sentence is found to be six and two-tenths, counting as one sentence the forty-two-word conversation over the telephone which is really made up of four sentences. Now since the average sentence length for the entire day (exclusive of repetition in both cases) is six and six-tenths words, it is evident that though the difference is slight, G used longer sentences when in the company of adults than she did while playing with the other child. Concerning pronunciation and enunciation no appreciable difference could be noticed. However, as stated early in the discussion, whenever she played with children who did not pronounce and enunciate well her speech has immediately suffered accordingly.

One of the first difficulties the child encounters in learning articulate language is that of pronunciation. Noble has worked out the following law in regard to this matter : " Correct pronunciation depends on close perception and knowledge of the motions necessary to produce sounds. Hence those sounds most easily articulated are labials and dentals ; those most difficult, the gutturals and medials " (38). The most important factors involved in a child's pronunciation are, (1) keenness of auditory perception, (2) ability to adjust the vocal apparatus, (3) sound combinations, and (4) pronunciation by the child's associates. In the very early stages when the child is learning his labials or dentals, visual perception may be a small factor in learning to pronounce ; but it has never been completely proven that the child looks at the mouth of one speaking as Noble claims. Lack of accurate perception on the part of the child as well as poor or careless pronunciation by the parents or other associates leads to many

peculiar mistakes. G at twenty-six months after hearing the song, "Leaning on the Everlasting Arms", gave this version of it, "Leanin' on Jes' I lost my arm"; just recently as she was going to bed one evening I sang, "Bring Back my Bonnie to Me," and we were awakened the next morning by her singing, "Bring my body back, bring my body back." At three years of age her pronunciation of "university" was "union-versity." Failure to get the exact auditory image was probably the important factor in each of these errors, but it was certainly not the only one. In the first case "Leaning on Jesus" was remembered because of the number of times it was repeated and because of its position as the initial phrase in the chorus of the song, and "everlasting arms," because of repetition and its position as the final phrase in the chorus; but "everlasting arms" became "I lost my arm" because these words were familiar to her and hence had some content while the former were new and meaningless. The other two cases may be similarly explained, "union-versity" being a confusion of "union-suit" and "university." Such cases as these are no doubt partly due then to "mental habit" and association and confusion of mental images.

Facility in adjustment of vocal apparatus differs widely in different children and lack of this accounts for the backwardness of some children in attempting to talk or for failure to pronounce well when they do try. Many mistakes in pronunciation may be traced to difficult sound combinations; thus G invariably says "plano" for "piano" when talking rapidly and yet she pronounces every sound in the word accurately in other combinations with no difficulty.

But the most prolific source of mispronunciation is to be found in the language of the child's associates. Where the child plays much with other children, this is to be expected; the mistakes of one child soon become the mistakes of all who play with that child. To illustrate, after G had for some time pronounced practically all her words correctly and accurately, she went to play with another child who was just learning to talk; coming home she talked after this fashion, "Dă my bǒ" ("That's my box") and "I wǎ pē bǐ bǔ" ("I want a piece of bread and butter"). This happened many times and in every instance that she played with this child her pronunciation suffered in this way so that it usually took some two or three days before her language was again normal. Many authorities have referred to the advantages of playing with other children to further a child's linguistic development. "A constant association," says Doran (13), "with other children

of about the same age is an incentive to the little one to talk, and a child so situated will hear more language suited to its capacity than the child brought up in isolation;" and there may be some good ground for the belief that this is an aid in linguistic growth. But, as I have pointed out before, there were unmistakable signs of retardation in G's linguistic development in the thirty-fifth, thirty-sixth, and thirty-seventh months when she played a great deal with other children.

CONCLUSIONS

Words do not function grammatically in the early stages of linguistic development; e. g. a word may be a symbol for an object one moment, for an action the next, and for a quality at another time, or it may represent several parts of speech at once.

Acquisition of words of whatever class or kind is chiefly a matter of imitation and hence depends almost wholly upon environment. Hence to interpret fully and fairly the vocabulary of the child, the significance of the language of his parents or associates must not be overlooked.

Provided good English is always spoken in the presence of the child, he will experience greater difficulty in learning to use verb inflections properly than he will in acquiring any other class of words.

Pronouns, like any other class of words are learned largely through imitation and hence their use by the child does not indicate in him an awakening of the consciousness of the existence of distinct personalities. Pronouns are acquired and used with little more difficulty than other classes of words if they are used as much and as properly as other words in the presence of the child.

Contrary to general opinion association with other children is conducive neither to the development of a good vocabulary nor to good linguistic expression.

Inasmuch as the tendency to vocal expression in children is instinctive and gives rise to an almost continuous flow of language, any system of training for young children is defective which does not provide for constant well directed linguistic exercise.

Generally speaking, words so pronounced by the child's associates as to produce the most vivid images in his mind are most readily imitated by him; this explains largely why children pick up slang phrases so quickly.

The use of "baby-talk" by the child's associates is detrimental to his mental as well as linguistic development.

THE VOCABULARY

A, about (adv.), about (prep.), accident, ache, "achoo," across, act, acting, afraid, after (adv.), after (prep.), afternoon, again, against ago, ahead, ails, ain't, air, airship, album, all (adv.), all (n.), all right, almost, alone, along, already, always, am, Amy, an, and, animal, animal-cracker, another, answer, answered, anybody, anyhow, anyone, anything, anyway, anywhere, apiece, apple, apple-sauce, apron, Arapahoe, are, aren't, arm, around (adv.), around (prep.), arrow, Arthur, as (conj.), as (adv.), ashamed, ashes, ashpit, ask, asked, asking, asleep, at, ate, aunt, auto, automobile, awake, away, awful, awfully, ax.

"Baa," baby (n.), baby (adj.), back (n.), back (v.), back (adv.), bacon, bad (a.), bad (adv.), bag, bake, baked, baked-beans, bakerman, baking, balky, ball, banana, band, bang (n.), bang (v.), bank, bare, barefoot, barn, barrel, Bartato, basin, basket, bath, bathrobe, bathroom, bathtowel, bathtub, batter, bawl, be, beads, "bean," beanbag, beans, bear, beat, beater, beautiful, beauty, Beauty, because, bed, bedroom, bedtime, bee, beef, beefsteak, been, beer, beerbottle, before, began, begin, beginning, begun, behave, behind (adv.), behind (prep.), believe, bell, belly, belong, belt, bend, bent, berry, besides, Bessie, best, bet, better, between, bib, Bible, bicycle, big, bigger, biggest, Bill, "bing," bird, birthday, biscuit, bit (n.), bit (v.), bite (n.), bite (v.), biting, black (v.), black (a.), blanket, bleeding, bleeds, blinds, blister, blocks, blood, bloomers, blotter, blow, blowing, blue, blueing (n.), blueing (v.), board, boat, body, boil, boiler, boiling, bone, bonnet, book, bookcase, boost, boots, borrow, borrowed, both (pron.), both (a.), bother, bothered, bothering, bottle, bottom, bought, Boulder, bouquet, bow, bowl, "bow-wow," box, boy, Boy Blue, bracelet, branch, Brandenburg, bread, bread-basket, bread-board, bread-can, break, breakfast, breakfast food, breaking, breast, brick, bridge, Brighton, bring, bringing, broke, broken, broom, brother, brought, brown, brown-bread, brush (n.), brush (v.), brushed, brushing, bubble, bucket, buckle, bud, bug, "bugger," buggy, build, building (n.), building (v.), built, bulldog, "bum," bump (n.), bump (v.), bumped, bunch, bureau, burn (n.), burn (v.), burning, burnt, burro, bush, bushel, "bust," busy, but, butcher, butcher-knife, butter butterfly, button (n.), button (v.), buttoned, buttonhole, buy, buzz, buzzing, by, by-and-bye, bye-bye.

Cabbage, cage, cake, calf, call, called, calling, came, Camera, Campbell, can (n.), can (v.), candle, candy, cane, can't, cap, car, cards, care (n.), care (v.), careful, Carl, carpet, carried, carrot, carry, carrying, cat, catalogue, catch, catching, caterpillar, caught, ceiling, celery, cellar, cents, certainly, chain, chair, "chair," chamber, change (n.), change (v.), Charles, Charlotte, chase, chased, cheek, cheese, chew, chewed, chewing, chicken, chicken-feed, chicken-house, child, children, chimney, chin, chip, chocolate, choke, "choo-choo," chop, chopping, Christmas, Christmas-tree, church, cigar, cinnamon, circus, city, clap, clean (a.), clean (v.), cleaning, clear, climb, climbing, clock, closet, cloth, clothes, clothes-bag, clothes-basket, clothes-brush, clothes-line, clothes-pin, clothes-stick, clouds, cloudy, "cluck," coal, coal-bucket, coal-shovel, coarse, coat, coax, "cockadoodle-doo," cocoa, coconut, coffee, coffee-pot, cold (n.), cold (a.), cold-cream, collar, color, comb (n.), comb (v.), combed, combing, come, comfortable, coming, company, cook, cook-book, cooked, cookies, cooking, cool, Cora, cord, core, cork, corn, corn-bread, corner, corn-flakes, cornmeal, corset, cost, cotton, couch, cough (n.), cough (v.), could, couldn't, count, couple, cover (n.), cover (v.), covered, cow, crack, cracked, crackers, cracking, cradle, cranberries, crank (n.), crank (v.), cranky, crawl, crazy, cream, cream-pitcher, creek, creep, creeping, crib, cribbage, cribbage-board, cried,

crochet, crochet-hook, cross, crumbs, crust, cry, crying, cuddle, cuff, cuff-button, cunning, cunningest, cup, cupboard, cupful, curl (n.), curl (v.), curling, curtain, cushion, custard, cut, cute, cutting.

Daddy, dance, danced, dancing, dandelion, dandy, Daniels, dare, dark, darling, darn, darning, daughter, day, daylight, daytime, dead, deal (n.), deal (v.), dear (n.), dear (a.), dearie, death, deep, deeper, deepest, Denver, Denver Post, depot, devil, diamond, dictionary, did, didn't, die, different, dig, digging, ding-dong, "dingy," dining-car, dining-room, dinner, dipper, dirt, dirty, dish, dish-cloth, dish-pan, dish-towel, ditch, dizzy, do, doctor, does, doesn't, dog, doggie, doing, doll, dollar, doll-buggy, dollie, done, donkey, don't, door, door-knob, Dorothy, double, dough, down, downhill, downstairs, Doyle, dozen, drawer, drawers, dreadful, dream, dress (n.), dress (v.), dressed, dresser, dressing, drink (n.), drink (v.), drinking, drip, drive, driver, driving, drop (n.), drop (v.), dropped, dropping, drove, drum, drum-stick, dry (a.), dry (v.), Duard, duck, dug, "Dumfo," dust (n.), dust (v.), dust-cloth, dust-pan, dusty, Dutch.

Each (pron.), each (a.), ear, early, easy, eat, eating, egg, egg-beater, eight, either, elbow, electric, electric-light, eleven, else (pron.), else (adv.), empty (a), empty (v.), end, engine, enough (n.), enough (a.), envelope, errand, Ethel, ever, every, everybody, everything, everywhere, excuse, expect, eye, eye-winker.

Face, fall, falling, far, farther, fast, fasten, faster, fat, father, faucet, feather, feather-bed, fed, feed, feeding, feel (trans.), feel (intrans.), feeling, feet, fell, fellow, fence, Fergus, Ferguson, few, fiddle, fifteen, fifty, fig, fight, fill, filling, find, fine, finger, fingernail, finish, finished, fire, first, fish (n.), fish (v.), fishing, five, fix (n.), fix (v.), fixed, fixing, flag, flat-iron, floor, flower, Floyd, fly (n.), fly (v.), fold, folding, folks, follow, fooling, foolish, foot, football, footstool, for, forehead, forenoon, forget, forgot, forgotten, fork, forty, found, four, Frank, fresh, freeze, freezing, Friday, fried, fringe, frog, front, front-door, frosting, froze, frozen, fry, frying, frying-pan, full, fun, funny, fur, fuss, fussing, fuzzy.

Game, garden, garter, gasoline, gate, gave, Gaylord, gelatine, George, get, getting, "get-up," girl, give, glad, Gladys, glass, glasses, Glen, gloves, glue, go, "gobble," God, going, Goldilocks, gone, good, good-bye, good-morning, good-night, goose, got, grab, gracious, graham, grandfather, Grandma, grandmother, Grandpa, grapes, grass, gravy, grease (n.), grease (v.), greasy, great, green, Gregg, groceries, grocery-man, grocery-store, ground, grow, guess, gum, gun.

Ha ha, had, hadn't, hair, hair-brush, hairpin, half, hammer, hammock, hand (n.), hand (v.), handkerchief, handle, hang, hanging, happy, hard, hardly, has, hasn't, hat, hatpin, Hattie, have, haven't, having, hay, he, head, headache, hear, heard, heaven, heavy, heel, Helen, hello, help, helped, helping, hen, here, hers, herself, hey, hid, hide, hiding, high, highchair, hill, him, himself, his, hitch-up, hitting, hoe, hold, holding, hole, holler, home, honey, honest, hood, hook, horse, horseback, horsie, hose, hot, hotwater-bottle, house, how, hug (n.), hug (v.), hugging, hundred, hung, hungry, hunt, hunting, hurried, hurry, hurrying, hurt, hurting, hush.

I, ice, icecream, icy, if, in (adv.), in (prep.), indeed, Indian, ink, inky, inside, instead, into, Iowa, iron (n.), iron (v.), ironing (n.), ironing (v.), ironing-board, is, isn't, it, its, itself.

Jack, jacket, jack o'lantern, jail, jam, jar, jelly, jerk, jerking, jingle, Joe, joke, joking, jug, juice, juicy, Julia, jump, jumped, jumping, just. Keep, keeping, kettle, key, keyhole, kick, kicked, kicking, kids, kill, killed, kind (n.), kind (a.), kiss (n.), kiss (v.), kissed, kissing,

kitchen, kitten, kitty, kitty-hood, knee, knife, knock (n.), knock (v.), knocked, knocking, knot, know, knowed, knowing.

Lace (n.), lace (v.), laced, lacing, lady, laid, lamb, lamp, lap, lard, last, laugh, Laura, lay, lazy, leaf, lean, leaning, learn, leave, leaves, left, leg, leggings, lemon, lemonade, let, let's, letting, letter, lettuce, library, lick, licked, licking, lid, lie, lift, light (n.), light (v.), light (a.), like (adv.), like (v.), limber, line, lion, lip, listen, listening, little, load, loaf, lock, locked, locket, locking, London, lonesome, long, longer, longest, look, looked, looking, looking-glass, loose, lose, lost, lot, loud, lounge, love, loving, low, Lucile, lunch, Lyle.

Machine, mad, made, magazine, mail (n.), mail (v.), mail-box, mail-carrier, mail-man, make, making, Mamma, man, manage, many, maple-sugar, marble, mar (n.), mark (v.), marked, mash, Master, match, match-box, matter, Maud, may, maybe, McGinty, me, meal, mean (a.), mean (v.), meant, meat, meat-market, medicine, Meekin, meet, melt, melting, mend, mending, "meow," merry-go-round, mess, Methodist, middle, might (n.), might (v.), Mike, Mildred, milk, milk-bottle, milk-man, milk-ticket, mince-pie, mind, mine, minute, Miss, mistake, mistaken, mitten, mix, mixed, mixing, molasses, Monday, money, monkey, "moo," moon, mop (n.), mop (v.), mopping, more, morning, most, Mother, motor-car, mouse, mouse-trap, mouth, mouthful, move, moved, moving, M., Mrs., much, mud, muddy, muffin, mule, mush, music, muss, must, mustn't, my, myself.

"Na," nail, nap, nasty, naughty, near, nearly, neck, neck-tie, need, needle, needn't, neither, nest, never, new, newspaper, nice, Nig, night, night-dress, night-gown, "nightie," nine, no, noise, noisy, No M'am, none, noon, nor, nose, No Sir, not, note, nothing, now, nuisance, number, nut, nut-cracker, nut-pick.

Oatmeal, o'clock, of, off, often, Oh, old, Olive, on (adv.), on (prep.), once, one (n.), one (a.), onion, only, open (a.), open (v.), opened, opening, or, orange, orange-juice, organ, other, "ouch," ought, oughtn't, our, ours, ourselves, out, outdoors, oven, over (adv.), over (prep.), overcoat, own, "ow," oysters.

Page, paid, pail, pain, paint, painting, paint-brush, pair, pan, pancake, panties, pantry, pants, Papa, paper (n.), paper (v.), paper-boy, paper-doll, papered, paragraph, parasol, pare, paring, parlor, part, party, pass, past, pasture, pat, path, patted, pattern, patting, pay, peach, peanut, pear, peas, peek, peek-a-boo, pecking, peel, peeling (n.), peeling (v.), peep-peep, pen, pencil, penny, people, pepper, peppermint, perform, performance, pet, petticoat, petting, phenolax, physic, piano, pick, picked, picking, pickle, picnic, picture, picture-book, pie, piece, pie-crust, pig, pile (n.), pile (v.), pillow, pillow-case, pin (n.), pin (v.), pinning, pinch, pinched, pinching, pin-cushion, pipe, pitcher, place, plain, plate, play, played, play-house, playing, plaything, please, plenty, plum, pocket, pocket-book, poke, poker, policeman, pony, poor, porch, pork-chops, post, postal-card, post-office, pot, potato, potato-masher, pound (n.), pound (v.), pounding, pour, poured, pouring, powder, preach, preacher, preaching, pretty (a.), pretty (adv.), Prince, prunes, pshaw, pudding, puff, pull, pulling, pumpkin, punch, puppy, purse, push (n.), push (v.), pushed, pushing, pussy-cat, put, putting.

"Quack," quarrel, quarreling, queen, quick, quiet, quilt, quit, quite.

Rabbit, rag, ragged, railroad, rain (n.), rain (v.), raining, raisin, rake (n.), rake (v.), raking, Ralph, ran, rascal, rather, rattle (n.), rattle (v.), razor, reach, reached, reaching, read, read (past), reading, ready, real, really, red, remember, reservoir, rest (n.), rest (v.), rested, resting, ribbon, rice, ride (n.), ride (v.), riding, right (a.), right (adv.), ring (n.), ring (v.), ringing, river, road, roast, roast-beef, roasting, rock (n.), rock (v.), rock-a-bye, rocking, rocking-chair,

roll, rolled, rolling, rolling-pin, Roman Meal, rompers, roof, room (n.), room (v.), rooster, rope, rose, rotten, rough, round, row, rub, rubbed, rubber, rubbers, rubbing, rug, run, running, rush.

Sack, saddle, safety-pin, said, sail, sailing, saleratus, salmon, salt, salt-cellar, salty, same, sand, sandy, Santa Claus, sat, Saturday, sauce, saucer, sauer-kraut, sausage, saw (n.), saw (intrans.), saw (trans.), sawing, saying, scalawag, scamp, scatter, scare, scared, scarf, school, school-house, scissors, scold, scolding, scorch, scorched, scrap, scrap-book, scratch (n.), scratch (v.), scratched, scratching, scream, screaming, screen, screen-door, screw (n.), screw (v.), screw-driver, scrub, scrub-brush, scrumptious, seat, secretary, see, seed, seem, seen, sell, send, sent, sermon, seven, sew, sewed, sewing, sewing-machine, shady, shake, shall, shame, sharp, sharpen, shave, shaved, shaving, shaving-brush, shawl, she, shears, sheep, sheet, shelf, shell (n.), shell (v.), shelves, shine, shining, shiny, shirt, shoe, short, shorter, should, shouldn't, shovel (n.), shovel (v.), shoveling, show, showed, "shucks," shuffle, shut (a.), shut (v.), shutting, sick, side, sidewalk, sift, sifter, silk, silly, silver, since, sing, single, singing, sink, sir, Sissy, sister, sit, sitting, six, "skiddoo," skin, skinny, skip, skipped, skirt, sky, slam, slamming, slap, slapped, slapping, sleep (n.), sleep (v.), sleeper, sleeping, sleepy, sleeve, slept, slice, slide, sliding, slip, slipped, slipper, slippery, slipping, sliver, slow, smart, smell (n.), smell (v.), smelled, smelling, smile, smiling, smoke (n.), smoke (v.), smoked, smoking, smooth, snarls, sneeze (n.), sneeze (v.), sneezed, sneezing, snore, snored, snoring, snow (n.), snow (v.), snow-ball, snow-bank, snowed, snowing, snow-man, snowy, so (adv.), so (conj.), soak, soaked, soaking, soap, soap-dish, soapy, socks, soda, soda water, soft, soiled, sold, some, somebody, somersault, something, sometimes, somewhere, somewhere, song, song-book, soon, sore (n.), sore (a.), sorry, sound, soup, sour, spank, spanked, spanking (n.), spanking (v.), speak, spider, spill, spilling, spilt, spit, spitting, splash, splashing, splatter (n.), splatter (v.), spoil, spoiled, spool, spoon, spoonful, spot, spread (n.), spread (v.), spring, sprinkle, squash, squall, squeal, squealing, squeak, squeeze (n.), squeeze (v.), squeezing, staid, stairs, stamp, stand, standing, star, start, starved, station, stay, staying, steal, steam, stem, step (n.), step (v.), stepped, stepping, stick (n.), stick (v.), sticker, stick-pin, sticky, still (a.), still (adv.), stir, stirred, stirring, stocking, stocking-cap, stomach, stone, stood, stoop, stop, stopped, stopping, store, storeroom, storm, stormy, story, story-book, stove, stove-pipe, straight, strainer, strap, strawberry, street, street-car, string, strip, strong, stuck, study, studying, stuff, such, suck, sucked, sucking, sugar, "sugar," sugar-bowl, sugar-can, suit, suit-case, summer, sun, Sunday, Sunday School, sunny, sunshine, sunshiny, supper, supporters, suppose, supposing, sure, surprise, suspenders, swallow, swallowed, sweater, sweep, sweeping, sweet, sweetheart, swell, swept, swing (n.), swing (v.), swing-board, swing-rope, swinging, syrup.

Table, table-cloth, tail, take, taken, taking, talk, talking, tangle, tangled, tapioca, tassel, taste (n.), taste (v.), tea, tea-ball, teach, tea-kettle, tea-party, tea-pot, tear, "teared," tears, tease, teased, teasing, teaspoon, Teddy-bear, "teensy-weensy," Teeny, teeter-totter, teeth, telephone (n.), telephone (v.), tell, telling, ten, tennis, tennis-racket, than, thank, Thanksgiving, that (pron.), that (a.), the, them, then, there, these (pron.), these (a.), they, thick, thimble, thin, things, think, thinking, thirsty, thirteen, thirty, this (pron.), this (a.), Thompson, those, though, thought, thread (n.), thread (v.), three, throat, through (adv.), through (prep.), throw, throwing, throw up, thumb, Thursday, ticket, tickle, tickling, tick-tock, tie (n.), tie (v.), tied, tying, tight, tights, till, time, tincup, tiny, tip, tipping, Tipps, tired,

to, toast (n.), toast (v.), toaster, toasting, today, toe, toe-nail, together, toilet, told, tomatoes, tomorrow, tongue, tonight, too, took, tooth, tooth-brush, tooth-pick, "too too car," top, torn, touch, touching, tough, towel, town, toy, track, train, treat, tree, trick, trouble, trunk, truly, tub, Tuesday, tumble (n.), tumble (v.), tumbled, tumbler, turkey, "Turkey-day," turn, turned, turning, "tweet," twelve, twenty, twist, twisting, two, typewriter.

Umbrella, unbutton, uncle, Uncle Sam, uncover, under, underclothes, underskirt, understand, underwear, undo, undress, unionsuit, University, unlock, unpin, untangle, untie, unwind, up, uphill, upstairs, us, use, "usen't," using.

Vaccinate, varnish (n.), varnish (v.), varnishing, vase, vaseline, veil, velvet, verse, very, vest, vine, vinegar, visit, visiting.

Wagon, waist, wait, waited, waiting, wake, "waked up," waking, walk (n.), walk (v.), walked, walking, wall, want, wanted, warm, warmer, was, wash, wash-basin, wash-board, washed, washing (n.), washing (v.), wash-rag, wasn't, watch (n.), watch (v.), watching, water, wave, waved, waving, way, we, wear, wearing, Wednesday, "wee wee," weeds, week, weigh, welcome, well (a.), well (inter.), went, wet (a.), wet (v.), what, wheel (n.), wheel (v.), wheeling, when, where, which, while, whip (n.), whip (v.), whipping (n.), whipping (v.), whiskers, whisper, whistle, whistling, white, who, whoa, whole, whooping cough, why, wide, will, wind (n.), wind (v.), window, windy, wine, wings, winter, wipe, wiped, wiping, wire, wish, wishing, with, without, wolf, woman, wonder, won't, wood, woolly, wood-pile, woods, word, work (n.), work (v.), worked, working, worm, worn, worst, would, wouldn't, "wow," wrap, wreck, wring, wringing, wrist, write, writing, wrong, wrote.

Yard, years, yeast, yell, yellow, yes, yes M'am, yesterday, yet, you, your, yours, yourself.

Zinc.

THE SUB-CONSCIOUS VOCABULARY

Appetite, April-Fool, asparagus, Aunt Alta.

Banister, Bertha, Betty, blackberries, blackboard, blade, Bob-white, bonfire, brake, Brickner, bun, "buggy," "bully."

Calendar, camphor, cantaloupe, Cappie, carnation, Caroline, castor-oil, cement-walk, checkers, cherries, Clint, concert, court-house, cousin, cricket, cucumber, currants.

Davenport, delicious, Donald, Dutchman, drug-store.

Edgar, elastic, Estes Park, Esther, Etta, Eva.

Fan, fire-cracker, fish-line, fish-pole, flat, fountain, fox, "foxy," fractious.

Gasoline-can, gasoline-stove, Geneva, "git-out," Golda, grape-juice, grunt (n.), grunt (v.).

Hail, harness, Harold, Harriet, hatchet, hay-mow, Hazel, Henry, hiccough, Hines, "hobo," horrid, horse-radish, Howard, howl, hurrah.

Inez, interesting, Irwin.

Jones.

Kastor.

Ladder, lawn, lawn-mower, left (adv.), Leland, Leta, Linda, lines (reins), lunch.

Manny, maple-syrup, marmalade, McNutt, meadow-lark, Minnie, Miss Lamb, mountain, mosquito, mow (v.), mud-puddle, mustard.

Nibble (n.), nibble (v.), nostril.

Oil-can, oil-cloth, olive-oil, olives, opera-house.

Pansies, paste, paste-board, phonograph, piano-stool, pineapple, plant

(v.), planted, planting, popcorn, pump (n.), pump (v.), pumped, pumping, punish, purr, purring, practice, practicing, putty.

Question.

Raspberries, restaurant, Robinette, Rubie.

Salad, salts, scythe, sherbet, shoe-string, shoot, shoot-gun, sieve, skates, skip (v.), Skip, smoky, snake, snap (n.), spade, spectacles, squirrel, steady, stomach-ache, stretch, stumble, stumbled, sweet-peas, switch (n.), syringe.

Tank, Taylor, tennis-ball, tennis-court, terrible, thunder, tin-can, toad, tomato-soup, trot, trotting, trout, turnips, turpentine.

Upset (n.), upset (v.).

Wade, water-melon, wheelbarrow, whetstone.

"Zabo."

THE CONVERSATION OF G FOR ONE ENTIRE DAY

7:05 A. M. (Talking to her father.) Six o'clock isn't it(2)* Can't I dress?(2) Ain't it warm? Believe it's going to be another windy day. Are you all dressed? Got your shoes and stockings all on? Papa, I'm awful hungry. I slept pretty good. I want somebody to dress me. Can I help you write? Oh land, you'll wake Mamma up. (To her aunt.) Oh, Aunt Laura, did Uncle Ralph run away? Where did he go? (To her father again.) Papa, I wonder if my blister's going to stay or not. Where's my other clothes?(1) There's one o' my stockings. There's a prayer-book, prayer-book.(4) Did you fix my shoe? Ain't it got anything bad in it any more? Here's something. It's big paper. Yes. This'n isn't unbuttoned. Here, I am going to stand on this. There's all my clothes. Which way does it go?(2) Here's a penny in my union-suit. (Hums.) This little nuisance goes into my sleeve.(2) Oh, Papa, this other way gets mixed up. You don't have to button this.(1) I bet I can tie this.(1) Here's your pin. Here, I need that in my waist. You unpin it. This has to be out some so I can tie it. Now they're all out so I can tie. I'll get this on. Which way does this go on? No, where's this one? Now, where's the other one? Nobody can see on this side, can they? Button it. Oh, show me how this goes.(1) Oh, I know. Did you ever? Oh, Papa, I don't know how this goes.(1) I can't get this on 'cause it goes up to my neck. I don't think this is too tight. Where's my bloomers? Oh, I'm going to put my bloomers on.(3) Papa, I can't get my bloomers on. Papa, you straighten 'em out. See, I can get it in the right one. Now, see, can't get it in the right one again. Which way? Which way, then? Papa, that sore on my heel hurts when I walk on my bare foot. Oh, ha, I pretty near fell down. I can get my garters in myself. See? Now where's this other one that belongs to this one?(1) I don't either. I guess we'll have to. Is it time to get up? Mamma won't get up when it's time to get up. Mamma, you get up. All right. Oh, my bump hurts.(2) Can you do any trick like this? I am going to get my shoes first. Yes. Papa left this piece of garter outside the room. Why do you stay in bed so long, Mamma? Can you do that?(1) Yes, you can. You can too, Mamma.(2) Papa, that wakes poor Aunt Laura up. You don't want to wake her up, do you? He did that, that way. I see something (1) on your nose. Papa, did you button this one up when you fixed it? Who buttoned this up? Did you fix this one? I got to.(3) I got to dress. Where's my dress? I can't find my dress when the covers are all over it. Dear Evelina

* The numbers in parentheses following sentences indicate number of times sentence was repeated.

— (sings). Mamma, can you sing "Dear Evelina"? Aunt Laura can sing it. Dear Evelina (singing), wherever she goes, I won't spank her.(2) Manmma, bet ten cents I'll beat you. Mamma, I want to go with you. Papa, I'll bet you we'll have to go and feed the old hen.(1) See this seam? It goes clear up to my neck. Don't see my dress. Oh, it goes on the arm, see? My dress is wrongside out. Have to get the sleeves rightside out. (Goes to the bathroom to wash.) Oh, this water is so cold.(1) Mamma, I'm so dirty I have to wash. Mamma's got a dirty egg. (Goes to the kitchen, gets a book, reads incoherently, saying about fifty words.) Papa, isn't that a nice story? (Reads again.) I don't know any more stories in this book. I don't. I don't either. Mamma, I don't know any more stories in this book. It's too late for the Camera to come now. Mamma, Papa said you'd fix my belt button. Mamma won't fix my belt (button) when she's washing dirty eggs. Uncle Ralph left his keys. 'Tisn't any fun to leave keys, is it? I'll fix my belt this way if you don't fix it. Mamma, can I go with you?(1) Mamma, Papa's washing his face in that old, dirty water. Now I'm going down where you are.(1) Papa, I've been down where Mamma was. Used to be another button, but there isn't—it's off. It's lost. Mamma, you button my belt in the right place; in the back where it ought to be buttoned. This room is light enough, Mamma.(1) Here I am. Aunt Laura said I could have this. I'm hungry. Then I want an orange.(3) I'll go in and get one. Oh, I want to "chair." Mamma, I want to "chair." My orange isn't on the floor now, is it? Patty-cake. Patty-cake — —. This button right here isn't buttoned. Papa, we don't put pencils in our mouths. Mamma don't put pencils in her mouth. Do you, Mamma? You peel my orange. You, then. These are such good oranges, aren't they, Mamma? Uh, huh, these little ones. Thank you. Aunt Laura gets it mixed up ('Thank you' and 'You're welcome'). Oh, who done that? (2) Did you, Mamma? I mean who broke this piece of orange? Papa, do you want a little piece while you're working? Mamma, do you want some? Mamma, one day a boy came and says, "You want a Post" and then I says, "No, we got a Post." When we move the piano into the other room, — — I mean in there—not in that room and the secce—secce—. Which way do we say it? Secretary. And then when Uncle Arthur came and they all moved it out. And then one day my box was here and the dishes were there and Lyle was here and we had some little dishes. Mamma, bet ten cents I beat you. My, I wonder if you'll spill the grease on the floor again. Will you? (Sings.) Mamma, I've got to have this on.

8:00 A. M. (Helping to set the table.) These are mine. Papa can't have these. These are mine, Mamma. Don't you know where to put my things?(4) Oh, sugar, don't you know where to put my plate, then? Now looky where you put it. I'll take it over to the table. shall I?(1) Mamma, you left that oven dirty. Do you want it dirty?(2) This old bloomin'(3) doesn't go off. Mamma, hang this up. Papa, Mamma said we could begin to eat now. (Sings.) Don't want my feet in my muddy shoes, do I? Mamma, you fix me something. There isn't any here. I want some milk.(3) Please, may I? Isn't very much milk. I'm eating dinner without my bib on.(1) Don't want that big pancake to eat or I'll get my mouth all full. Now it's all right. What's that right there? It's syrup, isn't it? Some the milk went up to my forehead.(1) I don't want any more dinner—I don't want any more dinner. (Sees her playmate, Lyle, coming.) I'll get my playthings. Mamma, I'll get my playthings and then I'll have them ready when Lyle comes. I got three valentines, Lyle. Did you? Lyle, you and I haven't played together for a

long time. Lyle we haven't got any good apples. You used to have some bananas. Yes. Lyle says he's got a little desk telephone over to his house. Lyle, I'll put your things in on the bed. Mamma, I can't find all my playthings. You find them.(2) Mamma, I see a hole in your dress.(1) (Gets nails and hammers.) Lyle, I'll pound first. We'll each pound with this one, won't we? Haven't you got another box? Lyle, you and me'll fix this old box, won't we? Mamma, you said I could pound into the edges. Is this the edges? Gummeshums, gummeshums! You say that, Lyle. Is this the edge? Here are some nails for you. You and I have a tack, haven't we, Lyle? Papa — Lyle, you have only one tack and I have two tacks. Where? This isn't a tack. It's a nail. We both got tacks, haven't we? Lyle and I have tacks. Did you know I fixed my little hammer? That's a funny way to fix a hammer. Have you got it now? It's lost, isn't it? Is this the edge? Lyle, I bet ten cents I beat you getting my nail in. Looky at my nail. See what I did. Mamma, here's one o' your hairpins. I am going to pound hard.(1) I ain't going to pound hard. I am going to pound slow. Some time I pounded in the edge, didn't I? Here's a tack. It's a tack then. Is it a nail? Lyle, don't, 'cause my box will go over if you don't pound low. Mine will be in pretty soon. Lyle, don't pound till I get this started. People don't pound till little girls get started, do they? All right. Lyle, here are your nails, aren't they? Here's my nails. This one is crooked. This one is straight. Papa gave this little box to me. It's mine. Is this the edge, then? Wow! Is this the edge? Lyle, don't pound yet. Bow wow! Here it is. Here it is. Looky what I can do. Lyle gave me all kinds o' nails. Lyle you can have them. Don't you want any more nails? Don't you want to pound any more? That isn't the edge. I can get these in. See what I can do. Dobawshucks! Where did my nail go? See what I can do. I got one nail out. Lyle, you just watch me get this nail out. He gave it to me. I played peaches in that box one day. I played animals was peaches, and then I went bump. Lyle, you tell me a story. What? Jerry-ann? Jimmy — — Jerry. You look under here and see the nails. We have Fairy soap in the bathroom. You come see. See? Looky what I can do. I'll get Lyle my doll buggy. Lyle, play I was the mamma to get dinner and you was the papa to perform. That will be nice. I'll get my company something. I got lots o' valentines. Who sent 'em to you? Did doggie give 'em to you? I got lots o' playthings. Here's my little chain — that's broken. Mamma, I want to "chair." Lyle, excuse me. I said, "Lyle, excuse me." Mamma, don't let Lyle have them till I get through. I ain't through yet. Can you do this way? Lyle, see what I can do. What can it (the Teddy-bear) do then? I have to pound nails all the time, don't I? Lyle made the bear up on a tree. Can you do that? I want one o' those straps. What did you say? That will hurt poor Boy Blue when you put this strap in it. It will Dollie too. I am going to pull this strap just as tight as I can. That will hurt poor Dollie. But Dollie has got a buckle on both her ends. Oh, you nuisance. Mamma, you haven't mended Teddy for a long, long while. Can you do that, Lyle? Here's the edge, Lyle. You put your finger away, else I'll pound on it. Then I'll pound here. I got this crooked nail. Let's drive Bessie. Lyle and I are going to play horsie. Lyle, what are you doing? I'm going to have mine ready. Get-up, Bessie. Now, you big, bad Bessie. You do that to your Bessie. I'm going to hurt Bessie. Lyle, this box is all broke. See, I had to take the other edge off. How do we play that, Lyle? I want some dollies. All right. This is my box. I am going to play Christmas presents and Santa Claus. I'll be away, Lyle, and then I'll send you some Christmas

presents. Last Christmas a real Santa Claus gave me my real doll buggy. Your automobile? What did he give you? That's a lot for a little Lyle. Lyle, you watch my buggy, will you?

9:00 A. M. (Plays telephone with Lyle.) Hello. Fine. How are you? I had some dollies once, but I haven't now. But I have some nails at our house — — and we had some bananas — — but they're all used up — — and apples, but the apples are all gone 'cause we made dirty, old apple pie. Hello. Well, that's all, but what's your number? Was it changed? Good-bye.

(Still with Lyle.) Lyle, come in and see my Aunt Laura. There's her comb and there's her brush. She is tired; she wants to sleep. Come on out here. I don't want you to rock on that chair. I want a pencil and paper. I made a dog. That's a rabbit. It's a man. This isn't going to be a dog. It's going to be a man. Isn't it? There's his mouth and there are his eyes. That's a man. See what I made. Lyle, you write on your own piece. I'll write some here myself. What's your number? Now see what you did. What is it? All right. Yes, it is a sign. I am going to have a sign. Looky what I did then. That is going to be a sign, isn't it? I'll write on your paper. Looky what I did. Lyle's going home. That isn't a sign. I know how to make rabbits, don't I? Good-bye, Lyle. I am glad Lyle has been over here. I want to go out and feed my little baby chickens, Mamma. I want to feed them again. I'll break it. I'll wipe it and see if I did. Are you going to let the hen out? Take hold my hand. I am starved to death. I want an orange. I am hungry. I don't like bread without butter. We don't have bread after we've had orange, Mamma. I can find a big piece o' bread. I want something on this piece o' bread when it's good.(1) I want crackers and bread and milk. Who's been drinking it? I want to pound nails. I am going to pound nails to-day. Where's my pencil? I want some paper, too. (She was still for several minutes at a time here as she played.) Let's go to Mrs. Ferguson's so Aunt Laura can sleep. The other Mrs. Ferguson has cookies. Don't you want this window down so it won't be cold? (1) What are you going to do, Mamma? Let's go over to Mrs. Ferguson's, Mamma.(2)

10:00 A. M. (Talking to her aunt and her mother.) Oh, they're (the chickens) just fine. No, there ain't any dead. Ah, I haven't been crying. I ate cracker and milk and bread. That's what's the matter with my face. Let's go to Mrs. Ferguson. You said you was bound to go to Mrs. Ferguson's. All right. I want to sit in this box. Oh, Aunt Laura, Mamma said to be still. Ah, I want to sit right in this box. (2) I am going to put it on the wrong foot, I am. Who was that? I want to sit up there. I won't put my other shoe on for two years.(1) There I went. What did I do? Oh, it's hot. You put some water in my eyes.(2) I want this water. Did your incubator come? When did it come? Now somebody has come. (To her father just coming in.) Looky what I done, Papa, is this mine? Papa brought me something, Aunt Laura. I'll show you now what I got. Mamma, I'm going to put my shoes on. (Hums.) Mamma, pretty soon I'll be down there to help you. Mamma, how does this — —? Now I want my other (shoe). Oh, here it is. Mamma let me up on your lap. Mamma, you're going. There isn't another towel out so I'm not going to wipe the cup. I'm going to let Mamma wipe 'em. Oh, my old, dirty, old nose.(1). Keeps running all the time, doesn't it? (3) I don't like you old rocking chair.(1) Now see what you went and done, you old rocking chair. Papa, I'll show you how Lyle and me played Bessie.(1) Now go in there. Get-up, Bessie. That way, Papa, Lyle and me played Bessie.

Look. (At the telephone.) Mamma, you must be Uncle Arthur. Hello, Uncle Arthur. That isn't the way. Hello. That isn't the way. I ain't going to talk to you.(3) I ain't going to talk to you any day.(3) 'Cause you don't talk right. I ain't going to telephone to you any day, 'cause you don't talk right. That ain't the way to talk, is it, Papa? I ain't going to play with you any day. All right. Where is the milkman? Mamma, here it is. I'll put it (milk bottle) out. Mamma, I want to wait out here till he comes. I didn't want you to shut me up 'cause I wasn't in. Mamma, I want to talk to you. (Telephones.) Hello. How are you? I got nine little chickens. Isn't that nice? Yes. Mamma, is taking a nap, but I'm going to school to teach a class. Where are you? Aren't you in Webster City? How's Grandpa and Grandma? Uh, huh. Yes. All right. I have — I have (2) — —. Uh, huh. Good-bye. (To her father.) Mamma was going to write me down some words. You don't let Mamma write me down some words. Mamma wants to, don't you, Mamma? (1) Now see what you went and done!(2) It's good — — it's good anyway and we don't put good paper in the coal bucket. Do we? (2) We don't have to pick them up and put them in the coal bucket, do we, 'cause they're good? (Hums.) (Goes into bedroom.) Mamma, come on then. Come on then, Mamma. Mamma do you want the light on while we're in here? (2) Mamma, do you want the light on? Mamma, I was going to help you. I wanted to help you get my bed in all at once. I'll put this (a pin) in my dress. Now — — uh,huh. I can't unpin it. I want to roll on your bed.(1) I'll jump.(1) Mamma, don't make this bed. Mamma, I want to help make that bed first. That was too big a ball. I couldn't put it in the laundry-bag.(1) I want to play with Edwin.(1) My bloomers are down. I can get my bloomers up. What did you say? Mamma, you'll have the bed made when I get back.(1) I can't put all the shirt in the laundry bag. All right. Whoa, there. I'm putting it in the paper anyway.(1) I'll hold the dust-pan.(3) No, I didn't. This is Uncle Ralph's prayer book. Yes. He prayers with it. Down town. I saw it down town. Uncle Ralph.(2) That went high, didn't it, Papa? (1) Went on the piano that time, didn't it? Ha, it went up and hit your head, didn't it, Papa? It went up and hit the ceiling that time, didn't it, Papa? Didn't it? Aunt Laura, you watch this. It hit the light that time. You do this.(1) I want it.(1) There went the card. There they went. They went up and hit the ceiling. It's going to go up and hit the ceiling, pretty near. Pret' near that time, didn't it, Mamma? Wonder when Uncle Ralph is going to come. It went right in your rocking chair, didn't it? It went right behind the stove. That's a funny trick. It's going to go up and hit the ceiling, pret' near. Here it goes up to hit the ceiling. It's clean anyway. That piano stool? Isn't it? Can I — — may I clean it then? This is the cloth. Is the stool clean? Mamma, I won't fall if you don't hold me. Rock, rock, rock (hums). I can hold little doggies though. Papa, one day I and Mamma went down town and we saw a little bit of a dog and he was white-headed. And we got past and looked at him and he — and he — and he was white-headed and he belonged to a man and he — and he — —. That's all. Mamma, I told Papa a story. Now I'll tell you one.

11:00 A. M. Once there was a little girl named Goldilocks and she went walking one day, went walking in the woods one day. And she came to the funniest little house and it was the Bears' house and there wasn't anybody home — — and she knocked and knocked and knocked and then the bears came and growled — — and, no — —. What did they say? What do bears say? Oh, yes, and they didn't

come then. And she sat down in a great big chair and she took the great big spoon and tasted the soup and it was too hot. And then she sat in a little chair just like this and sat the bottom all out — and she took the little spoon and tasted this bowl o' soup and it was just right. And it was just right and so she ate it all up. And she went upstairs and lied — no, lay down in Papa Bear's bed and it was too high at the head — — and — and she lied — — she lay in Mamma's Bear's bed and it was too high at the foot and — — and then Baby Bear's bed — it was just right — and she slept and slept. And the wolf came and said, Good morning, Red Riding Hood — and the wolf went ahead and Riding Hood went and took the basket with bread and butter and jam and put it on the table — — and — and then the bears — — ah, that's all. I want some writing some time to-day. Aunt Laura, you get me some writing. What can I do? I want some writing some time. I want some — — Mamma's going to write me down some words. Mamma, write me some words. Papa, I'm writing a letter — pretty soon I'm going to put it in the mail box. Then pretty soon the mail man will come and get it. Aunt Laura, what are you going to do? Who are you going to write to? She's my Grandma. Oh, I made a man with feet as big as yours, Papa. Oh, I can understand baby-talk. I can. Four of us — — five of us are writing. You're one, Papa's two, Aunt Laura's five — — Aunt Laura's three, and I'm four. Uh, huh. I want to count over. You're one, Papa's two, Aunt Laura's three (1), four of us are writing. What time does Uncle Ralph come home? Isn't this seven o'clock at night? I'm hungry. (1) You said you's going to get dinner. You're two, Papa's one, Aunt Laura's three, and I'm four. Mamma, is the oven hot? (2) Don't want the door — — Papa, I'm going to put your book away — — bounce — bounce (hums). Aunt Laura, who's is that? Isn't it Papa's? Is it Uncle Ralph's? Where's the ink? Isn't this book Papa's? Isn't this book Papa's any time? Now I'll put this up. I won't rock this when I'm on it. I won't bump the piano stool when I'm on it. (1) Why wouldn't you buy me a bigger chair than this one? Now look — — it's little and I want a bigger one. Lyle can take this home and keep it. I don't want any rocking chair any time. 'Cause it makes me fall and break the plaster. So I don't want my rocking chair any more. I'm going to send it to Lyle. Looky how big I am. I'm twelve years old. Play I'm twelve years old. (2) Aunt Laura, I'm twelve years old — — so I can get my sleeves down. When I'm three years old I can't get my sleeves down, but I'm twelve years old so I can get my sleeves down. I'm big for this rocking chair. Uh, huh, Aunt Laura, he'll take it if I leave it there. It's warm outdoors. I want to do that some time, don't I? I want something to eat, Mamma. (3) Papa's one, you're two, Aunt Laura's three, and I'm four. Oh, is that your nice new pencil? That one's Papa's nice new pencil. Isn't it, Papa? Can't I help you any day? I want to do something some time to-day. Mamma; the oven's hot. (1) So I want something to eat. (1) When I was little I spilled milk and I had to wipe it all up. I'm twelve years old now. It's the egg-beater. Papa, I would like some salts, too. 'Cause I'm sick. Bet you I'm sick. We take salts when we're sick. Papa, are you sick? Then what'll you do? And eat salts? I said "drink salts." It was me — — it was I. Give me some. (4) I want — — I want a drink out o' that glass. What are you going to do now? I want a drink out o' that glass. (1) I can't hang it on the cellar door. Mamma puts it on the floor sometimes. Can I sail? (1) I'd rather wear my slippers. I'll put my slippers on. I'll go over to Mamma. I won't tell you — when I went in there to get one more egg. I fell

down when I went to get one more egg and hurt my knee. I'm twelve years old — I don't cry. Uh, huh. Not any time. Well, then, why do you say "cry" again?(2) I ain't. (To the milkman.) Fine. Fine and dandy. That dollar's for you. I'm fine and dandy. (Coming in again.) I'm hungry. Dinner's ready. I want something to eat right away.(2) Do you? I do. Are you?

12:00 M. (At the table.) I want to be closer. All right. I be'd still long. I wasn't telling you that. I was telling Mamma. Mamma, I be'd still a long time. Mamma, what is "be'd"? What is "be'd"? Oh, I was still a long time. I was talking to Papa. No, I was.(5) I was talking to Papa.(3) How do we make high chairs, Mamma?(1) Aunt Laura, where's my — here's my fork. Give me my knife and spoon, and fork and knife. Am I dressed?(3) Will you put that down, Papa? Dinner is served, Mamma. I want some potatoes. Papa can have that side of the table. I want closer. Mamma, what shall Papa do? I want some potatoes. Which town?(1) Oh, Boulder. Here I am. Give me my — I want my spoon,— to get it off. Put it in my dish. Let me butter mine. Which way? I'll mix 'em. Mamma, I got cracker in my egg. You got crackers in your egg, Aunt Laura? What you got in your egg? I want some gem, too, to eat in my fingers. I mean to eat in my mouth. I want some more crackers in my egg. I said my egg wasn't very good with crackers. My egg isn't very good. I want some more jelly. I don't want another egg. I want another gem, though. I want some jelly on mine. I want some milk.(2) We ate a lot, didn't we? I bet ten cents I didn't get my bib dirty. Where is it? Egg? Uh, huh. (Leaves table.) I want to see if I can do that. Don't. 'Tisn't cold. 'Tisn't solid. 'Tisn't soft. It's cold. Uncle Ralph had it one day.(1) That little Hay boy said I lost that one day. Then I want to go out. That won't be sad. Ting-a-ling — —(25). We're both in here. Aren't we?(1) Can you do that, Aunt Laura?(1) That kind o' trick? Papa, could you fall off the step and hurt you? I want to see if I can do that kind o' trick out here again. Didn't hurt that time. Ting-a-ling—(25). Look at what my Mr. Stocking done. Ting-a-ling — —(25). That's the train. What's that outdoors — out with Lyle? Where are they, Mamma? Mamma, Mamma.(4). I want to play — — —. You want me to wheel out on the porch so I won't make so much noise, don't you, Papa? Papa wants me to wheel out on the porch so I won't make so much noise. I'll show you how you want my little baby buggy, Mamma. Papa, I'll show you how you want my little baby buggy when I wheel it in the kitchen. Papa, you want this in here and this stick in here. I'll fix it so it won't make so much noise when I wheel it in the kitchen. I want a hammer. I'll show Papa how he wants my buggy fixed to-day so it won't make so much noise. Papa, how do you want my buggy fixed?(3) So it won't make so much noise?(1) This way, Papa? Mamma, where are you going?(3) Where's Papa going? Where are Mamma and Gladys? Aunt Laura, I am going to be dressed up. Uh, huh. Here's one o' my hairpins and you can have it. No, there, I want one.

1:00 P. M. (Out of doors.) I want to go a little ways, Papa. Can I? He says I can't go. I want to go some time. Can't I go neither to Webb's? Aren't you going to the University? Aren't you going to the library? Now he said, "No." You and I are going to stay home, aren't we, Mamma? Mamma, 'ess run round the house. Run round this way. I want you to run. I'm goin' to run and I want you to run with me. I don't see it. In here you left the water last night. In here you spilled some last night. Mamma isn't going any place, 'cause she isn't going to do anything, are you, Mamma? I'll watch,

Mamma. I'm going to watch.(2) Oh, I see the mail man. There he comes. Yes, it is. Hello. You and I like to be out, don't we, Papa? Where are you going? I am fixing my rubbers. He (a neighbor child) wants to tell me something. Can I put my hood and coat on and play? Can I, Papa? Lyle, I can't — I can't come and play. Can I fix my rubbers outdoors, Papa? Harold, Papa said I could fix my rubbers, but I couldn't go out and play. Hello, what are you going to do? Our grass? Whose grass, then? Oh, you, Jack (the dog). Jack wants to kiss me. Are you going to trim Lyle's grass? You going to trim your own grass, then? Once I caught Jack in my arms — in my hands. No, you won't. This is something that sprinkles out — to sprinkle with like that. With this off and something I don't know on it. We do that to the grass when we sprinkle. The coal man is giving us some coal. Harold, look where the water went. It went on the sidewalk. It was in there. Yes, it was. Aunt Laura, good-bye. Papa left his knife out here. Here's your knife. I'm going to put my slipper on myself. Look, this is a little stick. It used to be this way, but it isn't now. Look, that (the wagon) is going to go out, Mamma. Those horses are going out. The coal man gave us some coal. There's somebody's auto down there on Seventh Street. That where the auto is, is Marine Street. Ruley's live on Marine Street. We live 483 Marine Street. I can't. Don't eat it yet. All right. I'll give it to you, Jack. He brings it back for me to throw it again. It didn't go in the street. Jack, good catch.

2:00 P. M. (Still out of doors with her mother.) Jack stepped on my toe.(1) Now, Jack, I'll throw it this time. Here, Jack. He is going to get it now. Why don't you throw this? I am going to see if he'll go and get it if I throw it. I'll make him go. Jack can run. I've got a blister on my heel. I want to throw it. You were going to let me. You can't eat it yet. I can't throw it far when I'm sitting on the steps. That woman is tired out when she's walking and so she's riding in something I don't know. (A woman passed in a wheel-chair.) Can you do that trick? We got shoes on, haven't we, so our feet won't get cold. I'm going to bring my bathroom box to put my rubbers in. If you don't go away, why, I'll hit you. Lyle, you mustn't climb that tree 'cause Mamma said you mustn't. Lyle, I'm going to have a place for my rubbers. Can you do this, Lyle, Harold? Watch me do a somersault on this grass. I'll do another somersault. I'm going to another corner. Mamma, here's a dead chicken. I'll take it. He doesn't want it. No, it won't. Come here, Jackie. Maybe Jack will eat them. I'm throwing the can so Jack can take it when I throw it. Now you let me take that. Mamma, you come and see the old hen and chickens. They are eating dirt. (Swinging.) I pretty near touched this. The dirt came up into my eyes and it hurt my eyes, too. That's the way I swing. Isn't it, Mamma? Her Mamma already mended that little girl's shoes, but my slippers aren't mended. Poor Jackie, I kissed him. He wants to eat some of this dirty eggshell and other stuff. Sometime to-day I 'spect I'll step — step in a can of water again. All right. I'll wait for you. I'll look after the old hen. I want to carry the glass of chick-feed. Let me pour the water.(1) This looks like cream, doesn't it? You said you would stay with me. I want to play with this glass.(1) I am a cook to bake. Papa went to the University. He wanted to read. He went to the library. He went to the same one Papa goes to. Books and magazines are in the library. Magazines with pictures in. Didn't you want me to take this little spoon? This big one, you mean? I am just digging in the dirt and playing with the glass.

That's ours, honey. Mamma, that little boy wants to play with our spoon. I don't know what they said — I'm busy. Jack, I don't want that. I can do without that. Mamma, play you was Papa and I was Mamma. Mamma, you come with me and get a drink this time. Lyle is trying to get Harold to say "Alabam." He'll let you see his book, Mamma. I am going to bring my little rocking-chair out here, too, Mamma. I didn't want to go with Aunt Ollie.(1) Ralph won't hurt my little red rocking-chair. You can sit in it if you want to, Ralph. Ralph had it once to-day. Look what a sewer I dug. We have to be satisfied with "play" ten cents. (Talking to the children playing store.) I'll give you some more ten cents. What? I got a rubber, Mamma. I tore my sample. This is my sample. I ain't swinging too high, am I, Mamma? Pretty soon it will bust — this swing. Mamma said I couldn't play. Lyle let's do this. Then I played with dirt and rocks. I have a little doll-buggy and two purses and a real pocketbook. I can't handle that big broom. Mamma, don't take the spoon and glass. Wait a minute till I get a drink. What is the new style? We do, don't we? I'll go in my house. I'll show you the new style. That's the new style.(1) I want to climb a tree. Mamma, I'll show you what I can do.(1) You turn your head over and see what I can do. You and I have a scrap, Lyle. Let's go and swing. I want to swing.

3:00 P. M. (Goes into the house with her mother.) Give me a piece o' paper. I have to get my box. I got it. Where's my orange? See this water. See how the dirt comes off my hands. Shall I break this orange? I have so many fingers — an' two thumbs. Three, four, nine fingers — I got. Here's my ear — here's my other one. Here's my eye — here's my other one. There's my forehead. Let's play "Knock at the door, Peek in, Lift up the latch, Walk in." You show me how to knock at the door. Now you do it again. I'd like some more orange.(1) Do you want some more? I didn't eat any. Which one do you mean? I couldn't get it. Is it my clean dress? You unbutton it, please. Oh, Mamma, this is such hard work. Here's my wrist — this is my arm — here's my shoulder — here's my shoulder. And here's my elbow. I hurt my knee. I am putting my clean dress on. I'll show you how it isn't right. This is going to be a funny way to put a dress on. There's the wrong sleeve. Now you button me. Mamma, I'll show you what's the new style. Turn your cap wrongside out. This is old style. That's the way I used to have it, old style. Mamma, let's "hide and go seek." You do just that way. Lyle does it. Somebody else does it, too. Mildred does it. Mamma, let's play I was eight. Let's "hide and seek." Tell me stories — tell me about Goldilocks. Now tell me about three little kittens.(3) What was the names of two little kittens? One day they used to have names. Mamma, I'm not up. I'll fall and break my neck. I'll bite you and then it won't hurt you. I want a drink.(3) I'll help myself. Now I can't see you. I had breakfast. I want something if it isn't dinner. That bite hurt me. It did — right here. I want to see you write. Charlotte was a baby. She was a little tiny baby — she was in a basket and she squealed. And they were going down town and they had a buggy and Charlotte's Mamma put Charlotte in the buggy. Mamma, we don't comb hair with pencils, but with this comb. I'll put it in my hair. Mrs. Bartato has lots o' things at her house. Some little birdies in the house and they sing songs like I do. They live over there in a cage. I like to have birdies sing. I do. Don't. Let's play we were two little kittens. That's my mouse. Now let's begin to quarrel and fight. I will have that mouse. Now play the old woman came and she swept us right out of the room. We'll

be good little kittens. She swept us in again and now we're by the stove. Let's do the quarreling over. I'll have that mouse. It's so cold and stormy — meow — meow — meow. Let's do the quarreling over and over. I'll have that mouse. Where is the mouse then? I don't see it. Mamma, we went to the picture show one day in the University, we did. And once we went out to the farm and there was an incubator. It was to the depot, too. After she puts eggs in the incubator, then what will she put in? I want the pencil. Play you had a big comb and play I had a big comb. Oh, there are snarls in my hair. Where's my dollies? I'll give you two dollies. No, you have Teddy and this one dollie and I'll have this one and I'll come and visit you. How are you this mornng? I'm fine. I got nine chickens. Yes, he's all right, but sometimes he's naughty and he runs away over to Mrs. Daniels.

4:00 P. M. (Her father comes in.) What did you get me, Papa? What did you get Mamma? Let me see if it's peas. (Plays visitor again with her mother.) How are you this morning? No, you are pretty well. I am going right straight home, I am, when you say that way. I won't come and visit you any more. Papa, I want a taste. I'll play with Mamma some more. I want to taste Papa's orange. What is in here? Here are the onion sets. Can't I see the onion sets? I want to see some onion sets sometime to-day. (Goes out of doors with her mother and father.) Papa, are you going to stay out here a little while? Papa says he's going to stay out here a little while.(1) Papa, you'll be lonesome if I go in, won't you? Papa, bet ten cents I can kick you. Bet a dollar I stepped in a can o' water. I want — I'm going to throw this old, dirty, old wire away. I'll bring the swing over there and then you do it. You do it. Can you reach it if you do it? Little chickies can't reach it, can they? That was a funny trick, wasn't it? That was a funny go-down. So this will be a garden. It isn't good any more 'cause it's got lots of rotten apples in it.(1) Mamma, I'm going to go this way.(1) Papa, 'ess make a "bum" fire out here 'cause I want a "bum" fire. Now you watch it. I'm going to twist up, Mamma. You go round here and swing. I don't fall out the swing when I do this. Uh, huh. Doesn't hurt. I'm goin' to swing that way. Is this Christmas? When is it Christmas? You watch me do this. This'll be a good garden here, won't it? Won't this be a good garden, Mamma? Won't it? That's a funny trick, wasn't it? Mamma, that's a funny trick. That was a hard trick. I'm going to work up, Mamma. Mamma, I'll show you how to work up when I'm swinging. I'll try to swing high and then I'll be working up. That wasn't working up. I'll show you a new way to work up when you're sitting down. I'll wait for you, Mamma.(3) I'm coming right after you, Mamma, so you better get out of the way. This is a good garden, Mamma.(1) I kicked your apron. I can't kick you now.(2) I'll get my slipper in this can o' water now. Papa, is it "before" or "ber-fore"?(3) Mamma, I'll swing right into you now if you come back here, 'cause I can't stop, so you better keep away. I'll do another perform.(1) I'll do another performance, so I will.(2) Oh, that was a funny splash on my stocking. Got some on my dress, too. I'll throw it away. Does Mamma want some (water) for the little chickies to drink? Dresses don't get dry, do they? Mamma, I got my dress wet when I made that splash.(2) Now the little chickens can't get in to drink, can they? I'm going to swing this way.(2) I'm going to twist up.(2) Here it's dry—here it's wet—here my dress is wet. I heard you say it was "be." (BE the first syllable of "before.") And is it 'heard,' Papa?(1) Oh, that's right. My hands don't get cold like

it's cold weather to-day, do they? Yours don't, do they, Mamma? My hands don't get cold like it's cold weather to-day, do they? My stockings dry.(1) I'll kick you again, Mamma. I will—I surely will.(2) I'll bet I can. Now I bet you I can. Papa, will you raise my swing a trifle again? All right, I can swing in it. It's a long, long, long, long time again before another day. All of my things are dry, though.(2) Well, I can feel of it. My dress isn't dry. It's wet. Is this the one? I want this pan to sit on. I ain't going to do any more perform till I get dry. Here's one o' Mamma's things, right here. I musn't take it out, must I? Uh, huh. 'Cause it's Mamma's. Here's another one o' Mamma's that I musn't pick out, must I? Mustn't pick out all of 'em, must I? What can I have to stir with? Here's something to stir with. There's another thing that I musn't take out in here that I never seen. This thing is deep. There's a worm coming out—see it—see it.(3) Here's the worm. Worms are what we put into something. I'll find another worm. I will. I surely will. It's deep enough to find another worm. Looky, how much I can get. Papa, can you haul any like this?(1) I can't. Now I found something more.(1) Is that "somepin'" more? Where's the other one then? I found an apple peeling. Uh, huh. I had to throw it away. We throw apple peelings away, don't we? This is bad stuff in this pail. I'll get a pail to put the bad stuff in. I'm going to keep the good stuff to put in my pie. Goin' to put some stones in. I won't get my dress all dirty. I found something. That's Mildred going some place. Isn't that Mildred? Guess it is. You watch I can do when I'm over here. It's a cold day, isn't it? It's warm, isn't it? Isn't it warm then? This is bad, too. All of it's bad. I got the pail this time.(1) Now see how far I throw. This'll make a big pile. You watch it now. See it made a little pile, didn't it? I'll get another pail of it. I got a big pile now. Is it piled? Over here's a place for dirt. I'm makin' a big pile. I found another. I found another.(1) What are these? I don't know. When Mamma comes she'll tell me. Maybe I'll find another thing. Oh, that's a great big pile.(2) I'm going to make another great big pile. That makes great big piles. I found another. Some of this is good. This—ee—ee! I'm going to bury this. I'm going to bury this tin so it'll be good.(4) (Sings, "I'm going to bury this, bury, bury this," over and over.) Havin' hard luck with that train down there, aren't they? I found something, but I don't know what it is.(1) I bet it's a peanut.(1) Dirt on it. We don't eat dirt, do we? Scrape dirt off, don't we? I'm going to bury this. I'm going to bury this peanut. We bury peanuts, don't we? Sometimes when we have good peanuts, we eat 'em, don't we? Now it's buried. I don't know where it is. Is "bury" right? "Very" isn't, is it? The old hen's scared. She goes, "Uh-h, uh-h, uh-h" when she's scared. I'll find something in there. I see something and I'm going to take it out and see what it is. But it's onion.(3) This is onion.(2) I'm going to dig it out. It's hard work. See what it is, it's onion, so I'm going to use it. I'm going to chop it in two.(1) I'll find something else, I'll bet. I will. I'm going to find a little bit of a place for this onion. When Mamma comes out, I'm going to give her this. Bet it's a rock. I throw that rock over where the dirty and nasty things are 'cause it's a rock. Wonder what this is. Oh, I see something. Looky what I found. That's a funny thing, ain't it? This is going to go in here, isn't it? It did. I'm going to see if the paper boy left us a paper. That paper boy didn't leave us any paper so we — —. Papa, you stay out here with me, so we can play. I found a little bit of rotten apple. I'll throw it over. It didn't

go over. Looky what Gaylord is. Gaylord is swinging up high. See. That went in here. Whee. 'Spect it's a windy day. I'm going to put this somewhere. Now it's going round. This is going to be grounded right here. I'm going to find another pan. I hear the cow — moo-oo — — that way at Grandpa's house. Mamma left this dipper out for me.(3) Here, here, I found something. It's a peanut. I'm going to open to see. You open this. It's good, isn't it? So we better not bury it 'cause it's good.(2) I'll stand still in the swing. I'll sit still and watch those kids. Wonder if those kids 're going to climb out Campbell's tree or not. What does lost — —? Is "lost" right? Can you do this? Can you? I like — — I like — — what is "like"? I like peanuts. Looky, Papa, this swing hurts me. There I went. Found another peanut. I got somepin' good. I'm going to tell Mamma I found somepin good. I got some peanuts.(1) Mamma, Mamma — —. Where is she? Where'd she go? I want to — — —. Can't I go with?

5:00 P. M. (Goes into the house with her father.) Has Mamma been writing over here? Doesn't this fit? No, it doesn't, Papa. No, this doesn't.(1) Papa, got another new iron.(1) Aunt Laura, I'm hungry. I want something to eat. Uh, huh. Hello. That isn't many as I brought. I can see away out to 'em. I can't see away out to Helen.(1) I want to. I ain't going to go out doors; I'm going to get a chair. Mamma, I had two peanuts.(1) I don't see poor Aunt Ollie. Uh, huh. Aunt Laura, did you change your mind? Did you go out to your farm? I can turn the water on.(1) I'm going to wash my hands. Mamma, didn't you say you'se going to get me some warm water? In the reservoir there is. Mamma, I want some warm water. Papa, let me move this chair out. I want to watch Mamma. There isn't any warm water. I got some soap. Each of us an orange? All right. I want something to eat. I want one.(1) Mamma, I have one. I have one and you have one. I'll wheel the whole bunch till somebody wants one. I want to peel one. Mamma wants one. When she comes in she'll tell you she does. Nothin'—I ain't going to tell Mamma I'm going to have an orange. Papa's goin' to give me one right now. Are you, Papa? Now I got one—now I got one.(1) Don't break it in two 'cause Papa wants me to eat it like apples.(2) You won't break it in two, will you? Mamma, you want an orange? She said, "No."(1) Now I'll go down there (to cellar) — — I surely will. I will.(4) Now you just watch me.(1) Papa, can I come down there? Aunt Laura said I could come down there, Mamma, is it all right when Papa said I could come down? Mamma, see me down cellar. Now I beat you, Papa. You watch what I can do. You — — in here you left the camphor-oil. That buggy is big for me, Papa. Aunt Laura, I'll show you what is a new style. Turn the cap wrong side out. Don't I want that? Don't you do that again. I want it — — I, I want that cap. Will you do that again? I'll come back. Now see what you went and done. You done that yourself. You pushed me over. Oh, yes, you did. Will you do that again?(2) Papa, you give me that cap. Please, I want my cap. I want — —. There Aunt Laura, you play "hide and seek." You know how to play "hide and seek." Lyle does. That's the way to play "hide and seek." There isn't any — there aren't any. Where are the crackers? Mamma said there weren't any crackers, so we can't have any when they're all gone, can we? I want some meat.(1) It's away down where the horse is. Mamma, I want my dinner right on the stove. Want your pencil? Does it hurt your finger? You said it did. I want some oatmeal. 'Tisn't "grow." It's "grown." Isn't it? You don't know what it is, do you? When the little chickens grow, they'll be big and

then they'll be mine. I'll feed 'em. Yes. Harold had something to-day. I ain't going to tell you.(3) What is it? Do you, Mamma? I ain't goin' to tell you, I am goin' to tell Aunt Laura. Where I was and Lyle. Oh, out doors and Mamma came and got me and says I must come on home. He was goin' to break one o' Lyle's wheels on his auto and Lyle didn't like him. 'Tisn't "before," it's "ber-fore." Isn't it "ber-fore"? It's "berfore." He telled me to call. He told me to tell. I'm taller'n Ralph. If you give me some thing, I'll give you something, Aunt Laura. Oh, some candy. That little table out to your house? If you give me some candy, I'll give you some candy when you have a big table. Did you bring it over to your house? I'm going to eat on it next winter. I used to put my finger under my nose and keep it there when I was bigger than you. 'Tisn't "me." It's "I." Papa, I do use "Goldilocks."(2) I want some oatmeal—I want more oatmeal.(1) Mamma's going to give me some. Don't give me very much more. Let me do this. Do we have a clean piece when we have dinner?(1) When I get this ate up, I want some more. You just wait when I get this ate up. Mamma, I'm—Aunt Laura, I'm twelve years old yet.

6:00 P. M. (Still eating supper.) No, you hurt me. Pretty soon I'll be wanting some more oatmeal. Here are little pieces of oatmeal in my milk. Mamma, I want more oatmeal. I want sugar on it. Put a little bit of sugar on it. Your meat is spilling, Mamma.(1) Next year will be Christmas, won't it Mamma? Want some more oatmeal, please.(1) I ate it. I eat it.(2) That's the way the trainman says it. Aunt Laura. She's reading. Aren't you, Aunt Laura? Trainman.(3) Papa, you got "engine" down?(3) Is this kind o' sauce good for me? Papa said this kind o' sauce is good for me. White peaches aren't good for little girls.(2) We ate the white peaches all up. That's good for each one, isn't it? I'm goin' to give you a lot o' candy. Have you got "engine" down? You showed me the engine one day, didn't you? I heard it go when you showed it to me. Mamma, I want some sauce.(3) Mamma gave me some sauce and it has some milk in it. Papa, there's some milk in it. Papa, there's some milk in the sauce. When I get this all eaten up, there'll be some juice. I want a peach.(1) That was a sauce. Here.(12) All right. I had supper. What then? Right now? I want to.(1) Turn the light on. Will it be light then? It'll rock over where the piano is and so we better put it over here. Oh, Mamma, it's pretty heavy. Great big bed like this is pretty heavy. Oh, that's pretty heavy. And leave the door shut? And turn the light out and leave the door shut? You will? Here's my ankle. Oh, Mamma, have I got another blister? Is it? Is it a blister? Now I want to. I wasn't pulling the cord. Now, now, Mamma, I want to. I won't hurt your paper, Papa, if I stand on it. It hurts. No, I don't want Mamma to paddle. No, 'cause I can get my night-gown on all alone. You're goin' to stay in here, aren't you, Papa? Yes, so I won't be lonesome.(1) 'Cause I like you if you do. Now, don't you help me. Is this night? Now don't put your finger in. Now I'll get it right. I don't want you to button this 'cause I'm goin' to button two buttons. Leave the door open.(6) Are you goin' to stay out there all the time? Then I'll be lonesome. 'Tisn't "them." It's "those." Yes, I'm covered up. I can't see you. All right. When is Mamma goin' to eat her big chickens? She says she's goin' to eat 'em next summer. And then Grandma Brandenburg can have some of 'em. And then when Mildred and Mrs. Gregg come next summer and we have fried chicken, won't that be fun? Um, um, that'll be good—um-m. Won't that be fun? Mamma, I'll be Santa Claus if you talk through the telephone. Hello

— hello. When we was over there we had a little doll buggy and it had a white cover on it. Papa, come in now. It's occasionally now so come in here. (Her father had said he would come in occasionally.) Is "occasionally" right? Is it "occasionally"? An' then will you go back there? That isn't where you sat. Uh, huh. Not in that rocking chair. It isn't. I saw you sit in that one way over there, so you did. I saw you. But is that one too warm? And so you had to sit in that one? One—two—three—four—five—six—seven.(1) What is this one, Papa? This one's four. This one's five. This one's six—and—this— one's seven.(2) 'Ess count these. Seven— seven— seven. Play these were all of 'em seven— and any of these weren't seven. Seven— .(12) This'n's three— and this'n's—five. That motor is running or is it a bicycle? What is a motor? Do you 'spect it's goin' home? Now play each of 'em was one—and all of 'em—and that down there that I couldn't reach. Where's Mamma? Writing? Like you're writing in here? All right. Is she reading? I hear her reading the paper.(2) Bleed— blood. It's "bleed," isn't it? Bleed— blood. Mamma says we mustn't climb trees so I ain't goin' to climb trees. Can you do that kind o' trick? One—two—three—four— five— six. This one's four. I can find a blister. (Her uncle comes in.) Where you been, Uncle Ralph? Over to Sutherland's? What'd you do out there? And the same day you do everything, don't you, Uncle Ralph? Yes. Get up and dress and eat dinner. And then what else did you do? Milk the bossy cow and give him his dinner? My nose is dirty. I need my handkerchief. Now see how dirty it is. (Falls asleep at 7:20 P. M.)

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