

AN ANALYSIS OF THE BINET TEST OF NAMING WORDS

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Several years ago Terman¹ made a study of the Binet test of naming words. He was interested in the number of words given, the speed with which the words were given and the relation between the number of words and mental age.

The purpose of this study was to analyze the responses given by children to the Binet test of naming words first as to the nature of the words and then as to their association sequence.

The Binet test of naming words was given to 200 public school children in Cleveland, Ohio as part of the Stanford Binet Intelligence Examination. The chronological ages of the group ranged from eight years to seventeen years with a median age of twelve years and sixth months. The I.Qs. ranged from 50 to 110 with a median I.Q. of 70. There were 90 children with a mental age between eight and nine years and 110 children with a mental age between nine and ten years.

The actual responses given by the children were taken down in shorthand by the examiner. An alphabetical tabulation was then prepared, making it possible to ascertain how many times each word was repeated by the group.

The words occurring most frequently are given in the order of their frequency in the following table. The table also shows the per cent of the entire group giving each word.

Word	Per cent	Word	Per cent	Word	Per cent
dog	84	man	32	cow	22
chair	80	pen	32	clock	22
house	68	school	31	hair	22
book	60	blocks	30	orange	22
desk	58	horse	29	street	21
cat	56	apple	28	stockings	21
pencil	55	ink	27	floor	20
stove	43	clouds	26	girl	20
tree	42	dress	26	hat	20
paper	40	fire	26	lion	20
shoes	37	flower	25	lamp	20
table	36	boy	24	play	20
window	35	church	24	picture	20
glasses	34	rat	23	wood	20
happy	34	watch	23	wire	20
light	33	box	23		

¹ Terman, Lewis M., Some Data on the Binet Test of Naming Words, *J. of Educ. Psychol.*, 1911, 2, 29-35.

It is significant that with the exception of happy (a word used to illustrate the test) all the words are names of concrete objects within the child's experience. Many of these objects were visible in the school room or could be seen from the window.

All the lists of words were then carefully scrutinized for association sequence. In the majority of cases little or no association was apparent among the words. The lists of words which showed some form of association presented considerable variety as to the type of association sequence. All the illustrations are taken from the actual responses given by the children in the study. The most common form of association was to give a list of things in the same class such as names of animals or things to eat or things to wear. One of these associations groups might be followed by another or they might be intermingled or they might be connected in some way.

List I. An association group of things to wear followed by a group of parts of the body.

dress	eyes
shoes	neck
stockings	face
hat	mouth
hair	nose

List II. An association group of things to wear intermingled with a group of parts of the body.

dresses	body
coats	sweater
hats	stockings
shoes	hair
hands	fingers
face	handkerchief

List III. A large association group of names of things to eat broken by a smaller association group.

bread	milk
soup	hash
potatoes	thread
carrots	sew
spaghetti	needle
horse radish	tomatoes
meat	pepper

List IV. An association group of names of colors and of writing materials connected by a rhyme.

black	ink
purple	cork
red	red
yellow	pen
pink	paper

List V. An association group not of things in the same class, but where there is a logical sequence between each word and the following word.

old	telephone
young	wires
people	lights
house	electricity

SUMMARY

The Binet test of naming words was given to 200 public school children in Cleveland, Ohio. The actual responses of the children were taken down in short hand. Almost all of the words given were the names of concrete objects. Only a few of the lists of words contained an association sequence. The most common type of association was a group of names of things belonging to the same class.