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A Study of Progress in Reading at Grade Five Level

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divided into three arbitrary categories; traffic compensation (T), social compensation (S), and industry or ambition (I). The following correlations were obtained:

$$r_{ST} + .210$$

$$r_{SI} - .221$$

$$r_{TI} + .309$$

There was no significant correlation between grade discrepancies as a measure of compensation and laboratory or written-test measures of compensation. The latter two correlated $+ .12$ which was not as high as intercorrelations between categories of the written test. The tentative conclusion is that compensation is a more or less specific function. Further data are being obtained.

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A STUDY OF PROGRESS IN READING AT GRADE FIVE LEVEL

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Reading tests were given to a ten-year-old fifth grade girl for a period of six weeks. Two types of material were used: (1) material from a text book of the fifth grade level was used in daily tests; (2) tests were given two days each week from material used at the college level.

Instructions as to the proper reading technique were an integral part of the administration of the daily practices and checks on the fifth grade material. The exercises with college grade material were preceded by discussion and clarification of vocabulary.

The subject progressed, in the daily tests, from an initial reading rate of 160 words per minute to a final rate of 620 words per minute. A corresponding effect was noted in school reading and regular class work. The inference is drawn that individualized instruction in reading would tend to solve many of the problems of elementary and grade school level.

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