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Prognostication of College Marks by Rests of Intelligence and of High School Content

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BETTS' PHYSIOLOGICAL APPROACH TO THE ANALYSIS OF READING DISABILITIES AS APPLIED TO THE COLLEGE LEVEL

DONALD E. SWANSON

Betts has recently concluded that visual refractive errors and anomalies of binocular coordination are important causes of poor reading among first-grade entrants. The purpose of the present study was to determine whether such visual deficiencies, as revealed by Betts' tests, differentiate significantly between poor and good readers at the college level. The apparatus used was the Keystone Ophthalmic Telebinocular. Two hundred and sixty-seven students were tested in the Reading Clinic for college freshmen. The following tests of visual sensation, devised by Betts, were used: far-point and near-point fusion, lateral and vertical muscle imbalance, stereopsis level, visual acuity, hypermetropia, myopia and astigmatism. A statistical analysis of the data showed that the above tests did not differentiate appreciably between the poor and good readers. In an unselected group of subjects biserial correlations between Betts' tests and total comprehension scores on the Iowa Silent Reading Test were low, ranging from .12 to -.17, and suggest that responses on Betts' tests are not significantly related to reading ability. In spite of the above findings Betts' battery should be useful as a diagnostic instrument for shedding light on occasional individual cases where a student is handicapped in reading by a visual defect.

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PROGNOSTICATION OF COLLEGE MARKS BY TESTS OF INTELLIGENCE AND OF HIGH SCHOOL CONTENT

WILLIS J. BELL

A study reported by Bell at the Fairfield meeting (1929) covered several years of relationship between intelligence, grades, and class survival at Iowa Wesleyan College. A second study, reported by Miss Margaret Bell at the Davenport meeting (1931) covered

intelligence and grades of men versus women students. This present and somewhat related study covers the past three years, during which time, only, this college has followed a uniform grading system; also during which time all freshmen have taken an intelligence test and also a test of high school performance. The American Council's Psychological Examination and the University of Iowa's High School Content Examination were the tests used in each instance.

There is little evidence that the one test is a better prognosticator than the other; though if Spearman's theory of an "S" factor in intelligence is valid, one might well feel that the High School Content would be more likely to take that factor into account.

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A STUDY OF THE PROCESS OF WORD DISCRIMINATION IN INDIVIDUALS BEGINNING TO READ

MARY BUFFUM HILL

Various recognized types of confusions in word recognition were studied in an experimental setting in which the attempt was made to isolate each as purely as possible. A critique of earlier studies in this field upon which the present study is based is involved in the experimental set-up.

Tests were administered to eighty-seven children before they had had any formal reading training and to seventy-seven of those same children after from ten to fourteen weeks of that training.

Results show that, on the whole, error patterns are found to be general throughout the group rather than different for individual children. Although there is a reduction in the total incidence of error on the retests, the pattern of errors remains essentially constant and is still general to the group. The potency of various specific kinds and degrees of similarities between words are analyzed including some aspects of orientation difficulties.

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