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A Study of the Process of Word Discrimination in Individuals Beginning to Read

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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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