# A THREE YEAR STUDY OF THE COLIEGE REMEDIAI READING 

 PROGRAM AT INDIANA STATE TEACHEFS COLIEGE\author{

- A Thesis <br> Presented to <br> the Faculty of the Department of Education Indiana State Teachers College
}


## In partial fulfillment

$$
\begin{gathered}
\text { of the Requirements for the Degree } \\
\text { Master of Arts }
\end{gathered}
$$

by
Helen Patton
January 1948

The thesis of
Contribution of the Graduate School, Indiana State Teachers College, Number 580, under the title $\qquad$
A THREE YEAR STUDY OF THE COTTAGE
REMEDIAL READING PROGRAM AT INDIANA
STATE TEACHERS COLLEGE
is hereby approved as counting toward the completion of the Master's degree in the amount of 8 hours: credit.

Committee on thesis:


Chairman
Representative of polish Department:

Date of Acceptance


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## CHAPTER I

## INTRODUCTION

Until recent years, students and teachers believed that just because a student had reached the college level he had acquired the necessary reading skilis; however, investigations of the causes of failures of college students of high mental ability have shown this assumption to be false. In a survey made at a southern university; Guiler showed that there were great differences in the reading ahilities of college students. Fifty-five per cent of a group of four hundred thirtyseven college freshmen ${ }^{\text {were }}$ belw the standard for high school seniors when measured by the Shank Reading Test...and one-fifth were unable to read as well as the average pupil in the last year of the junior high school." 1

Further evidence of the differences in the reading abilities of college students was secured by Pressey. Almost a thousand college freshmen were tested in order to find out how well they could read and interpret the different kinds of materials usually assigned in their courses. A study of the

1 Guiler, W.S., "Background Deficiencies," Journal of Higher Education, III (October, I932) p. 369.
three hundred fifty students who ranked lowest in the test, showed that not more than 10 per cent of them were able to read paragraphs taken from seventh- and eighth-grade material well enough "to locate the main idea." 2

Since success in college is so largely dependent upon reading ability, it is easy to see how greatly handicapped these students were. Retarded readers usually cannot get the work expected of college students, but if they do succeed in making good grades, or even passing grades, it is at the expense of time that could be spent profitably in other activities. Reading is a slow and laborious task for such students. Differences in the rate at which students read was shown by Booker, who found one student read fewer than two words per second whereas other students read more than seven words per second. This would mean the rapid reader could read 18,000 more words per hour than the slower student, or approximately fortyfive pages more per hour. An examination of the comprehension scores of these students showed that, as a rule, the better readers were the most rapid readers. 3

2 Pressey, Luella Cole, "College students and Reading," Journal of Higher Education, II (January, 1931) pp. 30-34.

3 Booker, Ivan A., "The Measuxement and Improvement of Silent Reading Among College Freshmen, " (Unpublished Doctor's dissertation, The University of Chicago, Chicago, 1934).

Most of the reading done by college students is for, the purpose of obtaining informetion abo ut problems or for finding answers to questions. Certain techniques are useful in achieving these purposes, and. unless students learn to apply these techniques, they will spend hours in study with little to show for their efforts. These techniques are: finding the central thought, recognizing key words and sentences, outlining, following directions, sumarizing, reviewing systematically, skimming, and reproducing in one's own language.

Many students have been labeled "bookworms" simply because they have never learned how to read. They have given up extra-curricular activities because they could not participate in them and at the same time maintain their scholastic standing. Some of these students have become serious personality problems because they have been forced to withdraw from so many of the social activities that normally are a part of every college student's life. In spite of the fact that they have spent most of their time in study, many of these students have had to leave school because of low scholarship. It is the duty of educational systems to help students of poor reading ability to improve their reading, and thus contribute to their self-confidence and feeling, of success.
(New York: Longmans, Green and How to Increase Reading Ability, $\frac{\text { Haris, }}{\text { Company }}$ Inc.g 1940) pp. $230-296$.

## CHAPTER II

## HISTORY.OF THE PROBLEM

Investigations into the problem of what colleges have done to help the student in need of reading instruction have shown that the opportunities for college students to improve their reading are meager. One investigator found that less than one-third of the schools included in his study provided diagnostic and remedial services. Of the fifty-nine state universities covered in his survey, twenty-one offered remedial instruction. Ten of the thirty-nine private or denominational colleges and seven of the twenty-nine state teachers colleges had reading programs. Three of the four normal schools and junior colleges offered remedial instruction. 1

Fur ther evidence of the lack of remedial reading classes was found by Charters in a nationwide quick survey of colleges made for the purpose of determining the number of in.stitutions having remedial reading programs. Of the Irg colleges that answered the questionnaire, 106 indicated that

[^0]they operated prograus in remedial reading, but the activity was new for most institutions. Only twenty-four colleges seemed to have built seasoned programs. 2

Although the number of colleges having remedial reading courses has been shown to be small in comparison with the number of colleges needing such programs, studies of the programs in schools where they do exist have shown such courses to be of great value to the students participating in them.

Wise reported that 130 students at the University of Florida in 1935-36 engaged in a special speed project with a resultant gain in speed in reading of 32.5 per cent. In 1936-37, 437 freshmen carried out the project with an average increase of 25.4 per cent in their rate of reading. The following year, 478 freshmen engaged in the same project with an average increase of 30 per cent. During each year some individuals increased their rate more than one hundred per cent. Improvement in the comprehension of these students was also noted. In 1935-36, the group showed such improvement in comprehension that 80 per cent of the students in May read with greater comprehension than did the class in September.

[^1]In 1936-37 these figures became 75 per cent and 71 per cent respectively. The progress made in 1937-38 was not as prom nounced as in the two previous years, but this was largely due to the fact, as revealed by psychological and achievement tests, that the freshmen of the last year were less able and more poorly prepared than those of the two previous years. The figures for 1937-38 were 68 per cent and 56 per cent respectively.

A freshmen speed reading experiment as reported by Elden $A$. Bond revealed that college students have wide differences in abilities to read and that reading comprehension abilities appear to vary quite as much as reading speeds. After thirteen or fourteen hours of training many of the students in this experiment were able to double their speed of reading without lowering their ability to comprehend the materials they were reading. Most students read at an average rate of from sixty to ninety words a minute faster at the end of the training period than they did at the beginning. 4
3. J. Hooper Wise, "A College Reading Program in Practice," Peabody Journal of Education, 16:227-34, November, 1938.

4 Elden A. Bond, "The Yale-Harvard Freshmen speed Reading Experiment," School and Society. $54: 107-11$, August 16, 1941.

Reports of services rendered by a reading laborator,y at Carnegie Institute of Technology during the school years 1939-40 and 1940-41 showed decisive improvement in the grades of students who received remedial instruction over those students who needed remedial instruction but did not receive it. 5 Frances Triggs in a report of the work done by the reading clinic at the University of Minnesota found scholastic gains well worth the effort expended. 6

The investigations reported in the preceding paragraphs establish the fact that remedial reading offered at several different collegiate institutions have proven to be beneficial to the students taking part in them; however, before the reading program of Indiana State Teachers College can be evaluated, a study must be made of the programs frorn the time it was begun up to the time of this study. This program was established as one of the services of the Special Education Clinics at Indiana State for the student of poor reading ability so that he could obtain the fullest value from his college courses and at the same time be able to participate in extra-curricular activities.

[^2]Students for the remedial reading course were selected after a careful comparison of the results attained on the American Council Psychological Examination had been made with the results attained on the Iowa Silent Reading Test, Advanced Form. All entering students were required to take these examinations. The students were placedin one of three groups according to the seriousness of their need for remedial instruction. The first group was composed of students whose reading percentile ranks were more then fifteen points lower than their psychological percentile ranks; the second, of students whose reading was below that of eighth grade graduates; and the third, of students whose reading was below that of third year high school. These groups were overlapping, and a student listed in Group One might also be listed in Group Two or Three.

The first experimental reading class was orgenized in December, 1944, as a non-credit course, meeting the same number of hours as did credit classes. All students recommended for the course were required to take the course, if they werenot registered in another class at the hour the reading class was offered. Students were dismissed from the course when their reading achievement had reached a satisfactory Ievel.

The first week of the course was a diagnostic one. A check of visual acuity and ocular fusion was made for all
students enrolled in the course. In order to eliminate students who had been enrolled in the course due to inaccurate testing, a second reading test (a second form of the Iowa) and a second group psychological test were administered. Group instruction in the nature of the reading process and the techniques used by efficient readers were explained to the students during the weeks that followed. Individual assignments of exercises, involving the reading skills in which the student had been shown to be dericient, were made so that each student would have a chance to work on the skills that he needed to improve. A free reading, or interest-reading program was set up, but no free reading requirement was made. Students were encouragedto select books from the library housed in the Clinics and many of them did take adm vantage of this chance to borrow books because no time limit was placed on the return of the books.

Retests were made each month and personal conferences with individual students were held as needed. Students were dismissed as soon as they had brought their reading up to a satisfactory level. Individual case reports were filed with the Dean of Instruction with a general recommendation that all students enrolled in the course return to the clinics ennually for retests and re-enroll, if their gains in reading achievernent were not being maintained by a year following dismissal.

Improvement in reading scores, gains in scholarship indices in terms following remedial instruction and reduction in the number of withdrawals were the criteria used for the evaluation of reading classes. Changes in scholarship indices made by a student enrolled in the course were compared with changes made by students recommended for instruction but never enrolled. The students used in the comporisons were paired according to psychological scores and reading scores.

An analysis of all the remedial courses offered during the academic year 1944-45 showed the average change in scholarship index for the students who had received remedial instruction to be a gain of 12.5 points; the average change for those who had been recormended but not enrolled, was a loss of 3.5 points. ${ }^{7}$

7 Bernardine G. Schmidt, "The Function of the Reading Clinic in Teacher Education," Teachers College Journal, 17:107-10, May, 1946.

## CHAPTER III

## METHODS OF CULIECTION AND TREATMHNTE OF DATA

In order to evaluate the reading program of Indiana State Teachers College an examination. was made of the scholarship indices, the scholarship points, and the number of withdrawals made by two groups of students from September, 1944, till March, 194\%. The names of the students in both groups. were secured from reports filed with the Dean of Instruction at Indiana State. These reports listed students who had enrolled in the reading course as well as those students who were recommended for remedial instruction. All students actually enrolled in the course were placed in the first group (hereafter referred to as Group I), and all students recomended for instruction but not enrolled in the course, were placed in the second group (hereafter referred to as Group II). Although almost five hundred students were recommended for remedial instruction, only one hundred and twenty-four were ever enrolled in the course. An effort was made to match, person for person, all students who took the course with those who did not. Date . of entrance in college, freshmen psychological percentiles, and freshmen reading percentiles were used as the bases for the metching. The maximum variation in psychological or in reading percentiles permitted for equating bases was five points.

With these criteria in mind, a selection of seventy pairs of students was made for this study.

It was assumed that if reading ability had any relationship to academic success, the improvement of scholarship indices and scholarship points would be greater, and the number of withdrawals would be fewer for the group of students who took the course. The scholarchip index, as used at this college, is a systen of scholarship points "established on the basis of four quarter hours, using four points for each ' $A$ ' grade, three points for each ' $B$ ' grade, two points for each 'C' grade, one point for each ' $D$ ' grade, and no points for each 'F'. The ratio of the students' scholarship points to his prepared credit hours attempted will be his scholarship index. Thus, a scholarship index of 100 ( 16 points/16 hours attempted) would be a record of four ' $A$ 's', while a scholarship index of 25 ( 4 points/ 16 hours attempted) would represent the lowest passing grade--4 ' $D^{\prime} s^{\prime} .^{\prime 1}$

The permanent record files in the office of the Registrar furnished the scholarship indices and grades made by students for each semester that they were enrolied in school. Scholarship points were secured by assigning a numerical value to each grade that was earned. Withdrawals

[^3]and numbers of quarter-hours of work attempted were also secured from these files.

After these data had been obtained, comparisons were made of the groups in respect to:

1. total numbers of quarter-hours of work attempted
2. total numbers of withdrawals
3. number of withdrawals due to failure
4. total number of scholarship points
5. average scholership indices during the three year period
6. averoge letter grades earned during the three year period

Clinic records were examined in order to find how great an improvement was made in reading by the students enrolled in the course. Median reading scores made by students at the time of enrollment in the course were compared with median reading scores made at the time of dismissal from the course. The average length of time spent in the course was also secured from the clinic records.

## CHAPTER IV

## PRESENTATION AND INTERPRETATION OF DATA

After the basic data of scholarship indices, grades, scholarship points, numbers of hours attempted, and numbers of withdrawals had been recorded for each of the one hundred forty students, group comparisons of each of these were made. Although the students of each pair entered school at the same time, few of them remained in school for the same number of terms. Some of those who did stay in school carried less than sixteen quarter hours of work per term, while others carried more than sixteen; therefore, it seened best to make group comparisons rather than person to person comparisons. This great difference in number of hours attempted was seen when totals for each group were computed. It was found that Group I had attempted 2,572 more hours than had Group II. The actual figures were 6,532 hours attempted by Group I as compared with 3,960 hours for Group II.

The reason for the great difference in the number of hours attempted by the groups can be explained by the number of withdrawals within the groups. In order to see just. how many students did withdraws an exact count was made of those students who withdrew during or after their first year,
second year, or third year of college work. The number of withdrawals and the corresponding changes in the size of the groups can be seen by an exmanation of the table that follows. The change in the size of the groups was found by subtracting the number of withdrawals from the original number in each group. Percentages of withdrawals for each group during the three years covered in this study were also computed and are shown in Table I.

## TABLE I

NUMBER OF WITHDRAWALS, PERCENTAGE OF WITHDRAWAIS, AND CHANGES IN THE SIZE OF THE READING GEOUP AS COMPARED WITH THE NONREADITG GROUP FOR THE ACADEMIC YEARS 1944-47


Table II shows that seventy-four per cent of the students of Group II withdrew during the three year period studied, but only thirty-one per cent of Group I withdrew. It was impossible to determine the exact cause for these withdrawals; however, an examination ofthe scholarship indices at the time that the withdrawals were made, revealed that twenty-five of the students of Group II were failing at the time they left school as compared with nine failures in Group I. A definite statement as to the cause of the large number of withdrawals and failures made by Group II could not be made on the basis of this information, but special note was made of the fact that the students in that group had comparable abilities with those in Group I. The only known difference in the two groups was that the students in Group I received remedial reading instruction, but the students in Group II did not.

Since the students in the reading group stayed in school longer than did the students in the non-instructional group, they earned more scholarship points. Group I earned 3,769 points as compared with the 2,236 earned by Group II. A clearer picture was secured from an examination of the scholarship indices made by the two groups for each year of the remedial program. These averages are shown in Teble II.

## TABIE II

AVERAGE SCHOLARSHIF INDICES OF INSTRUCTIONAI AND ITON-INSTRUCTIONAI READING GROUES FOR EACH YEAR OF THE REMEDIAL EROGRAM

| Year | Average Scholarship Index |  |
| :---: | :---: | :---: | :---: |
| $1944-45$ | Group I | Group II |
| $1945-46$ | 49.1 | 43.0 |
| $1946-47$ | 52.0 | 51.1 |

An examination of the final average scholarship indices, as shown in Jable III, revealed the interesting fact that although Group. II•had become a more select group, because of the large number of withdrawals of students making failing grades, the average scholarship index for that group was lower than that of Group I.

An examination was made of the actual improvement made by students enrolled in the course. Median reading scores made by students at the time of enrollment in the course were compared with median reading scores made at the tine of dismissal from the course. The average amount of improvement for the group taking the course was 39.1 points. The average length of time spent in the course was shown to be twenty-three clock hours.

## GENERAL INTHERRETATION AND COICLUSIONS

An exact way of measuring the values derived from any course of study hes never been devised, but the comparjson made of students at Indiana State Teachers College enrolled in the remedial reading course with those of similar abilities but not enrolled revealed the following interesting facts:

1. More than twice as many withdrawals were made by students in the non-instructional group as were made by students in the instructional group.
2. Twenty-five of the withdrawals of the non-instructional group were attributed to failure as compared with nine withdrawals due to failure in the jnstructional group.
3. The instructional group attempted 2,572 more hours of work than did the non-instructional group.
4. Students in the instructional group earned 1,533 more scholarship points than did students in the non-instructional group.
5. The average scholarship index for the instructional group was higher than that of the non-instructional group. This was true for all three years covered in this study.

Since the instructional group, as shown by this study, attempted more hours of work, stayed in school longer, earned more scholarship points, and had higher average scholurship indices during the entire study than did the non-instructional group, it seemed fair to conclude that the remedial reading program of Indiana State Teachers College had been of value to the students enrolled in it. The author of this study realized that it was a limited one because only one hundred and forty students were used in it, but on the basis of the findings of this study, as well as studies reported elsewhere, it would seem that a remedial reading program does have a place in a college curriculum.

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APPENDIX

NEDIAN READDIG PERCENTILES OT SCHOOLS CONTETBUTING' TO THE GRESHMAN ENROIIMENT OE INDIANA STATE TEACHERS COLIEGE ARRATJGED IN DESCETIDING RANK.
(All schools are listed by school name. Where the school's name differs from the city or town, the locale is noted in parenthesis)

| Rank | School | I | Median Reading Percentile |
| :---: | :---: | :---: | :---: |
| 3.5 | East (Sioux City, Iowa) | 1 | 99 |
| 3.5 | Ford City | 1 | 99 |
| 3.5 | Huron | 1 | 99 |
| 3.5 | Ireland | 1 | 99 |
| 3.5 | New Trier (Winnetka", Illo) | 1 | 99 |
| 3.5 | Southeastern (Detroit, Mich.) | 1 | 99 |
| 8.0 | Indianola (Iowa) | 1 | 96 |
| 8.0 | Dubuque (Iowa) | 1 | 96 |
| 8.0 | Woodsfield (Ohio) | 1 | 96 |
| 10.0 | Community (Blue Island, Ill.) | 1 | 93 |
| 11.0 | Fayette Township . | 1 | 92 |
| 12.0 | Marco | 1 | 90 |
| 14.5 | Bridgetown | 1 | 88 |
| 14.5 | Elder (Cincimati, Ohio) | 1 | 88 |
| 14.5 | Loyrola (Chicago, Illinois) | 1 | 88 |
| 14.5 | Robinson Township | 1 | 88 |
| 18.5 | Auburn | 1 | 86 |
| 18.5 | Central | 1 | 86 |
| 18.5 | Champaign (Illinois) | 1. | 86 |
| 18.5 | Windfall | 1 | 86 |
| 24.5 | Boone Grove | 1 | 82 |
| 24.5 | George Washington | 1 | 82 |
| 24.5 | Grass Creek | 1 | 82 |
| 24.5 | Lewistown | 1 | 82 |
| 24.5 | St. John (Ioogotie) | 1 | 82 |
| 24.5 | Rising Sun | 1 | 82 |
| 24.5 | Union (Grand Rafids, Mich.) | 1 | 82 |
| 24.5 | Central Catholic (South Bend) | 1 | 82 |
| 29.5 | Grand Rapids, Michigan | 2 | 79 |
| 29.5 | Washington (Hast Chicago) | 2 | 79 |
| 31.0 | F. J. Reitz | ${ }^{6}$ | 78 |
| 33.5 | Catholic Central (Grand Rapids) | 1 | 76 |
| 33.5 | Pimento | 1 | 76 |
| 33.5 | St. Michael Central (Chicago) | 1 | 76 |
| 36.5 | Chilton | 1 | 73 |
| 36.5 | Patoka | 1 | 73 |
| 36.5 | Wabash Township | 1 | 73 |
| 38.0 | Central Catholic (Terre Haute) | 3 | 71 |
| 41.5 | Central (Svansville) | 1 | 70 |


| Rank | School | N | Median Reading Percentile |
| :---: | :---: | :---: | :---: |
| 41.5 | Perry Township | 1 | 70 |
| 41.5 | Potomac (Illimois) | 1 | 70 |
| 41.5 | Stewartsville | 1 | 70 |
| 41.5 | Tampico | 2 | 70 |
| 44.5 | Hammond | 2 | 67 |
| 44.5 | Slocum (Trenton, Michigan) | 1 | 67 |
| 46.0 | Princeton | 2 | 66 |
| 48.5 | Community (Pinckneyville, Illinois) | 1 | 64 |
| 48.5 | Huntingburg | 1 | 64 |
| 48.5 | Robinson Township | 2 | 64 |
| 48.5 | York Community (Elmhurst, Illinois) | 1 | 64 |
| 52.5 | Owensville | 1 | 62 |
| 52.5 | Paoli | 1 | 62 |
| 52.5 | Soldan (St. Louis, Missouri) | 1 | 62 |
| 55.5 | Concannon (West Terre Haute) | 7 | 61 |
| 55.5 | Evansville | 12 | 61 |
| 55.5 | Forest Township | 2 | 61 |
| 57.5 | Reitz Memorial (Evansville) | 2 | 60 |
| 57.5 | West Terre Haute | 3 | 60 |
| 59.0 | Pine Village | 1 | 59 |
| 61.5 | Horace Mann (Gary) | 2 | 58 |
| 61.5 | Montezuma | 2 | 58 |
| 61.5 | Newcastle | 2 | 58 |
| 71.5 | Austin (Chicago, ILIinois) | 1 | 57 |
| 71.5 | Cathedral | 2 | 57 |
| 71.5 | Crawfordsville | 7 | 57 |
| 71.5 | Danville | 3 | 57 |
| 71.5 | Decker Chapel (Decker) | 1 | 57 |
| 71.5 | Dduson | 1 | 57 |
| 71.5 | Elmiurst, Illinois | 3 | $5^{77}$ |
| 71.5 | Felt (Oklahoma) | 1 | 57 |
| 71.5 | Freelandville | 1 | 57 |
| 71.5 | Hayden (Hammond) | 1 | 57 |
| 71.5 | Leavenworth (Waterbury, Conn.) | 1 | 57 |
| 71.5 | Monroe City | 1 | 57 |
| 71.5 | Penn Township (Bloomingdele, Ind.) | 1 | 57 |
| 71.5 | Pontiac (Michigan) | 1 | 57 |
| 71.5 | Roosevelt, (Ypsilanti, Michigan) | 1 | 57 |
| 71.5 | South Bend | 4 | 57 |
| 71.5 | Tolleston, (Gary) | 2 | 57 |
| 71.5 | Worthington (Jefferson) | 2 | 57 |
| 81.5 | Chicago | 6 | 56 |
| 81.5 | Dale | 4 | - 56 |
| 84.5 | Anderson | 3 | 55 |
| 84.5 | Fort Wayne | 4 | 55 |
| 84.5 | Peru Township | 2 | 55 |
| 88.5 | Bowling Green | 1 | 54 |
| 88.5 | Haubstadt | 2 | 54 |
| 88.5 | Hazleton | 1 | 54 |


| Rank | School | IN | Median R Percen |
| :---: | :---: | :---: | :---: |
| 88.5 | Immaculate Conception | 2 | 54 |
| 88.5 | New Albany | 11 | 54 |
| 88.5 | Otter Creek | 8 | 54 |
| 92.5 | George Washington (Indianapolis) | 2 | 53 |
| 92.5 | South Side (Fort Wayne) | 2 | 53 |
| 94.0 | St. George (Evanston, Illinois) | 1 | 52 |
| 96.5 | Brazil | 31 | 51 |
| 96.5 | Columbus | 2 | 51 |
| 96.5 | Elston (Michigan City) | 3 | 51 |
| 102.5 | Argus | 1 | 50 |
| 102.5 | Carl Schurz (Chicago) | 1 | 50 |
| 102.5 | Central (Dougiac, Michigan) | 1 | 50 |
| 102.5 | Coalmont (Jasonville) | 1 | 50 |
| 102.5 | Escanola (Michigan) | 1 | 50 |
| 102.5 | Hirsch (Chicago) | 1 | 50 |
| 102.5 | Iyons | 1 | 50 |
| 102.5 | Staunton | 1 | 50 |
| 102.5 | Tell City | 1 | 50 |
| 106.5 | Aurora | 2 | 49 |
| 110.5 | Central Catholic (Fort Wayne) | 1 | 48 |
| 110.5 | Bloomington | 1 | 48 |
| 110.5 | Elmhurst (Fort Wayne) | 1 | 48 |
| 110.5 | French Lick | 1 | 48 |
| 110.5 | Hammond | 3 | 48 |
| 110.5 | Sullivan | 14 | 48 |
| 110.5 | Prairie Creek | 1 | 48 |
| 114.5 | Clinton | 17 | 47 |
| 114.5 | Middleton | 2 | 47. |
| 119.5 | Carlisle | 4 | 46 |
| 119.5 | Chandler | 1 | 46 |
| 119.5 | Garfield (Terre Haute) | 112 | 46 |
| 119.5 | Gosport | 3 | 46 |
| 119.5 | Marshall | 5 | 46 |
| 119.5 | Mitchell | 2 | 46 |
| 119.5 | Scott Center (Angola) | 2 | 46 |
| 126.5 | Elwood | 1 | 45 |
| 126.5 | Frichton | 1 | 45 |
| 126.5 | Mattoon (Illinois) | 1 | 45 |
| 126.5 | Menorial (Evansville) | 1 | 45 |
| 126.5 | Mt. Vernon | 4 | 45 |
| 126.5 | Wiley (Terre Haute) | 140 | 45 |
| 126.5 | Winslow | 1 | 45 |
| 130.0 | Merom | 2 | 44 |
| 131.5 | Goshen | 2 | 43 |
| 131.5 | Martinsville | 6 | 43 |
| 132.5 | Beafora | 3 | 42 |
| 132.5 | Lawrensville Township (Ill.) | 1 | 42 |
| 132.5 | Roosevelt (Monticello) | 1 | 42 |
| 138.5 | Decatur | 2 | 39 |
| 138.5 | Greencastle | 3 | 39 |
| 138.5 | Medland | 5 | 39 |



| Rank | School | N | Median Reading Percentide |
| :---: | :---: | :---: | :---: |
| 184.5 | Waveland | 2 | 23 |
| 187.0 | Eillsdale | 2 | 22 |
| 189.5 | Brownstown | 2 | 21 |
| 189.5 | Mishawaka | 5 | 21 |
| 189.5 | Petersburg | 4 | 21 |
| 194.5 | Fairmount | 1 | 20 |
| 194.5 | Glenn | 13 | 20 |
| 194.5 | Paris | 6 | 20 |
| 194.5 | Shelburn | 4 | 20 |
| 194.5 | Trafalgar | 1 | 20 |
| 194.5 | Union | 1 | 20 |
| 194.5 | West Township (Plymouth) | 1 | 20 |
| 199.5 | Freeport | 1 | 19 |
| 199.5 | Odon Township | 1 | 19 |
| 199.5 | Washington (Indiana Harbor) | 1 | 19 |
| 204.5 | Alton (Illinois) | 1 | 17 |
| 204.5 | Blackhawk | 2 | 17 |
| 204.5 | Bloomfield | 1 | 17 |
| 204.5 | Elberfield | 1 | 17 |
| 204.5 | Ininton-Stockton | 4 | 17 |
| 204.5 | Manual Laboratory (Miller, Va, | 1 | 17 |
| 204.5 | Rockport | 1 | 17 |
| 210.5 | Barton Township | 1 | 16 |
| 210.5 | Crispus Attuck (Indianapolis) | 7 | 16 |
| 210.5 | Farmersburg | 4 | 16 |
| 210.5 | Rosedale | 2 | 16 |
| 210.5 | Whiting | 1 | 16 |
| 211.0 | Jasonville | 4 | 14 |
| 212.0 | Iew Wallace (Gary) | 2 | 13 |
| 218.5 | Dwight Township | 1 | 12 |
| 218.5 | George Rogers Clark (Hammond) | 1 | 12 |
| 218.5 | Jefferson ( | 1 | 12 |
| 218.5 | Iigonier | 1 | 12 |
| 218.5 | Morton Memorial | 1 | 12 |
| 218.5 | Stockwell | 1 | 12 |
| 218.5 | Sheridan | 2 | 12 |
| 222.5 | Colfax | 2 | 10 |
| 222.5 | Ivalmont (Lewis) | 1 | 10 |
| 224.5 | Honey Creek | 6 | 9 |
| 224.5 | New Winchester | 1 | 9 |
| 226.5 226.5 | Roosevelt (Dayton, Ohio) | 1 | 8 |
| 226.5 | Covington | 6 | 8 |
| 229.5 | Ashboro | 1 | 7 |
| 229.5 | Casey | 1 | 7 |
| 229.5 | Normandy (st. Louis, Missouri) | 1 | 7 |
| 232.5 232.5 | Jasper <br> Isaac tiston (vichigan iity) | 2 | 6 |
| $\begin{array}{r} 232.5 \\ 232.5 \end{array}$ | Isaac Elston (Michigan City) | 1 | 6 |
| 235.5 | Kingman | 2 | 6 |
| 235.5 | Morton (Morton Gap, Ky.) | 1 | 5 |


| Rank | School | IN | Median Reading Percentile |
| :---: | :---: | :---: | :---: |
| 235.5 | St. Joseph (Terre Haute) | 1 | 5 |
| 239.5 | Eminence | 1 | 4 |
| 239.5 | Fort Branch | 1 | 4 |
| 239.5 | Monterey | 1 | 4 |
| 239.5 | Rockville | 1 | 4 |
| 239.5 | Roosevelt (Gary) | 1 | 4 |
| 239.5 | Mt. Olympus | 1 | 3 |
| 243.5 | Central (Goldsboro, N. C.) | 1 | 2 |
| 243.5 | Lincoln Institute | 1 | 2 |


[^0]:    1 Paul Witty, "Practices in corrective Reading in Colleges and Universities," School and Society, 52:564-8, November 30 , 1940 .

[^1]:    2 W. W. Charters, "Remedial Reading in College," Journa1, of Higher Education, 12:117-21, March, 1941.

[^2]:    5 R. G. Simpson, "The Reading Laboratory as a Service Unit in College, " School and Society, 55:621-3, May 30, 1942.

    6 Frances 0. Triggs, "Two Years of Remedial Reading," Journal of Higher Education, 12:371-7, October, 1941.

[^3]:    7 Indiana State Teachers College Bulletin, Curriculums For 1946-47 Catalog Issue, Vol. 39, No. 2, p. 159.

