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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 coördination 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