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## Sectioning Freshman English on the Basis of Reading Test Scores

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SECTIONING FRESHMAN ENGLISH ON  
THE BASIS OF READING TEST SCORES

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HATHAWAY

1944

SECTIONING FRESHMAN ENGLISH ON THE BASIS OF READING

TEST SCORES

By

Sarah Lee Hathaway

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PRAIRIE VIEW STATE COLLEGE

A Thesis in English Submitted  
in Partial Fulfillment of the Requirements  
for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View State Normal and Industrial College  
Prairie View, Texas.

August, 1944

DEDICATION

To my father, the late E. H. Hathaway,  
mother, Mrs. T. C. Hathaway, and Cornelius A. Harris Jr.  
this thesis is dedicated

#### ACKNOWLEDGMENT

The writer wishes to express special appreciation to Dr. Earl L. Sasser, Head of English Department, for his careful guidance and scholarly criticisms in the process of directing this thesis.

The writer also wishes to express appreciation to her Advisory Committee and Mrs. M. Sheen for supervision and comments on this thesis.

S. L. H.

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## INTRODUCTION

Investigations show that throughout the nation many colleges are making some definite effort to meet the need for improvement and growth in reading ability.

During the summer 1944 eight representatives from Negro Colleges<sup>1</sup> attended the Sixth Annual Conference on Reading at the University of Chicago and remained at the University for a period of further study of reading problems. Partly as a result of this study the members of this group decided to make some attempt at introducing a reading program in the colleges which they represented. As a first step in this direction at Prairie View College, attempt was made to explore the reading situation in effort to determine the status of reading among entering Freshman. The American Council on Education Psychological Examination for College Students and the Iowa Silent Reading test were administered to all entering Freshman students. This study is a report on certain aspects of that attempt. The study was frankly intended to be exploratory and aimed to provide a basis for a more systematic program which would be introduced later.

In general this study reports the results of the test-

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<sup>1</sup>Representatives from Atlanta University, Prairie View College, Tennessee State, Virginia State, Alabama State, Kentucky State, Florida A.&M. and Hampton Institute.

duced later.

In general this study reports the results of the testing carried on and the attempt at sectioning. It deals with what might be called the irregular group since it includes cases who did not continue in the college during the second semester or who perhaps entered the second semester. In other words it includes cases which did not remain in college the entire year. Analysis of the semester grades actually awarded and report on some items from an informal interest inventory are also included.

Another report<sup>1</sup> on the larger exploratory study of the status of reading at Prairie View College deals primarily with a selected group of those students who were enrolled in school throughout the year.

The entire group consisted of over 400 representatives from over 125 different high schools throughout the state of Texas and several representatives from out of state schools.

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<sup>1</sup>Vittoria Colonna Blanks, The Status of Reading Ability Among Prairie View Freshman; An Exploratory Study.

### PURPOSE OF THE STUDY

- I. The purpose of this study is to give a report of the status of reading ability of the '43-'44 Freshmen at Prairie View College.
  - A. To determine how the group stands in relation to the standardization population.
- II. To show how Freshmen English students were sectioned on the basis of the results of the Iowa Silent Reading Test.
- III. To measure the degree of progress made by the students.
- IV. To give an analysis of the grades awarded in Freshman English and a comparison of these grades with the Psychological and Reading Test scores.

This chapter will report the status of the reading ability of the September 1943 entering students at Prairie View State College as that ability was measured by the Iowa Silent Reading and the A. C. E. Psychological tests. Along with the analysis will be a comparison of the entering students scores with the standard Freshman norm.

Table I  
Distribution of Median Scores of ISR Test (Advanced) Am.,  
and ACE Psychological Examination for College Fresh-  
men, for Prairie View College Freshman, Septem-  
ber, 1943

Score	Reading	Psychological
110 - 119	0	1
100 - 109	2	3
90 - 99	7	7
80 - 89	37	10
70 - 79	100	27
60 - 69	175	30
50 - 59	124	47
40 - 49	21	83
30 - 39	2	100
20 - 29	2	116
10 - 19	0	32
0 - 9	1	6
	471	462

Table I shows a distribution of 471 cases for the reading test and 462 cases for the Psychological test. The 471 cases for the Reading Test set a median score of 64.8 and a mean score of 65.4. The median score of 64.8 falls in the standard Freshman 5th percentile which means that these cases were 45 points below the standard Freshman median.

The cases for the Psychological Test set a median score of 37.7 and a mean of 41, or the 2nd percentile for standard norm.

A correlation between the Reading and Psychological Tests registered .6.

The highest score for the Reading Test (108) is equivalent to the 90th Freshman percentile.

Table Ia

READING		
Percentile	Local Norm	Standard Freshman Percentile
90th	80	28
85th	77.5	22
75th	72.5	13
50th	64.8	5
25th	57.39	0

Table Ia

READING		
Percentile	Local Norm	Standard Freshman Percentile
90th	80	28
85th	77.5	22
75th	72.5	13
50th	64.8	5
25th	57.39	0

Table Ia shows that 25th, 50th, 75th, 85th, and 90th percentiles for the Reading Tests. The score of 80 (90th percentile) for local norm falls in the 28th standard freshman percentile, 22 points below the standard Freshman median. The score 77.5 (85th percentile), local norm falls in the 13th standard freshman percentile. The median 64.8 is equivalent to the 5th standard freshman percentile. The score 57.39 is too low to register in the standard freshman norm.

Percentile :	Table Ib PSYCHOLOGICAL :	Local Norms
90th	:	70.6
85th	:	68.9
75th	:	58.0
50th	:	37.7
25th	:	26.6

Table Ib, shows the 25th, 50th, 75th, 85th, and 90th percentile for the Psychological Test according to the local norms.

Table Ia shows that 25th, 50th, 75th, 85th, and 90th percentiles for the Reading Tests. The score of 80 (90th percentile) for local norm falls in the 28th standard freshman percentile, 22 points below the standard Freshman median. The score 77.5 (85th percentile), local norm, falls in the 22nd standard Freshman percentile; the score 72.5 (75th percentile) local norm falls in the 13th standard Freshman percentile. The median 64.8 is equivalent to the 5th standard freshman percentile. The score 57.39 is too low to register in the standard Freshman norm.

Table Ib

PSYCHOLOGICAL		
Percentile		Local Norms
90th		70.6
85th		62.9
75th		52
50th		37.7
25th		26.6

Table Ib, shows the 25th, 50th, 75th, 85th, and 90th percentile for the Psychological Tests according to the local norms.

The following two tables, Table IIa, and IIb, show the distribution and standard deviation for the Reading test and the Psychological test. The distribution, mean and median scores have been discussed in Table I.

Table IIa

## Standard Deviation - Reading Tests

	f	d	fd	fd <sup>2</sup>
110 - 119	0	5	0	0
100 - 109	2	4	8	32
90 - 99	7	3	21	63
80 - 89	37	2	74	148
70 - 79	100	1	100	100
60 - 69	175	0	0	0
50 - 59	124	-1	-124	124
40 - 49	21	-2	-42	84
30 - 39	2	-3	-6	18
20 - 29	2	-4	-8	32
10 - 19	0	-5		
0 - 9	1	-6	-6	36
	471		17	637

Mean = 64.86

S. D. = 11.61

Table IIb

## Standard Deviation - Psychological Tests

	f	d	fd	fd <sup>2</sup>
110 - 119	1	5	5	25
100 - 109	3	4	12	48
90 - 99	7	3	21	63
80 - 89	10	2	20	40
70 - 79	27	1	27	27
60 - 69	30	0	0	0
50 - 59	47	-1	-47	47
40 - 49	83	-2	-66	332
30 - 39	100	-3	-300	900
20 - 29	116	-4	-464	1856
10 - 19	32	-5	-160	800
0 - 9	6	-6	-36	216
N =	462	-1088		4354

$$M N = 41$$

$$S.D. = 19.7$$

Chiefly on the basis of reading test score attempt was made at sectioning, as far as convenient, those who scored 57 (25th percentile) and below were sectioned together, and labeled "Slow Moving", those who scored 77 (85th percentile) and above were sectioned together, and labeled "Accelerated", and those of the larger group which scored between the 25th and 85th percentile were sectioned together and labeled "Average".

This classification was distributed over the 15 sections of English 113 (Grammar and Composition) as follows:

- (a) Accelerated sections ---- 1
- (b) Retarded sections ---- 3
- (c) Average section ----- 11

An analysis was made of the scores for each section. This analytical comment was passed on to the teacher of each section. The analysis and comment included statement of:

- (a) Median set by entire group
- (b) Median set by the particular group
- (c) Difference between group and section median
- (d) Range of scores for the section
- (e) Rank of the section in relation to the other 12 sections.

(f) Citation of apparently anomolous cases

(g) Case rank, within the section

The following analysis will present a comparison of the local norms with the Standard Freshman and Ninth grade norms for each section of 113 English. It will also show a percentage distribution of grades awarded in each section and check upon grades awarded by teachers with the Reading and Psychological scores.

Table III  
Comparison of Local Medians for each Section with  
Standard Freshman and 9th Grade Percentiles

Entire Group of 113 Sections					Range of Scores
'Local 'Section 'Median	'Standard 'Freshman 'Percentile	'9th 'Grade 'Percentile	'Difference 'in Section 'and Group 'Median		
I	82	32	75 18 points higher	77 - 104	
II	70	10	40 6 points higher	59 - 87	
III	69	9	35 5 points higher	63 - 108	
IV	68	8	33 4 points higher	45 - 80	
V	65	5	25 1 point higher	59 - 81	
VI	64	4	24 Same as Group Median	55 - 91	
VII	63	4	22 1 point lower	49 - 88	
VIII	61	3	18 3 points lower	40 - 95	
IX	61	3	18 3 points lower	51 - 83	
X	61	3	18 3 points lower	51 - 81	
XI	58	1	13 6 points lower	51 - 80	
XII	57	0	12 7 points lower	42 - 82	
XIII	55	0	9 9 points lower	20 - 68	
XIV	54	0	8 10 Points lower	40 - 76	

Note: Group median 64

I Accelerate  
II Above average  
III Above average  
IV Good average  
V Good average  
VI About average

VII About average  
VIII About average  
IX Control section  
X Below average  
XI Below average  
XII Below average

Table III should be read as follows; Section I set a median score of 82 which is equivalent to the 32nd Standard Freshman percentile and the 75th 9th grade percentile. This section set a median 18 points higher than the group median. The scores in this section range from 77-104.

Table III shows a comparison of the local norms for each section of 113 English with the Standard Freshman and 9th grade percentiles, a difference in section and group medians and the range of scores for each section.

The local median for the accelerated section is 82 which is equivalent to the 32nd standard Freshman percentile. This local median (82) is 18 percentile points lower than the median for the standard Freshman. The next two sections with the local medians 70 and 69 are considered above average. They register respectively in the 10th and 9th standard Freshman percentiles. These percentiles are relatively low when compared with the median for the standard Freshman. Sections IV, V are considered good average; section VI, VII and VIII are about average. The medians for these sections are practically the same as the group median (64). The median for section IV is four points higher than the group median. The median for section V is only 1 point higher and the median for section VI is identical of the group median. Median scores for sections

VII and VII are about average but begin to drop lower than the local group median. Section IX is considered a control section. It enters the 1st standard Freshman percentile and is 6 points lower than the local group median.

Section X, XI and XII are below average and cases which fall in these groups do not register in any percentile for the standard Freshman. They register from 30 to 42 points below the median for the standard 9th grade.

Table IIIa  
Percentage Distribution of Grades for English First  
Semester 1944      113 Only

Section	A	B	C	D	E	F	TOTAL
I	(1) 2.6	(4) 11.7	(9) 26	(17) 50		(3) 8.8	(34) 99.1
II			(5) 27.7	(11) 61		(2) 11	(22) 99.7
III	(2) 8.69	(4) 17.39	(6) 26.08	(7) 30.45		(4) 17.39	(25) 99.98
IV		(2) 8.00	(2) 8.00	(11) 44.00		(10) 40.00	(25) 100.
V		(4) 10.52	(8) 21.05	(18) 47.36		(8) 21.05	(38) 99.98
VI		(3) 15.00	(7) 35.00	(6) 30.00		(4) 20.00	(20) 100.
VII		(6) 18.75	(13) 56.25	(7) 21.87		(1) 3.12	(32) 99.99
VIII		(3) 9.67	(9) 29.03	(12) 38.70		(7) 22.58	(31) 99.98
IX		(7) 25.00	(11) 59.28	(8) 28.57		(2) 7.14	(28) 99.99
X		(1) 3.70	(8) 29.62	(7) 25.92		(11) 40.74	(27) 99.98
XI		(3) 9.67	(10) 32.25	(10) 32.25		(8) 25.88	(31) 99.97
XII				(5) 13.88		(31) 86.11	(36) 99.99
XIII		(4) 13.33	(7) 23.33	(7) 23.33		(12) 39.99	(30) 99.98
XIV		(3) 13.63	(4) 18.18	(10) 45.45		(5) 22.72	(22) 99.98
XV		(3) 8.33	(3) 8.33	(17) 47.22		(13) 36.11	(36) 99.99
Dept.	(3) .719	(43) 10.31	(105) 25.17	(147) 35.25		(119) 28.529	(417) 99.96

Note:

Numbers in parenthesis indicate actual number  
of grades. Numbers not in parenthesis re-  
present percentages.

Table IIIa should be read as follows: In section I, con-  
taining 34 cases, one case was awarded the grade "A", 4 cases

(11.7%) were awarded "B", 9 cases (26%) were awarded "C", 17 cases (50%) awarded "D" and 3 cases (8.8%) were awarded "F".

It should be noted that these grades are fairly accurate when comparing the reading scores of the cases with the grades awarded.

Section III of Table IIIa reports the accelerated group. It should be noted that this section has the highest percentage of "A"'s which may be considered true to form for an accelerated group.

In order to make a check upon the grades and scores, four special sections were examined. The first five highest Reading scores with the grades awarded for the course and the Psychological scores were compared as to rank.

Table A  
Section III  
113 Accelerated Group

Case Rank	Reading Score	Grade	Psychological
1	104	A	90 (3)
2	96	B	98 (2)
3	96	C	83 (4)
4	88	C	33 (5)
5	86	B	104 (1)

Note: Parenthesis indicate case rank according to psychological score

This table should be read as follows: For the accelerated section the highest (1st rank) Reading score is 104. A grade of A was awarded for the course. This case is 3rd with a score of 90 in the Psychological rank.

Table A shows that each case differs as to Psychological rank. In no instance here has the case scoring highest in reading scored the same in the Psychological test. The two scores 104 and 96 for which the grade "A" was awarded rank 3rd and 2nd respectively with Psychological scores.

Table B  
Section VIII  
Above Average

Case Rank	Reading Score	Grade	Psychological
1	87	B	90 (1)
2	83	C	77 (2)
3	80	B	73 (3)
4	78	C	60 (5)
5	76	B	67 (4)

Table B should be read in the same manner as Table A

Table B shows the first three cases with highest Reading scores ranking in the same order with Psychological scores. Case 4 and 5 vary slightly. The 2nd ranking case in Reading and Psychological score was awarded a

grade of "C". The case following was awarded "B". It seems logical that the grade "B" might have been awarded case 2. It is noticeable that the cases in the "Above Average" group are closer in rank than those in the "Accelerated" group.

Table C  
Section XI  
Average

Case Rank	Reading Score	Grade	Psychological
1	87	C	80 (1)
2	78	B	68 (2)
3	75	D	50 (3)
4	74	D	37 (4)
66 5	74	C	20 (5)

Note: Parenthesis indicate case rank according to psychological score

Table "C" shows the Reading and Psychological scores in identical rank. This may mean that this group does have a good average in Psychological scores as well as reading scores. The grades ranging from "B" to "D" are on a whole good average grades.

Table D  
Section X  
Below Average

Case Rank	Reading Score	Grade	Psychological Score
1	85	B	54 (1)
2	74	C	42 (2)
3	65	C	31 (3)
4	63	F	24 (5)
5	61	D	26 (4)

Note: Parenthesis indicate case rank according to psychological score

Table "D" shows the first three cases ranking identically. Cases 4 and 5 vary. It should be noted that the "Below Average" and the "Above Average" groups have cases ranking in the same manner. The grades for this group range from "B" to "F". It may be said that the grade "B" is anomolous for this group since this group is below the average.

As conducted in the past, Freshman English was divided into two semesters work; both semesters emphasizing written composition. The work of the 1st semester was designed to give some review of certain fundamentals of English Usage by

- (a) Recognition of parts of speech
- (b) Recognition of the sentence, labeling its parts -- words, phrases, clauses, -- and showing relationship of parts by form, connecting words, and position.
- (c) Correct use of English idioms
- (d) Facility in punctuation
- (e) Facility in note taking, and making outlines and summaries.

The 2nd semester continued this practice of writing but aimed to place emphasis upon development of the longer report. During the 1943-44 term some attempt was made to modify this presentation so as to include some emphasis upon development of reading skills during the 2nd semester. Consequently a text which bears certain following selections was introduced.

Jefferson: For A Natural Democracy

Calhoun: Address on Slavery

Sumner: On the Case of a Certain Man

Parrington: Thoreau

Jefferson: Declaration of Independence

Lincoln: Second Inaugural Address

Hoover: The Future

Roosevelt: The Annual Message to Congress, '37

Along with the selections chosen from the text, there was considerable reading in current periodical literature. As a group the student subscribed to the following periodical literature.

News Week

Negro Digest

Reader's Digest

Crisis

The students were instructed to read selections with an attempt at development of comprehension. Since this reading aspect of the course was considered exploratory, all teachers in the department were given freedom to follow

whatever procedure they considered appropriate. Some notion of the course method and use of this material may be seen in the mid-term examination questions used by some instructors.

**Method:**

Emphasis was placed upon note taking while one reads. For example, students were expected to take notes on 3 by 5 cards for each of the selections aside from the text and periodical literature.

The outline was not followed precisely. It was found necessary to modify same. The drawing up of a major paper commonly called, "Investigative Report" formed an important part of the course.

The essay part of the final examination included a summary review of the "Investigative Report". The Iowa Silent Reading Test was administered for the objective or reading part.

The Iowa Silent Reading Test was first administered to 471 entering students. There were 451 cases out of the 471 who actually entered school and enrolled in 113 English (Grammar and Composition) for the 1st semester. Only 338 cases remained to get a grade at the end of the first semester. This chapter deals with the statistical analysis and grade distributions of the 338 remaining cases.

Table IV

Distribution of First Semester Group who Remained to Receive Grades

	f	d	fd	fd <sup>2</sup>	
110 - 119	0	0	0	0	
100 - 109	2	4	8	32	
90 - 99	6	3	18	54	
80 - 89	31	2	62	124	
70 - 79	65	1	65	65	
60 - 69	146	0	109	0	
50 - 59	78	-1	-78	78	
40 - 49	16	-2	-32	64	
30 - 39	3	-3	-9	27	
20 - 29		-4	0	0	
10 - 19		-5	0	0	
0 - 9	1	-6	-6	36	
N -	338		-125.	480	
Md =	65.8	Mn =	60.8	S.D. =	5.6

Table IV shows the distribution of the 1st semester group who remained to receive a grade at the end of the semester. Only 338 cases are accounted for out of the 451. These cases set a mean score of 60.8 and a median score of 65.8. The median score 65.8 is equivalent to the 6th standard Freshman percentile. When compared with the 9th grade standard norm, the median score 65.8 is equivalent to the 28th percentile, a difference of 22 percentile points between the standard 9th grade median and the median for the 338 cases.

Table IV also shows the standard deviation for the 338 cases.

Table V

Comparison of Local Median Scores for "Grade Groups with Standard Freshman and 9th Grade Norm

666

	Median	Standard Freshman-Percentile	9th grd. Percent.	No cases
"A" Group	90	53	88	4
"B" Group	73.7	14	48	40
"C" Group	69.8	8	33	95
"D" Group	64.1	4	24	114
"E" Group	58.2	1	13	85

This table should be read as follows: The "A" group set a median score of 90 which is equivalent to the 53 standard freshman percentile and the 88th percentile 9th grade. There

are 4 cases in group "A".

Table V shows the median scores for each "grade group". The 4 cases in the "A" group set a median score of 90. This median is equivalent to the 53rd percentile for standard freshman.

Forty (40) cases attained a grade of "B" and set a median score of 73.7. This score is equivalent to the 14th percentile standard norm.

The 95 cases attaining a grade of "C" set a median score of 68.8 which is equivalent to the 8th percentile standard norm.

The largest number of cases (114) fell in the "D" group and set a median score of 64.1 which is equivalent to the 4th percentile Freshman standard norm.

The failing group (85 cases) set a median score of 58.2. This score registers in the 1st percentile Freshman standard norm.

The cases making the two highest scores (104-108) on entrance attained a grade of "A" which means that the Entrance Test did predict this course grade. There are few instances where the students have made high scores in other grade groups

but on a whole, the students attaining relatively high reading scores on entrance were those who attained the best grades at the end of the semester.

The following table of grade limits has been worked out by standard deviation.

A	--	70	and	above
B	--	64	to	70
C	--	58	to	63.6
D	--	52.4	to	58
F	--	Below		52.4

With these grade limits, a comparison will be made of the grades awarded with those that might have been awarded on the basis of the Reading Test scores.

Table VI A

## Score Limits for Awarding Grades on the Basis of Standard Deviation

Grade Groups	Score Limits	13th Standard Grade Percentile	No. of Cases That Might Have Received Grade	No. of Cases That Received Grade	Points of Difference
A	70 & above	53	4	4	0
B	64-70	14	36	40	4
C	58-64	8	84	95	11
D	52-58	4	108	114	6
F	Below 52	1	24	85	61

Standard Deviation 5.6

Table VI A should be read as follows: on the basis of standard deviation a median score of 70 and above would have yielded a grade of "A"; a score of 70 is the 53 standard percentile for freshmen. On the basis of standard deviation 4 cases would have received "A" therefore there are no points of difference in this particular grade group. Note: other grade groups carry points of difference.

Table VI  
Distribution of Grades Awarded at End of  
First Semester

	F	D	C	B	A
110 - 119					
100 - 109					2
90 - 99	1		3	1	1
80 - 89	5	10	7	9	0
70 - 79	4	12	33	16	1
60 - 69	25	60	39	10	
50 - 59	37	27	10	4	
40 - 49	10	3	3		
30 - 39	1	2			
20 - 29	0				
10 - 19	0				
0 - 9	1				
<b>TOTAL</b>	<b>85</b>	<b>114</b>	<b>95</b>	<b>40</b>	<b>4 -- 338</b>

Median for "F" - 58.2      Median for "C" - 68.8  
 Median for "D" - 64.1      Median for "B" - 73.7  
 Median for "A" - 90

Table VI shows that 4 cases were awarded a grade of "A". By standard deviation cases should register a score of 70 and above to attain a grade of "A". No score is registered below 70 therefore this group would remain the

same if awarded grades according to the standard deviation.

The distribution shows that 40 cases were awarded a grade of "B". According to the standard deviation, cases should register scores ranging from 64 to 70. Table VI shows 4 cases who scored below 64 and were awarded a grade of "B". If grades had been awarded on the basis of the standard deviation the "B" group would have registered only 36 cases. There is a difference then of 4 cases between the actual grades awarded and those that might have been awarded.

Table VI shows that 95 cases were actually awarded a grade of "C". According to the standard deviation the scores for the grade "C" range from 58 to 63.6. The distribution shows 3 cases below the score of 58 who were awarded a grade of "C". There were 8 cases falling in the interval (50-59) who did not make a score of 58. Therefore we have 11 cases who were actually awarded a grade of "C" who would not have been had the S. D. scores been used.

There were 114 cases awarded a grade of "D". If the S. D. grade score had been used, all scores for the grade "D" would have ranged from 52.4 to 58. The distribution

(Table VI) shows 5 cases below the score 52.4 who were awarded a grade of "D". There is also 1 case making a score of 51 registered in the interval (50-59). This means, then, that 6 cases would not have been awarded the grade "D" on the basis of standard deviation. Group "D" would have been 6 cases less, making the total 108 instead of 114.

Table VI shows 85 failing cases which should register below 52.4 according to the standard deviation scores for grades. There are 36 cases who scored above 52.5 and 25 cases in the interval (50-59) who scored above 52.5. This means that 61 cases out of the total 85 listed cases would not have failed. If the grades had been awarded on the basis of the standard deviation scores the "F" group would have registered only 24 cases, a difference of 61 cases between the grades awarded and those which might have been awarded.

The Iowa Silent Reading Test was administered again in April of 1944. This test was a Re-Test for the cases who were administered this same test on entrance.

In May the Revised Edition of the Iowa Silent Reading Test was administered to these students. This test is the second Re-Test or the final test which will be referred to as the May Re-Test.

The following chapter will deal with a statistical analysis of the April Re-Test and the May Re-Test; a comparison of the local norms with the Freshman and 9th grade norms; a statistical analysis of the two sections; 113 English (Grammar and Composition) and 123 English (Composition), and 113 and 123 English combined; a comparison of the reading scores and grades of 33 second semester entrance cases and an analysis of the 113 group (62 cases) who failed the first semester and repeated 113 English during the second semester.

Table VIIa  
Distribution and Standard Deviation for 314 Cases who  
Entered in September and took April Re-Test

	f	d	fd	fd <sup>2</sup>
110 - 119	2	4	8	32
100 - 109	5	3	15	45
90- 99	16	2	32	64
80- 89	56	1	56	56
70- 79	87			
60- 69	105	-1	-105	105
50- 59	39	-2	-78	156
40- 49	4	-3	-12	36
	314		-195	494

Mean = 67.33  
Standard Deviation = 11.8  
Median = 71.03

Table VIIa shows the distribution, standard deviation, median and mean score for the 314 cases who took the Re-Test in April. These 314 cases set a mean score of 67.33 and a median score of 71.03. The median score 71.03 is equivalent to the 13th percentile standard norm, which means that it is 37 percentile points below the median for the Freshman norm. This score (71.03) is also equivalent to the 45th percentile for the 9th grade norm.

Table VIIb  
Distribution and Standard Deviation of Scores  
for 314 cases - May Re-Test

	f	d	fd	fd <sup>2</sup>
210 - 219	1	5	5	25
200 - 209	3	4	12	48
190 - 199	11	3	33	99
180 - 189	29	2	58	116
170 - 179	51	1	51	51
160 - 169	90			
150 - 159	71	-1	-71	71
140 - 149	34	-2	-68	136
130 - 139	21	-3	-63	189
120 - 129	3	-4	-12	48
	314			783

Median -- 163.1  
Mean -- 158.25  
Standard Deviation -- 12.1

Table VIIb shows the distribution and standard deviation of the 314 cases who took the final Reading test in May. These 314 cases set a mean score of 158.25 and a median score of 163.1. This median score is equivalent to the 16th standard Freshman percentile. This median (163.1) is also equivalent to the 55th ninth grade percentile.

Comparing the two tables: The 314 cases improved 3 percentile points. In April Re-Test the median score was equivalent to the 13th percentile Freshman norm and in May the median score was equivalent to the 16th percentile Freshman norm.

These cases improved 9 percentile points from September to May. The median was equivalent to the 5th standard Freshman percentile on entrance. There was a gain of 6 percentile points between September and the April Re-Test and 3 percentile points from April Re-Test to May, making a total of 9 percentile points for the year.

Table VIII  
Local, Standard Freshman and 9th Grade Norms for 314 Cases of  
123 English and 137 Cases of 113 English

Percentile	English 123			English 113		
	Local norm	Standard Freshman Percentile	9th Grade Percentile	Local norm	Standard Freshman Percentile	9th Grade Percentile
75th	172.3	30	77	162.7	14	52
50th	163.1	16	55	153.8	6	30
25th	154.3	7	33	143.4	1	10
20th	152.2	6	27	141.	1	7
15th	150.2	4	22	138.	1	4

113 and 123 Combined

Percentile	Local norm	Standard Freshman Percentile
75th	170	26
50th	161	13
25th	151	5
20th	149	4
15th	144	2

This table should be read as follows: For section 123 English the 75th percentile local norm is 172.3 which is equivalent to the 30th standard Freshman percentile and the 77th 9th grade percentile. For section 113 English 75th percentile is 162.7 which is equivalent

to the 14th percentile standard Freshman norm and the 52nd percentile 9th Grade norm. For 113 and 123 sections combined the 75th percentile is 170 which is equivalent to the 26th standard Freshman percentile.

Table VIII shows the local, standard Freshman and 9th grade norms of the May Reading test scores for sections 123, 113, and 113 and 123 combined. This table shows that the median score for section 123 English is equivalent to the 16th percentile Freshman norm and the median score for section 113 English is equivalent to the 6th percentile Freshman norm. This means that 123 section is 10 percentile points higher than 113 section. When the two groups are combined the median score for the two groups is equivalent to the 13th percentile Freshman norm. This means that the percentile for the 123 group is made lower when combined with 113 group and the percentile for 113 is raised when combined with 123 group.

Table IX  
A Comparison of 33 Second Semester Entrance Cases  
with the Freshman and 9th Grade norm.

	Local median	Standard Freshman Percentile	9th Grade Percentile	Cases
April Re-Test	60	2	15	33
May Final Test	150	4	22	33

At the beginning of the second semester 33 new students entered Prairie View. These students took the April Re-Test and the May Final Test. Table IX shows the comparison of the median scores with the standard Freshman and 9th grade norm. The median score for April Re-Test is 60 which is equivalent to the 2nd standard Freshman percentile and the 15th percentile 9th grade norm. The median score 150.2 for the Final May Test is equivalent to the 4th standard Freshman percentile for 9th grade. There is an increase of 2 percentile points between the Freshman norm for the April Re-Test and the May Final test. This means that these 33 cases did show some improvement in their ability to read. In the May Final test cases who were not new set a median score of 153.8 equivalent to the 6th standard Freshman percentile.

of 161 who was below this limit. If grades had been awarded on the basis of the standard deviation limit, 9 cases would have been awarded "B" instead of 10.

The grade "C" was awarded 9 cases. The standard deviation chart shows that scores for grades of "C" should range from 155 to 164. There are 3 cases who registered scores in the interval (140-149) and 2 cases registering in the interval (150-159) who are below the standard deviation grade limit. If these limits had been used 5 cases would not have been awarded a grade of "C".

The grade "D" was awarded 12 cases. This grade is still the most popular in each section. There are 3 cases registered below the range (143-154) for the "D" grade, which means that 9 cases might have been awarded instead of 12 if the grades had been issued on the basis of standard grade limits.

Only 2 failing grades were awarded in this group which means that this group had less failures even though no grade of "A" was awarded.

The grades for the 33 entering cases are comparatively

higher since 10 grades of "B" were awarded in this group and only 40 "B"'s were awarded in the 338 cases. These 33 cases were taught by new teachers that is, teachers who had not taught the course previously.

Table XI  
113 Section -- Second  
Semester -- May, 1944

	F	D	C	B	A	Total cases	
Number cases	19	22	20	1	0	62	
Median	142.5	154.2	159	159	-	153.8	
13th Percentile	1	7	11	11		6	
9th Percentile	8	33	44	44		30	
R A N G E O F S C O R E S	Highest	168	171	182	159	-	-
	13th Percentile	23	28	52	11		-
	9th Percentile	69	75	91	44		-
	Lowest	125	130	145	159		-
	13th Percentile	0	0	2	11		
	9th Percentile	0	1	13	44		

When the 1st semester ended, it was noted that 62 cases had received failing grades. These cases were registered in 113 English as repeaters. Table IX shows the analysis and grade distribution of the 62 repeating

cases in 113 English.

Table XI shows the following facts: The median score for the grade "B" and "C" was 159. The score, 159, is equivalent to the 11th percentile of the Freshman norm. This score is 39 points below the median standard score. 89% of the standard Freshman norm excelled these students in reading ability. One hundred eighty two (182) was the highest score for which a grade "C" was awarded. This score is equivalent to the 52nd standard Freshman percentile, two points above the median for the Freshman norm. The lowest score (145) is equivalent to the 2nd standard Freshman percentile.

The median score for the 22 "D" cases was 154.2. The score is equivalent to the 7th percentile of the Freshman norm. The highest score awarded a grade of "D" was 171 which is equal to the 2nd standard Freshman percentile; the lowest score does not rank according to percentile.

The median score for the 19 "F" cases is 142.5. This score barely enters the standard Freshman percentile; the lowest score (125) does not register. This table also shows the 9th grade standard percentile scores.

This entire group ranks moderately higher when placed in the standard 9th grade percentile, which means that these cases do not rank as entering Freshmen. Their scores run fairly close to those of 3rd year high school students.

An "Interest Inventory" was given to the 451 Entrance cases. The following chapter is a report of twelve questions that were asked on the Inventory sheet.

The questions are as follows:

1. Do you live in a small town, rural community or city?
2. How old are you?
3. Does a Negro newspaper come to your home regularly?
4. How often do you read a Negro newspaper?
5. Which course did you like best in high school?
6. Do you enjoy reading?  
If so, why? -- If not, why?
7. Do you think you spend enough time studying?
8. Do you think you spend more time studying than you should?
9. Which courses require least reading?
10. Which courses are the most difficult?
11. Which courses require the most reading?
12. What kind of books and magazines do you enjoy most?

Age Range		15-21	
City	201	43%	
Small Town	172	39%	
Rural Community	78	17%	

It is reported that 42% (201 cases) live in the city, 39% (172 cases) in small towns and 17% (78 cases) in the rural communities.

The ages for these cases range from 15 to 21.

Newspaper Report			
No. 3	Regularly	425	94%
No. 3	Occasionally	25	5%
No. 3	Do not read	3	.670 %
No. 4	Weekly	368	89.7 %
No. 4	Twice weekly	32	7.8 %
No. 4	By chance	10	2.4 %

A report on question 3 shows that a Negro newspaper comes to 425 (94%) case homes. These cases read the paper regularly. Twenty five cases (5%) do not read the paper, 3 cases (.6%) read "sometime" and 18 cases

did not answer the question.

From this group we have 368 cases (89.7%) reading the Negro newspaper weekly. Thirty two cases (7.8%) report "twice" weekly" and 10 cases (2.4%) read "every chance" they get. It is evident that most cases read the Negro newspaper weekly.

It was interesting to note that these cases liked mathematics best in high school. More than 200 cases (44%) register mathematics as the course they like best.

The analysis shows that 348 cases (74%) enjoy reading for the following reasons:

1. Become acquainted with vital things of life
2. Culture
3. Relaxation
4. Advancement
5. Means of expression
6. Increases reading ability
7. Keeping abreast of times
8. Aids in spelling and organization of thoughts

Thirty cases (7%) do not enjoy reading for the following reasons:

1. Lack of time and interest
2. Severe eye strain
3. Lack of patience
4. Reading
5. Do not wish to concentrate

About 10 cases (2.4%) like to read at times and others "just don't like to read" and give no special reason for same.

It was noted that most students do not spend enough time studying nor do they spend more time than they should.

According to the Inventory, mathematics, music, physical education, art, clothing; and typing require least reading.

English, mathematics, Chemistry and Social science are seemingly the most difficult subjects.

The following courses require the most reading:

1. History
2. English
3. Social Science
4. Science Survey
5. Orientation
6. Civics

The majority of cases report that they like to read fiction. Books of adventure and love stories are most interesting.

1. Adventure

2. Mystery

3. Love stories

## SUMMARY

A statistical analysis of the entering Freshmen students at Prairie View College is reported in this study. The 471 cases for the Reading Test set a median score of 64.8 and a mean score of 65.4. The median score of 64.3 falls in the standard Freshman 5th percentile which means that these cases were 45 points below the standard Freshman median.

The Freshman students were sectioned in three groups, namely:

1. Accelerated
2. Retarded
3. Slow Moving

This sectioning was done on the basis of the Reading test scores. Grades awarded the students show that students who attained the highest Reading scores were awarded the best grades.

## PROPOSAL

The writer of this study proposes the following:

1. That there be a continuation of the sectioning of Freshmen English students.
2. That guidance be given Freshmen students in developing reading ability.

## APPENDIX A

## 15 Placement Sections

Table III

Page 11

## TWENTY SEVEN CASES

## Section VII

Median set by entire group	&	Psychological	Reading
		37.7	64
Median for this Section		36	63
Difference between Group Median and Section Median		1.7 points lower	1 point lower
Range of Scores for this Section		*(57)	
		12 - 88 = 76 points	49-88- 39
Group Rank		9	8

\*NOTE: The score 88 may be considered somewhat anomalous since the highest (next) score, 69, is 19 points lower. A truer picture of the group is presented by ignoring the 88 and using 69 which reduces the range to 57 points.

## COMMENT:

This section might be considered a good average since it falls only one point below the group median for both tests.

The two tests do not divide the ranks equally between them, 8 ranking higher on the reading than on the psychological while 14 rank higher on the psychological. The variation ranges from 1 to 17 points with an average of 5.7. There are four instances of identical rank on both tests.

Case 28, Smith, Evelyn Earl, might be watched to see if she maintains the rank one registered on both tests.

TWENTY EIGHT CASES

Section VI

Median set by entire group	Psychological	Reading
	37.7	64
Median for this section	38	64
Difference between Group Median and Section Median	.3 points higher	Same
Ranges of Scores for this Section	20 - 77 = 57	55-91- <sup>*25</sup> 36 <sub>points</sub>
Group Rank	6	6

\* The score 91 may be considered somewhat anomalous since the next highest score, 80, is 11 points lower. A truer picture of the group is presented by ignoring the 91 and using 80 which reduces the range to 25 points.

COMMENT

According to both tests this section is the same as the 50th percentile for reading and .3 above the 50th percentile for the psychological. In other words, it is a good average section.

The two tests for reading is 7 points higher than on the psychological and 14 points higher of the psychological than the reading. Six cases maintain identical rank on both tests. The variation of rank ranges from 1 to 12 points with an average of 4.5.

Cases 7 and 17 might be encouraged to do class work which will maintain the rank registered on the test.

## TWENTY THREE CASES

## Section IV

Median set by entire group	Psychological 37.7	Reading 64
Median for this Section	43	68
Difference between Group Median and Section Median	5.3 points higher	4 points higher
Range of Scores for this Section	*(51) points 22-102 = 80      45-80.5 = 35.5	
Group Rank	3	4

\* The score 102 may be considered somewhat anomolous since the next highest score, 73, is 29 points lower. As truer picture of the group is presented by ignoring the 102 and using 73 which reduces the range to 51 points.

COMMENT:

According to both tests this section signifies that it is above the 50th percentile; its median score for reading being only four points above the 50th percentile.

The two tests do not divide the ranks equally between them, that is, 17 cases rank higher on the psychological than on the reading test, while only five rank higher on the reading than on the psychological. Only one case maintains an identical rank on both tests. The variation

of rank ranges from 1 to 11 points with an average of 5.4 points for the group as a whole.

Special effort should be made to adopt the work of this section to their test discovered capacities.

Case 12: Note the wide difference between. Note that Case 12 has the highest Psychological score and that it is considerably above the next highest score, 73, and further, there is considerable difference between this high Psychological score and the Reading, 63, which does not reach the general group median level, 64.

#### THIRTY FOUR CASES

##### Section X

Median set by entire group	Psychological 37.7	Reading 64
Median for this section	34	61
Difference between Group Median and Section Median	3.7 points lower	3 points lower
Range of Scores for this Section	12 - 69 - 57	51 - 81 - 30
Group Rank	8	7

##### COMMENT:

This section might be considered slightly on the average since on both tests the median score is only 3 points below the group median.

## TWENTY ONE CASES

## Section III

Median set by entire group	Psychological 57.7	Reading 64
Median for this section		
Difference between Group Median and Section Median		4 points higher
Ranging of Scores for this Section	*(35) points 3-59- 56	48-78- 30
GROUP RANK	7	4

\*NOTE: The score of 3 may be considered somewhat anomolous since the next score lowest, 24, is 21 points higher. A truer picture of the group is presented by ignoring the anomolous 3 and using 24 which then reduced the range to 35 points.

COMMENT

This section is above the 50th percentile for the entire group. Its median for this section of the psychological being the same as the median set by the entire group.

The two tests do not divide the ranks equally between them, that is, 16 cases rank higher of the psychological than the reading test, while only four rank higher on the reading than the psychological. One case maintains an identical rank on both tests. The variation of rank on both tests, however, is not wide;

excluding the anomolous case 6, this variation ranges from 1 to 7 with an average of 3.3 points for the group as a whole. Case 6, Vivian Gregg, should be watched for effort to ascertain cause of discrepancy registered on the first.

The section is capable of doing a good quality of work.

#### Section IX

Median set by entire group	Psychological 37.7	Reading 64
Median for this section	39	61
Difference between Group median and Section Median	1.3 points higher	3 points lower
Range of Scores for this Section	(50) points 16 - 88 - 72	51-83- 32
Group Rank	5	8

The score 84 and 88 may be considered somewhat anomolous since the next highest score, 66, is 18 points lower. A truer picture of the group is presented by ignoring the 88 and 84 and using 66 which reduces the range to 50 points.

#### COMMENT:

This section is about average for the group since its

registered median is slightly above the group on the psychological and slightly below on the reading.

The two tests do not divide the rank equally between them, that is, 1 case ranks higher on the reading than on the psychological test while 21 rank higher on the psychological than on the reading. Five cases maintain an identical rank on both tests. The variation of rank on both tests ranges from 1 to 14 points with an average of 5.7.

Cases 14 and 18 will bear observation to see if they maintain, in their class work, the rank set on these tests. They have the capacity according to these test results.

This section is capable of doing an average quality of work.

### THIRTY SEVEN CASES

#### Section II

Median set by entire group	Psychological 37.7	Reading 64
Median for this section	45	70
Difference between Group Median and Section Median	7.3 points higher	6 points higher
Range of Scores for this section	*(13) points 23-90=67	59-87= 28
Group Rank	2	2

\*NOTE: The score of 23 may be considered somewhat anomolous since the next score lowest, 77, is 54 points higher. A truer picture of the group is presented by ignoring the anomolous 23 and using 62 which then reduces the range to 13 points.

#### COMMENT

According to both tests this section is above the 50th percentile.

The two tests do not divide the ranks equally between them, that is 23 cases rank higher of the psychological than the reading test while 10 rank higher on the reading than the psychological. Four cases maintain an identical rank on both tests. The variation of rank ranges from 1 to 19 points with an average of 7.3 points for the entire group as a whole.

This section is somewhat above average. In fact, excluding the "Accelerated" section, this 9:00 O'clock section ranks first.

THIRTY CASES  
Section V

Median set by entire group	Psychological 37.7	Reading 64
Median for this Section	39	65
Difference between Group Median and Section Median	1.3 points higher	1 point higher
Range of Score for this Section	16-80 = 64	*(19) points 59-87 = 28
Group Rank	5	5

\*NOTE: The reading score, 87, is somewhat anomalous since 78 is the highest. A truer picture of the group is presented by ignoring the 87 and using 78 which reduces the range 19 points.

COMMENT:

Since on both tests the median score is just one point above the group median, this section might be considered a good average.

The two tests divide the rank almost equally between them, 15 ranking higher on the reading than on the psychological while 13 ranked higher on the psychological than on the reading. The variation of rank from 1 to 15 points with an average of 4.6. Only one case maintains an identical rank on both tests.

Notice that the reading scores run almost perfectly consecutively from 59 to 78. This might be taken to indicate that there is a degree of consistency in the group. There are no wide gaps and the range of 19 points (59-78) indicates no wide scatter in the cases.

Case 4, Clara Byrant, will bear watching to see if her class work supports her rank.

Case 3, Louis Browder, might be watched in effort to discover reason for rank discrepancy.

TWENTY SIX CASES  
Section XI

Median set by entire group	Psychological 37.7	Reading 64
Median for this Section	*28	58
Difference between Group Median and Section Median	9.7 points lower	6 points lower
Range of Scores for this Section	** (21) points 12-98 = 86	51-80 = 29
Group Rank	11	6

\* Same as group 25th percentile

\*\* The score 98 may be considered somewhat anomolous since the next highest score, 77, is 21 points lower. A truer picture of the group is presented by ignoring the 98 and using the 77 which reduces the range to 21 points.

## COMMENT

This section might be considered somewhat as a "control" section since it covers for both tests the entire range of levels, that is, it contains representatives from above the 90th percentile as well as those from below the 25th percentile.

In general most of the cases, 17, (65%) rank high on the Reading than on the Psychological test; 9 rank high on the psychological test. Although some cases were close, that is, some missed by only one point, there were no instances of identical rank on both tests.

On both tests a rather large percentage of the group scored below the 25th percentile, 42% on the Psychological and 39% on the Reading. On both tests 23% of the group scored above the 85th percentile, the lower limit for admission to the "superior" group.

Slightly over 25% of the group scored in the average group.

Some special cases which might bear watching are: Case 14 which scored unusually high on both tests and Case 15 which scored high on the Reading test but con-

siderably lower on the Psychological test, thereby registering noticeably discrepancy in rank for the two tests. Cases 6, 16 and 25 might be watched because of the rather low scores registered.

Since this is one of the experimental sections in view of the fact that we have representatived all three levels, perhaps the situation might provide opportunity for suiting the work to the various levels representatived.

THIRTY SEVEN CASES  
Section VIII

Median set by entire group	Psychological 37.7	Reading 64
Median for this Section	38	61
Difference between the Group Median and Section Median	.3 points higher	3 points lower
Range of Scores for this Section	*{61} points 16 - 84 = 68	*{47} 40-95 = 55
Group Rank	6	8

\*NOTE: The score 84 may be considered somewhat anomalous since the next highest score, 77, is 7 points lower on the psychological test. A truer picture of the group is presented by ignoring the 84 and using 77 which reduces the range to 61 points. Similarly on the Reading

Test the score 95 may be considered somewhat anomalous since the next highest score, 87, is 8 points lower. A truer picture of group is presented by ignoring the 95 and using 87 which reduces the range to 47 points.

#### COMMENT

This section might be considered a good average since it falls only .3 above the group median on the psychological test and 3 points below the group median on the reading test. There are 8 cases below the group 25th percentile and 6 cases above the 65th percentile on the psychological test. Similarly on the reading test, 7 cases are below the group 25th percentile and 2 cases above the 65th percentile.

The two test do not divide the rank equally between them, 22 ranking higher on the psychological test than on the reading while 14 rank higher on the reading than on the psychological. There is only one instance of an identical rank on both tests. The variation of rank ranges from 1 to 14 points with an average of 5.3 points.

Cases 20 and 30 will bear observation to see if they maintain, in their class work, the rank set on the test.

This section is capable of doing an average quality of work.

SEVENTEEN CASES  
Section XIII

Median set by entire group	Psychological	Reading
	37.7	64
Medians for this section	20	* 55
Difference between Group Median and Section Median	17.7 points lower	9 points lower
Range of Scores for this Section	* (36) points 7-45- 38	** (38) points 20-68-48
Group Rank	13	10

\* This figure is lower than the 25th percentile

\*\*

The score 68 may be considered somewhat anomolous since the next highest score, 58, is 10 points lower. A truer picture of the group is presented by ignoring the 68 and using 58 which reduces the range to 38 points.

COMMENT

This section is somewhat below the average for the entire group; its median score being below the 25th percentile for the reading and for the psychological.

The two tests do not divide the ranks equally between them, 9 ranking higher on the rading than on the

\*NOTE: The psychological scores 76 and 71 are anomolous since 56 is the next highest. A truer picture of the group is presented by ignoring the 76 and 71 and using 56 which reduces the range 44 points. The reading score, 85, is anomolous since the next highest is 76, at the lower end the score, 6, is anomolous since the next highest is 40.

#### COMMENT

This section is somewhat below the average for the entire group; its median score being the same as the group 25th percentile for the psychological but three points below the 25th percentile for the reading.

The two tests do not divide the ranks equally between them; 10 ranking higher on the Psychological than on the Reading, while 14 ranked higher on the rading than on the psychological. There is no identical rank on both tests. The variation of rank ranges from 1 to 18 points with an average of 5.7.

This section needs rather close attention for the general aptitude is not high.

The following cases will bear observation:

Case: 9,10,28, all considerably above average on Reading

psychological. The variation of rank from 1 to 6 points with an average of 3. There are three instance of identical rank on bother tests.

This section potently needs rather close attention for the general aptitnde is not high. Special effort should be made to adopt the work to their test discovered capacities.

The fact that the section's median is below the group 25th percentile means that while perhaps most of the section falls below the lower quartile of the entire group, on the other hand, some in the section have abilities on the average with the entire group.

This 8:00 O'clock section, which is definitely below the average for the group and the 9:00 P'clock section which is definitely above average for the group might provide opportunity for some observations regarding the relative progress and moratlity of the two sections.

TWENTY SEVEN CASES

Section XIV

Median set by entire group	Psychological 37.7	Reading 64
Median for this section	26	54
Difference between Group Median and Section Median	11.7 points lower	10 points lower

Case: 6, 13, 17, for discrepancies in rank.

The fact that the section median is almost the same as the group 25th percentile means that while perhaps most of the section falls in the lower quartile of the entire group, on the other hand, many in the section have abilities on the average with the entire group. Perhaps some special effort should be made to adapt the work to their test discovered capacities.

### THIRTY NINE CASES

#### Section XII

Median set by entire group	Psychological 57.7	Reading 64
Median for this Section	30	*57
Difference between Group Median and Section Median	7.7 points lower	7 points lower
Range of Scores for this section	**{40} points 14-75 - 61	**{31} points 42-82-40
Group Rank	10	9

\* This figure is the same as the 25th percentile

\*\* The score 75 may be considered somewhat anomalous since the next highest score 54, is 19 points lower. A truer picture of the group is presented by ignoring the 75 and using 54 which reduces the range to 40 points. Similarly on the Reading Test the score 82 may be considered somewhat anomalous since the next highest score,

73, is 9 points lower. A truer picture of the group is presented by ignoring the 82 and using 73 which reduces the range to 31 points.

#### COMMENT

This section is somewhat below the average for the entire group; its median score being the same as the group 25th percentile for reading and only four points above the 25th percentile for the psychological.

The two tests divide the ranks almost equally between them, 19 ranking higher on the reading than the psychological than on the reading. The variation of rank ranges from 1 to 16 points with an average 6.5. There is no instance of identical rank on both test.

This section patently needs rather close attention for the general aptitude is not high. Special effort should be made to adapt the work to their test discovered capacities. It may be somewhat an advantage that the section is composed chiefly of male students in the vocational fields, for this may give clue to their interests which if made capital of may lead to better work.

The fact that the section median is the same as the Group 25th percentile means that while perhaps most of the section falls in the lower quartile of the

entire group, on the other hand many in the section have abilities on the average with the entire group.

Some investigation might well be made concerning Cases 22, Jones, Freddie Joe and 31, Nortcott Horace, in effort to account for the discrepancy in the scoring and ranking.

ACCELERATED SECTION  
Section I

TWENTY THREE CASES

Median set by entire group	Psychological 37.7	Reading 64
Median for this section	78	82
Difference between Group Median and Section Median	+0.3 points higher	18 points higher
Range of Scores for this Section	*(42) points 55-101= 71 Points	77-104= 27 points
Group Rank	1	1

\*NOTE: The score of 33 may be considered somewhat anomalous since the next score lowest, 62, is 29 points higher. A truer picture of the group is presented by ignoring the anomalous 33 and using 62 which then reduces the range to 42 points.

## COMMENT

According to both tests this Section is definitely above the average for the entire group. In fact, it is our Superior section.

The two test divide the ranks equally between them, that is, 10 cases rank higher of the psychological than the reading test while another 10 rank higher on the reading than the psychological. Two cases maintain an identical rank on both tests. The variation of rank on both tests, however, is not wide; excluding the anomalous case 15, this variation ranges from 1-8 with an average of 3 points for the group as a whole.

Not only is this section capable of rapid progress but in order to provide for maximum development, the course content for it should be enriched. Where convenient, this section might, with profit, attempt some adaptation of the ASTP Course in English. The idea might be worth experimenting with.

## APPENDIX B

## Interest Inventory

## Sheet

1.

1.

Date \_\_\_\_\_ 71

Age \_\_\_\_\_

Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Middle Name \_\_\_\_\_

Birthplace \_\_\_\_\_

Name of high school graduated from \_\_\_\_\_

Location of high school \_\_\_\_\_

Year of high school graduation \_\_\_\_\_

Present classification: \_\_\_\_\_

Do you live in a rural community or a small town or a city? (check)

In college what do you plan to major in? \_\_\_\_\_

What work do you intend to pursue when you finish school? \_\_\_\_\_

What and who determined or helped most to determine your choice? \_\_\_\_\_

Do you plan to spend four years in college? \_\_\_\_\_ If not, how

long do you plan to spend? \_\_\_\_\_ Why? \_\_\_\_\_

Which courses did you like best in high school and why? \_\_\_\_\_

Which courses did you like least

and why? \_\_\_\_\_

With which courses did you have

the most difficulty? \_\_\_\_\_

Which of your courses required the most reading? \_\_\_\_\_

Which required the least reading? \_\_\_\_\_

Of the courses you are NOW taking, which do you find most difficult?

and why? \_\_\_\_\_

Which courses require the least reading? \_\_\_\_\_

Which courses do you like best? Why? \_\_\_\_\_

\_\_\_\_\_

Which courses do you like least?  
and why? \_\_\_\_\_

\_\_\_\_\_

Which courses require the most reading? \_\_\_\_\_

\_\_\_\_\_

What extra-curricular activities are you NOW participating in?

\_\_\_\_\_

In which are you most interested and why? \_\_\_\_\_

\_\_\_\_\_

Name some of your hobbies. \_\_\_\_\_

\_\_\_\_\_

About how many hours do you spend listening to the radio in a week? \_\_\_\_\_

Name some of your favorite programs. \_\_\_\_\_

\_\_\_\_\_

Name the best three movies you have seen recently. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Throughout your whole school career, in general, what courses have you liked best and why?

\_\_\_\_\_

\_\_\_\_\_

Throughout your whole school career, in general, what courses have you liked least and why?

\_\_\_\_\_

\_\_\_\_\_

Throughout your whole school career, in general, what courses have been most difficult for you and why?

\_\_\_\_\_

\_\_\_\_\_

Do you write good papers? \_\_\_\_\_ If not, what is the principal source of your difficulty? (Spelling, poor preparation, don't spend enough time on it, poor organization, poor grammar, etc.) \_\_\_\_\_

\_\_\_\_\_

Have you an out-of-school job? \_\_\_\_\_ What do you do? \_\_\_\_\_

72

About how many hours of your time a week does it take? \_\_\_\_\_

Do you feel that your job interferes with your school work? \_\_\_\_\_

Do you set aside a definite time for study every day? \_\_\_\_\_?

What are your usual study hours? \_\_\_\_\_

How many hours a week do you usually study? \_\_\_\_\_? On what

days of the week do you usually study? \_\_\_\_\_

When do you usually take time off from your school work? \_\_\_\_\_

\_\_\_\_\_ Have you made a schedule of  
your ~~###~~ daily activities? \_\_\_\_\_? To what extent do you  
follow your schedule? (Check) Exactly; almost; not very closely.

Do you think you spend enough time studying? \_\_\_\_\_? Do you think  
you spend more time studying than you should? \_\_\_\_\_ Why \_\_\_\_\_

\_\_\_\_\_ Where do you usually study? (at  
your room; library; study hall, etc. ) \_\_\_\_\_

Are there any distractions there which interfere with your study? \_\_\_\_\_

What are these distractions? \_\_\_\_\_

Do you study with the radio going? \_\_\_\_\_ How could the condi-  
tions under which you study be improved? \_\_\_\_\_

Is your concentration good? \_\_\_\_\_ If not, why not? \_\_\_\_\_

Do you skim material before you study it? \_\_\_\_\_ Do you take  
notes while you read? \_\_\_\_\_ or after you have finished reading? \_\_\_\_\_

Do you usually make written outlines of the material you are study-  
ing? \_\_\_\_\_ Do you try to think of examples which illustrate ideas

you get from study materials? \_\_\_\_\_ In general, do you know why  
you are studying the material and what you teachers expect you to  
get from it? \_\_\_\_\_

After you have studied material, do you go over it again in your own

When you have many readings about a topic (as in

Social Science), do you find it difficult to combine them into a coherent point of view? \_\_\_\_\_ What provisions do you

make for review? \_\_\_\_\_

How do you review? \_\_\_\_\_

Do you tend to delay studying until just before examination? \_\_\_\_\_

Do you "cram" for examinations? \_\_\_\_\_ Which do you prefer, essay examinations; or examinations of the objective type, such as true-false tests? \_\_\_\_\_ Why? \_\_\_\_\_

Do you tend to get "rattled" during examinations \_\_\_\_\_

Do you frequently find that you spend too much time on one or two questions in the examinations, and then that you have to rush on through the other questions? \_\_\_\_\_

Do you take good lecture notes? \_\_\_\_\_

If not, why not? \_\_\_\_\_

Do you use the dictionary frequently? \_\_\_\_\_ Do you find difficulty in understanding how to use a dictionary? \_\_\_\_\_

Can you read graphs, charts, maps, and other graphic devices? \_\_\_\_\_

Name some courses in which you have found need to read some of these graphic devices \_\_\_\_\_

Have you had any difficulty in using, that is, finding what you are looking for, reference aids (such as encyclopedias, World Almanac Indexes of books etc. ? \_\_\_\_\_

List names of some courses in which you have had to make use of such types of references as those just mentioned \_\_\_\_\_

Do you feel that the subjects you are now taking are essential preparation for what you intend to do when you have finished school? #####

Make some suggestion regarding how you think your course of study should be modified \_\_\_\_\_

Do you enjoy reading? \_\_\_\_\_ Why? \_\_\_\_\_

Apart from your school lessons, approximately how many hours a week during your high school work last year did you devote to reading? \_\_\_\_\_

In summer, approximately how many hours a week do you devote to reading? \_\_\_\_\_ About how many books did you read during your last summer vacation\*\*\*? Name some of the books you read! \_\_\_\_\_

What kind of books and magazines do you enjoy most? Why? \_\_\_\_\_

Apart from your school books, how many books do you own?\*\*\*

Name some \_\_\_\_\_

About how many books do your parents own? \_\_\_\_\_ What kind of books are they? \_\_\_\_\_ Name some \_\_\_\_\_

What magazines are received regularly at your home? \_\_\_\_\_

Which, if any, do you customarily read? \_\_\_\_\_

What magazines do you subscribe to or buy regularly? \_\_\_\_\_

Which do you actually read? \_\_\_\_\_

\_\_\_\_\_ . If you had the opportunity,

what magazines would you like to get regularly? \_\_\_\_\_

What newspapers do you regularly read? \_\_\_\_\_

What part of the newspaper do you read first? \_\_\_\_\_ second? \_\_\_\_\_

66666 \_\_\_\_\_ third? \_\_\_\_\_ What is your favorite comic strip? \_\_\_\_\_

Have you ever wished that there were more books and magazines at home for you to read? \_\_\_\_\_

Were some of the books you were required to read during your high school work \_\_\_\_\_

Have you ever tried to improve your own reading ability? \_\_\_\_\_

Why? \_\_\_\_\_

What methods did you use? \_\_\_\_\_

Were you successful? \_\_\_\_\_

Has reading inefficiency caused you any difficulty in any of your own school subjects? \_\_\_\_\_ Which subjects? \_\_\_\_\_

How did this inefficiency cause difficulty? \_\_\_\_\_

What do you think is your principal weakness in reading? \_\_\_\_\_

In the following list underline those items which you think characterize or best describe your reading: read too rapidly; read too slowly; do not understand the details and fine points of what I read; cannot obtain an understanding of the general aspects of what I read--- cannot see it as a whole; do not think through what I read; do not apply what I read; am not skeptical enough of what I read; cannot pick out important parts of what I read; cannot outline; cannot perceive plan of the author; cannot skim; have difficulty in completing all my reading assignments; do not vary my reading methods with different purposes; do not have clearly in mind the purpose for which I should read; do not know many of the words I meet in reading; do not know how to use a dictionary; do not use a dictionary when necessary; do not know how to use reference books-- encyclopedias, etc.; cannot select important ideas and facts from what I read; cannot take good reading notes. Need glasses; cannot see very well.

List names of any Negro magazines you know: \_\_\_\_\_

List names of any books you know that were written by Negroes: \_\_\_\_\_

Does a Negro newspaper come to your home regularly? \_\_\_\_\_  
How often do you read a Negro newspaper? \_\_\_\_\_

## English 123 - Final Examination

Your Name \_\_\_\_\_

Develop a discussion of the subject:

CHANGING CONCEPTS OF AMERICAN DEMOCRACY

Length: Not less than 500 words. Use your note file  
freely.

Cite accurately references used.

Make no reference to the Negro.

SUGGESTED OUTLINE:

- I. Distinguish Democracy from other forms of government. (For example; Facism, Socialism, Communism).
- II. Early Concept
- III. Later Concept (For example, Calhoun, Lincoln and others)
- IV. Contemporary Concepts (For example, Hoover, Roosevelt and others)

PART II:

Using only material that you cite from Current Periodicals a discussion of not less than 500 words on the following subject:

AMERICAN DEMOCRACY AND THE NEGRO TODAY

In this discussion try to show:

- (a) Historical background or what was the early posi-

tion of the Negro in American Democracy.

- (b) The extent to which the Negro shares in American Democracy.
- (c) The opportunities which American Democracy offers the Negro.
- (d) What the future may hold.

You might consider each of the above from the following points of view:

- (a) Political (b) Social (c) Economic
- (d) Moral or Religious

Instructor \_\_\_\_\_