

should be elected to see that the results of this rather informal gathering should not be lost and this committee was instructed to bring in a report at a meeting to be called not more than one year hence. A thoroughly representative committee with W. J. Dunlop, Director of University Extension, University of Toronto, as chairman, was elected.

This committee met in Montreal on June 20 and, having received a generous grant from an anonymous Canadian donor, decided to proceed with a survey of Adult Education in the Dominion. Dr. Peter Sandiford is to be in general charge of the survey and regional investigators will be responsible for the work in the various Provinces.

And now it would appear that a movement to promote Adult Education has been organized and launched. Duplication of effort and overlapping can henceforth be avoided; cooperation can be maintained. It is probable that an organization will be formally and definitely set up in the not very distant future and that this organization will aim to serve and not to dominate, to cooperate without making the slightest attempt to control. In brief, the prospect is that those who are interested in Adult Education, having come together and having learned to know one another, will now endeavour to work together for the welfare of those who need education of this grade. Without being unduly optimistic, one may safely assert that a great forward step in Adult Education has been taken and that it will not be long until all Canada will be going back to school. The necessity for Adult Education is realized and admitted. A concerted drive to develop Adult Education much further is now assured as a result of the Symposium.

Report compiled from

information submitted by W. J. DUNLOP

INTERESTING STUDIES

Mr. Oscar E. Hertsberg, Director of Research at the State Teachers College, Buffalo, New York, has made several interesting studies bearing upon the problem of selective admissions. In one of these he studied the inter-relationship between first semester (1930) grades and (1) high school achievement as measured by the SonesHarry test, (2) reading ability as measured by section V of the Ohio State University Psychological Test, (3) intelligence as measured by the same test, (4) emotional stability as measured by the Thur

1 stone Personality Schedule, and (5) average grades obtained in the high school Regents' Examinations.

He found that first semester scholarship correlated .65 with regent's grades and .50 with reading ability, and these in combination yielded a multiple correlation of .70. He found no relationship between emotional adjustment and any of the other variables.

The admission requirements for 1931 were modified on the basis of these results, requiring an average grade of 75 in the Regent's Examinations and a matriculation examination composed of the test used in the original study plus the Morris Trait Index. The college scholarship of all applicants was predicted from the regression equation derived from the multiple correlation mentioned above ($X_1 = .077X_2 + 0.1X_3 - 3.41$). In other words, the prediction was made on regent's grades and reading ability, combined. A predicted grade of 3.25 was arbitrarily chosen as the minimum for selection, although a higher predicted grade was required if a personal interview revealed unfavorable teaching personality. The correlation between the predicted grades of those selected by this method and first, second, and third semester grades were, respectively, $.77 \pm .02$ (200 cases); $.64 \pm .03$ (190 cases); and $.48 \pm .04$ (169 cases).

The next year (1932) the process of selection was modified by substituting for the prediction formula, combining the regent's grades and reading ability, a composite score derived by giving weights of 6, 2, 2, respectively, to the regent's grades, the Ohio State Psychological Test score, and the Morris Trait Index L score. This composite score was then made the basis of selection.

A comparison of the applicants admitted with the applicants rejected, on the basis of all variables except college grades and a comparison of the first semester grades of the 1930, 1931, and 1932 classes, indicated that a distinctly better class was secured in each of these experimental years.