

merely trained and cannot be expected to be mentally alert and original in his methods of approach. It is to be feared that we are worshipping the gods of haste and quantity so evident in the world outside and against which we should be the bulwark.

Although it may be a little outside the immediate purpose of this report yet it is difficult to refrain from remarking on the evils of early specialization. This is sort of a general conclusion rather than a specific one. It is the sort of impression that one gets in considering the data in perspective as it were. Pupils in the schools are expected to decide as to B.A. course or a B. Sc. course at the end of grade seven. Surely this is early specialization with a vengeance and something which all students of education condemn. How can any pupil even with the help of his teacher be expected to make this important decision? Not even the freshman at the university should be expected to make it even with the help of his so-called advisors. It does not follow that because a man is an authority in his subject that he is capable of making qualitative and quantitative comparisons between the mental traits of individuals with respect to the course they should follow. The pupil in school and the student in the university require more of a general perspective than they now receive in preparation for science. If the aptitude is there, the larger background will in the end produce a better scientist. No one is capable of being a scientist in the full sense of the term unless he has a knowledge of history, literature and especially philosophy for the latter is really the history of early science.

In the last analysis no test, however perfect can guarantee success but it can predict failures and this is a most important contribution for it means