

for it.

Miss Ketcheson suggested that the difficulty of examining numbers of students orally could be overcome by admitting to the oral only those who had passed a written examination. This was done in France for matriculation.

Mr. Ford reported on the immediate objectives of the investigating committee. The tests, which are now almost ready, are to be applied to obtain tentative "norms" of achievement for classes and kinds of schools. This is to be done as soon as possible. The tests themselves are then to be revised and prepared for a preliminary trial in February, to be followed by a much more extensive use in June. Most of the problems of the investigating committee are to be studied by means of these tests and can be settled in this way. Other objectives are not immediate and will be announced in the Bulletins.

Mr. Kerr emphasized the importance of acquainting the teachers and the public with the method of the tests, in order to secure co-operation and sympathy. Mr. Parmelee said there was a widespread feeling that the committee was concentrating on the making of the tests, and not thinking sufficiently of the final use to which the information derived from them was to be put. The most common criticism was that the tests would only provide a more accurate answer to questions which were already being considered and answered in a manner satisfactory for all practical purposes.

Mr. Coleman said that the attitude in the United States was favourable to the tests, and it was not thought that the problems in question could be solved without them. The chairman pointed out that in Canada too intelligence tests have been used exten-