

CONTENTS

	Page
PREFACE	v
CHAPTER 1. INTRODUCTION	
§1 THE PROBLEM	1
§2 SUMMARY OF FACTS PRESENTED IN VOLUME I	4
§3 IMPLICATIONS OF THE RESULTS	11
CHAPTER 2. THE CORRELATION OF SEPARATE SUBJECTS	
§1 SPECIFIC VS GENERAL PREDICTORS	18
§2 REASONS FOR THE SIMILARITY OF CORRELATIONS	28
CHAPTER 3. STABILITY OF INTELLECTUAL LEVEL	
§1 FLUCTUATIONS IN INTELLECTUAL GROWTH	38
§2 THE PREDICTABILITY OF INTELLECTUAL CHANGE	50
§3 SOME IMPLICATIONS	52
CHAPTER 4. THE EFFECT OF CIRCUMSTANCES	
§1 FULL-TIME AND PART-TIME STUDIES	57
§2 THE STUDENTS' COURSE LOAD	72
§3 HOURS OF EMPLOYMENT	84
§4 LODGINGS	88
§5 TRAVEL TO UNIVERSITY	98
§6 SOCIO-ECONOMIC BACKGROUND	101
§7 TEACHING METHODS	116
§8 INDIVIDUAL FACTORS	121

CHAPTER 5. THE EXAMINATION PROCESS

§1	THE PLACEMENT OF INDIVIDUALS	125
§2	THE PASS STANDARD	146
§3	THE CONSISTENCY OF SUBJECTS WITHIN A UNIVERSITY	151
§4	CONSISTENCY AMONG THE UNIVERSITIES	157
§5	PASS RATES OF DIFFERENT UNIVERSITIES	163
§6	CONSISTENCY OF DIFFERENT GROUPS OF STU- DENTS	165
§7	THE PASS-FAIL LINE	169

CHAPTER 6. THE EXAMINATION PROCESS AS A CAUSE
OF FAILURE

§1	THE CONSISTENCY OF EXAMINATIONS	182
§2	EXAMINATION STANDARDS	188
§3	THE CONTROL OF STANDARDS	194

CHAPTER 7. SUMMARY AND RECOMMENDATIONS

§1	ABILITY, ATTAINMENT, AND SUCCESS	204
§2	INDIVIDUAL PATTERNS OF PERFORMANCE	210
§3	THE EXAMINATION PROCESS AND SUCCESS	214
§4	RECOMMENDATIONS	215

ERRATA: VOLUME I	229
----------------------------	-----

INDEX	231
-----------------	-----