

of time sampling. After the experiment the examination of the standard of consciousness was repeated in both forms.

Upon having expounded the results in full and analyzed them both qualitatively and mathematically, the authors give a summary of the major lessons to be drawn from the experiment.

The most important ones of the statements included in the *summary of content* are the following:

Co-operation ensures the possibility of gaining valuable moral experience, which is of favourable influence on the trend of the standard of moral consciousness.

Depending on the standard of their moral consciousness, the pupils differently adapt themselves to the moral requirements involved by the given situation of activity. Thus, as to the participation in solving problems and the level of co-operation, there was a significant difference to be observed between the positive and negative representative groups, to the advantage of the former. Similarly, in the manner and efficiency of the adaptation to the norms of co-operation, the groups also presented a fundamental difference.

As shown by the results of correlation calculations on the connection between moral consciousness and characteristics of behaviour, high and/or inordinately low standards of consciousness are accompanied by relatively firm tendencies of behaviour.

In the *research-methodical summary*, the authors state that team-work, as problem-situations, includes ethic components, which render it suitable for morally qualifying thereby the pupils' behaviour and for a registration of the moral processes. Thereupon they set forth the advantages of the described experiment, and outline the application possibilities of statistical methods in the research on moral education.

Henrik Kéri

MATHEMATICAL STATISTICAL EXAMINATION OF A SCHOOL- ACCOMPLISHMENT TEST

Author tested five parallel classes of a technical school of industrial chemistry. Materials of the ACS Examination Committee were applied for the preparation of the test and the evaluation of the results. The test was designed to compare the relevant knowledge of the parallel classes. The results of the testing are evaluated by methods of mathematical statistics. Author outlines the guessing correction formula, he proves, however, that the probability of getting a good score by blind guessing is very small.

On the basis of the test, the objective comparison of the five classes could be performed. In case of four classes the arithmetic mean of the test scores was in good accordance with the mean of the marks obtained by traditional methods. The deviation occurring in the fifth class was due to individual marking methods.

Hereinafter the test results of one class are analyzed. The scores are converted on the basis of standard deviation into the marks employed in Hungary. The percentile rank is established according to the scores. The validity and reliability of the test is discussed and evaluated and the reliability coefficient is calculated with two different methods. The reliability coefficient is very low, as the discrimination power of many items is poor, and the test could not be applied with full validity for this student group. In the author's opinion the validity of foreign tests is decreased by translation and adaptation.

It is absolutely necessary that pre-testing, subsequent profound statistical analysis of the obtained results and correction of the mistakes should precede the realization of a nation-wide testing program.

Béla Kozéki

ON THE PSYCHOLOGICAL EXAMINATION OF THE ABILITY TO LEARN LANGUAGES

The continuously increasing requirements in so to say every respect, thus also in learning languages, lend the question of ability a marked significance. Moreover, instead of instruction, the modern and efficient methods lay stress on the learning of languages, on the activity on the student's part. This is why acquiring as exact information as possible on the students' personality is important. The special abilities of the students, their motives and other psychic factors of primordial importance in learning languages can be investigated with good results by means of psychological measuring instruments constructed for this purpose and suitable both theoretically and practically.