

SCIENTIFIC INTELLIGENCE TESTS HELP SOLVE STUDENT PROBLEMS

Method of Minimizing Errors in Intellectual Performance Needed Says Dr. R. H. Wheeler

By Georgia Stone

"Just as a scientific study of the method of play in tennis leads to greater efficiency in that game, so a scientific study of our mental operations can be turned to the student's advantage in meeting the demands of a college course," said Dr. Raymond H. Wheeler, professor of psychology, in explaining the adoption of the intelligence tests for all entering freshmen students at the University of Oregon.

"The intelligence test is simply one of many instruments employed to help the student adjust himself to the requirements of an academic course."

The use of intelligence tests in universities is an outgrowth of two movements, according to Dr. Wheeler—the use of the group intellectual tests on adults in the army, and investigations by the National Research Council. Recognizing the country's needs, the National Research Council has been studying ways and means of assisting colleges and universities in finding out and in stimulating worthy individuals, who are intellectually qualified, to go into research. No sooner had tests been tried out, several years ago, than it was discovered that they were quite as useful in helping the student who was mal-adjusted as in pointing out the potential expert in research.

"Increasing demands on a student keep pace with the selective process as we go from lower to higher education," said Dr. Wheeler. "So there are many students in college who fail, who should not fail, and it is not their fault; there are many who are wasting their time because they are not making the best of their opportunities, as well as many who could profitably do very much more than is required of them and could do it without any physical or mental strain. Since higher education is a costly thing, it is felt that new methods that will promote efficiency and motivate higher types of work, will be economically as well as morally justified."

"There is nothing meritorious about getting a high intelligence rating, and nothing disgraceful about getting a low one," continued Dr. Wheeler. "Variations in intelligence are quite as natural and should be taken as much a matter of course as variations in height or weight. If you weigh 200 pounds and are husky, there are many physical feats you can perform that the fellow weighing 100 pounds can not do, but that does not make you a better person than the one weighing 100 pounds. The criterion of merit is not absolute, but proportional. It is measured by the ratio of his actual performance to his physical and mental strength."

"What we need is a means of minimizing the errors we have always made in predicting intellectual performance. We also need an instrument that will make possible prediction and guidance where they have been totally neglected in the past. It has been shown over and over again that personal judgments of intelligence are inaccurate for the reason that we unconsciously and almost inevitably allow personal feeling to bias our judgment."

"Grades are nowhere nearly as accurate as many people suppose them to be. Numerous investigations have shown that intelligence ratings are more reliable than grades in the prediction of future success. But it must be remembered that no claim of infallibility is made for intelligence tests, but we do know that when tests are used in connection with these other criteria, such as grades and personal observation, we can predict success, pass on borderline cases and advise the student in many ways far more justly than we can without using the tests."

"His much-cherished freedom awaits a student nothing if he does not have ability, and it is certainly an advantage to him to be so situated that he can exercise this capacity with the greatest amount of freedom. Unless he is treated as an individual case or in a special group, that privilege cannot be given him. It is to his advantage that we should find him out early and keep our eye on him throughout his college course. We should be able to pick out those likely to have difficulty with their college course and help them individually before they get too deeply into trouble. We should find those whose failures are inevitable, not only saving considerable expense on their part, but helping them decide upon a more appropriate type of education."

"Scholarship committees, discipline committees, the deans, advanced standing committees, committees on special students, all will find uses for intelligence tests too numerous to mention here. The tests will not be used in eliminating a candidate for college entrance, but they will increase our accuracy in advising the student after he has been given a chance whether to interest himself further in higher

intellectual pursuits.

"For example, here is a person before the probation committee. His grades indicate that he should be flunked out. He is a misfit, he lacks aptitude for his course; it is a waste of his time and of the university's to keep him. Suppose, however, that his rating is high and you know he could capably do the work if something avoidable were not interfering. Make a special case of him, and give him another chance, but remove the difficulty if possible."

Testing is only one feature of a comprehensive program for the guidance of the student, Dr. Wheeler pointed out. Among others are the special placement or content examinations used in sectioning of classes on the basis of aptitude and previous training, ways and means of promoting intellectual comradeship, keeping character records, activity records, etc.

"The faculty here decided to make a small beginning along this line of educational guidance and to take but one step at a time, consequently for the present, use of intelligence tests is the only feature of the entire program that has been adopted officially," said Dr. Wheeler. "On the other hand, it must be understood that the usefulness of tests increases as other features of the plan are adopted, and in particular, the feature of sectioning of classes. This has not been finally approved by the faculty, except that the principle has been endorsed. There are so many mechanical difficulties in the way that it is possible that sectioning will not be carried out in many departments for a long time, but it has been carried out in some departments on the campus for several years. Therefore, as far as sectioning is concerned, we are not instituting anything new."

"More than 65 universities are using tests, and we have made a very thorough study of the situation, corresponding with more than 45 institutions. Several institutions have sectioned classes for years."

"Dean J. B. Johnstone of the college of literature, science and the arts, University of Minnesota, states: 'As to sectioning classes on the basis of ability, some of our departments have done this for many years, and the practice is slowly growing. In 1921 the faculty voted to approve such a practice and to encourage departments to arrange their schedules so that classes might be sectioned in that way.'

"Columbia, Iowa and Princeton are other institutions where sectioning is becoming a regular practice or where it has been done for years."

"Before we contemplate very seriously any extensive scheme for the sectioning of classes," said Dr. Wheeler, "we shall give the first step a thorough chance to prove its worth. The success of a testing program depends to a great extent upon a wholehearted co-operation between students and faculty. It would be a great mistake if anyone conceived the idea that these departures place additional burden and restriction upon the student. As a matter of fact, any guidance program works for democracy rather than autocracy."

FRESHMEN UNAWARE OF TORTURE TUNNEL

How many freshmen know that the Oregon campus has a tunnel under it? This extends from the sociology building south across Thirteenth street, and is of concrete, about seven feet high and seven feet across.

The main steam heating line passes through this tunnel and connects with the various buildings. When the tunnel was new and the pipe did not leak a great deal, it was a favorite initiation stunt to put frightened freshmen in the tunnel. But nowadays so much steam escapes that the place is scorching hot. It is very difficult for workmen to stay in it long enough even to make necessary repairs.

The central plant, now in the building with the University depot, was formerly in the sociology building, until moved over a year ago. There are three boilers in the system, but only two are now used. Each generates over 250 horse power, and they burn from 12 to 14 cords of wood a day. The fuel is ground into fine pieces, known as hog fuel, and is dumped into a conveyor, which carries it to the fire-box.

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OREGON DEBATERS LEAD IS LATEST KGW REPORT

Final Results of Contest Delayed By KLX

Incomplete returns for the University of Oregon-Stanford university radio debate show the northern team to be in the lead, according to an informal announcement made by the extension division yesterday. These include the complete returns filed with KGW of the Morning Oregonian covering everything north of the California line since all listeners living north of that line sent their votes to KGW.

The reason for the failure to announce the final results last Sunday morning in the Oregonian as was originally planned is that radio KLX of the Oakland Tribune has not given out its final report yet, according to the incomplete announcement of the extension division. All those living south of the California-Oregon line mailed their votes to radio KLX. Votes have been coming in daily. When the final amounts have arrived in both the northern and the southern station the results will be published in the Oregonian. The extension division is not certain when this announcement will be made.

The debate was held during the spring vacation on Wednesday, March 25. The University team assembled in radio KGW, while the Stanford team assembled in KLX. The subject was, "Resolved that the Immigration Act of 1924 should be amended so as to admit Japanese on the same basis as Europeans."

The northern team pointed out that it would not admit many of the members of the yellow race into this country; perhaps three or four dozen per year. They pointed out that there was a moral question involved; that of shutting out one of the five world's greatest powers. Another point advanced by the Oregon team was that the act was passed by a group of politicians in Congress in the heat of passion.

The Stanford team pointed out that the Japanese would not amalgamate since they were biologically different from the Americans. This was the main theme of their whole argument.

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CLASSES IN BALLET DANCING

For University Women
Postponed on account of
April Frolic

WILL BEGIN
Tuesday, April 14
7 p. m.

Laraway Hall
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IRVIN STANG
For particulars phone 163J

MISS SHELLY TO SPEAK AT GIRLS' CONFERENCE

Miss Mary Josephine Shelly of the physical education department, will leave next week for The Dalles, where she will attend the meeting of the Girls' League. Miss Shelly will address the girls of The Dalles schools Thursday, the 18, on the "Necessity of Physical Activity for the Health of the Body."

Though the convention is only a local one it has become one of the most significant programs put on by the secondary schools in the state. Every year The Dalles high school sets aside three days for Girls' week and for the past three years the University of Oregon has been represented by some woman on its faculty.

The convention is for the purpose of discussing such problems as dealt with sociology, health, and other matters which deal with vocations for girls. Miss Shelly will be accompanied at the convention by Dean Jameson of Oregon Agricultural college and Dean Fitch of Whitman college.

LUCILE W. STONE MARRIES

P. C. KROHN OF DAKOTA
Announcement has been made of the marriage of Miss Lucile W. Stone and P. C. Krohn on March 20, at Bend, Oregon. Mrs. Krohn, a senior in the school of music, is the daughter of Mrs. L. W. Stone of Duluth, Minnesota. Mr. Krohn, a former student of the University of Chicago, whose home is in Fargo, North Dakota, is now in the offices of the S. P. & S. Railway company in Bend, Oregon.

LAST VODVIL TRYOUTS TO BE HELD APRIL 17

Krausse Wishes Additional Front Stage Acts

April 17 has been set as the final day for try-outs for Junior Vodvil, and any acts submitted after that date will not be accepted, according to a statement made by Paul Krausse, chairman for Vodvil.

Daily try-outs are being held at 4 o'clock each afternoon at the College Side Inn, with the exception of Saturday and Sunday. Rehearsals for Vodvil are scheduled to begin April 20.

As the author of the musical comedy, which was to have been presented as one of the acts, is not on the campus this term, no musical comedy will be presented this year.

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Walter McGrail
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9:30 p. m.

**CHRISTIE
COMEDY.**

Intl. News
**Le Roy
DEVANEY**
at home
on the
WURLITZER

Hear 'Em
**HA!
HA!
HA!**

Get in the Laff Line
"40 Winks"
is doing its final
stuff tonight

REX

year. Krausse, who will direct the rehearsals of the acts, felt that by omitting the musical comedy this year he would have sufficient time in which to get the acts into better shape.

The best act presented at the April Frolic this evening will be given as one of the headliners at Vodvil.

Up until the present time, about 10 acts have been submitted, and from these the best ones will be selected. Additional acts, particularly front stage acts, are requested.

DR. W. D. SMITH UNABLE TO MEET WITH TEACHERS

Professor Warren D. Smith, who is the chairman of the geography council of the Inland Empire Teachers' association, which meets in Seattle this week, will be unable to attend. This association composed of teachers from the states

of Oregon, Washington, Montana and Idaho, meets in these different states in turn.

RADIO LECTURE DELIVERED BY PROFESSOR SWEETSER

Professor A. R. Sweetser of the botany department, gave the radio lecture last night from radio KGW of the Morning Oregonian. He spoke on the hundredth anniversary of Douglas, the great botanist who came to Astoria just a century ago Thursday, April 9. On the anniversary day he spoke on the same subject at Astoria to a group of Astorians.

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