

although some of them may do well in examinations. An interesting study being made by Mr. Webster of this department throws an interesting side-light on this aspect of the subject. In comparing the intelligence of the language group in the High Schools with that of the science group, he found that the average intelligence of the language group was higher than that of the science group. Some of our classical friends immediately took great comfort from that fact but further investigation revealed that the upper part of the science group is more intelligent than the upper part of the language group. The reason of course is that quite a number of pupils in the schools elect the science course to avoid Latin and they are generally the poorer type of pupil. There is no doubt but that this feature is carried forward into the university and led President Lowell of Harvard to say: "The B. S. degree may not necessarily mean a mastery of science but just an absence of Latin." In other words perhaps these students should not be in college or if so not in science.

Another somewhat surprising result emerged. The relation between intelligence and class standing is less in the upper years than it is in the lower. Then, too, the class marks are progressively lower from first to third year. In other words the intelligent student is not doing as well in his third year as he did in his first and second. It is difficult to account for this state of affairs. One thing certain it cannot be accounted for by more severe marking in the upper years. It may be that there is too much routine, too much mechanical technique, too much mere drill in some of our science teaching with the result that the good student becomes sated with the whole thing. A student who who has twenty-four hours laboratory work per week in addition to his lectures with no literature or history or philosophy to humanize his life and give him poise and develop his imagination is not being educated but