

It is quite conceivable that a student of high intelligence can attain very respectable standing in science subjects and yet lack the inquiring temper of mind and the ability to see new relations. In fact it frequently happens and we are of the opinion that this accounts for part of the close relation between matriculation and university standing. This is one reason why intelligence tests should be added to the study.

The relationship between the tests results and the class standing is only fairly high. The tests do not stress information as such. Sad to say examinations frequently do and as frequently do no more. Then there are students who made high scores in the Aptitude Test and who through lack of adequate preparation or changing their course have made low or merely average class marks. Finally there are the students who do not work. But after all is said and done it is evident that the tests measure something which the examinations do not measure or measure in a partial way and this is why the correspondence is not high. We all recognize the inadequacy of examinations in the case of the really brilliant student. For this reason it is desirable that the professors in science subjects give us a personal rating for each student in the fourth year of the B.Sc. course. In Leland Stanford it was found that this gave a much closer relation to the test scores than did the class marks. By this time the instructors should know their students apart from the mechanics of examinations and it is this rating which is important. In other words, what does he think of the student as a scientist apart from marks.

It is quite evident that there are a number of students merely taking science courses and merely acquiring information about phenomena. They are not scientists and no amount of laboratory training or technique will make them such