

SIMPLE TESTS FOR MEASURING INTELLIGENCE

Prof. Book Explains How First Grade School Pupils Are Put Through.

8 MINUTES IS ALLOTTED

This is the second of a series of articles on the intelligence tests used in the schools of Indiana and other States under the direction of Indiana University.

By PROF. W. F. BOOK, Head of Psychology Department Indiana University.

In applying the Indiana intelligence tests to gauge native ability, school pupils from the first grade to high school seniors are given the tests—the subject varying with the grades. Naturally, the tests for the first-grade pupils will seem easy and simple to the parents of school children, but these tests have been compiled with a view toward finding the ability of the first-grade pupils to recognize words when the words are mixed with combinations of letters having no meaning.

This example from the first-grade reading vocabulary will illustrate the keen quality the first-grade pupils display when they successfully pass the test. The example:

rust, cow, cux, chal, rusl.

In this example cow is the word hidden among the meaningless combinations of letters. Another example:

surt, elis, time, tsum, wurd.

The third combination of letters spelling out a word is hidden in that example. There are twenty-seven different examples, each one containing a word which should be in the vocabulary of the first-grade pupils. In scoring this test the pupil correctly answering each example receives twenty-two points; these points applying in determining the possible points out of 100 in the various tests for first-grade pupils.

Right now is allotted the pupils for the test and at no time does the teacher giving the test answer any of the examples, but they may, however, begin the test with an illustration of a similar example, but not one that is in the list. To prevent a pupil from merely marking the second or third word in each line the test is so arranged that the correct words do not occur in the same position in any two lines; one time it is the first word, a second time the third or fourth word, and the position varies in each example.

In one survey already conducted it was found that pupils in the same locality or even the same township vary tremendously in their ability to respond to both pupils and teachers to expect the same quality or amount of school work from classes which differ so widely in native mental endowments.

For pupils in grades ranging from second to fourth inclusive the Indiana Intelligence tests include examinations to determine verbal ingenuity, logical judgment, arithmetical ingenuity and moral judgment.

In testing verbal ingenuity a list of twenty-five examples are set out. In each example there are words which make a correct sentence and a word that has no relation to the thought of the sentence. The words forming the sentence are not in proper order, often the verb is first, then the subject and often the sentence follows. Other times the subject leads and various similar combinations are used in order to vary the style of examples and test of ingenuity of the pupils.

This is an example of one of the sentences:

The cat at see.

In that example the word "at" is the unrelated word and when it is crossed out the sentence, "See the cat" can be formed.

Another example is:

"My suit dollars wear twenty new cost."

The word "wear" is the unrelated word and when it is crossed out the sentence "My new suit dollars twenty dollars," can be formed. Other examples contain as high as fourteen words in them and one of the words has a relation to the text matter of the sentence.

For the logical judgment there are a series of words and one of the words bears no relation to the others. For example:

Beef, lamb, bread, mutton, pork.

In this series of words "bread" is the unrelated word. There are twenty-four similar series of words, each having an unrelated word. In testing arithmetical ingenuity there are twenty-five examples, each one a series of numbers. In one series all the numbers are odd excepting one of the numbers which is even. The pupils cross out the even number. Another example has even numbers with an odd number. Other examples have numbers in which the difference between each is two points—with the exception of one in which it is in that ratio. This number is sixteen. In one series the numbers are a multiple of two, others a multiple of five, each has an improper number which the pupils strike out.

Moral judgment is gauged by a series of words such as justice, fairness, shrewdness, honesty, trickery. The pupil crossed the word which represented the worst of these qualities. Another example has the words—candy, cosmetics, display, double-dealing, treason, fraud. In that example the treason is the worst. There are twenty-five similar examples. In each of these tests the student is given five minutes for each examination. My next article will deal with tests for pupils from fifth to eighth grade.

Shelbyville Citizen, 101, Is Seriously Ill

Charges Big Bribe Offer to American in Mexico Election

MEXICO CITY, June 2.—Alleged letters offering a huge bribe to an American Army officer to obtain support from the United States Government for the candidacy of Alfredo Robles Dominguez for president, were made public by President Obregon today. The letters from Dominguez to Col. Robert M. Campbell, former Indiana banker, were offered Campbell \$2,500,000 to obtain support for the former's candidacy to become Carranza.

Dominguez, said to be in Washington now, opposing the Obregon administration, was Obregon's opponent at the elections.

'SILENT COPS,' BLINKS, SIGNS CONFUSE MANY

(Continued From Page One.)

safe streets or boulevards as preferential traffic streets, and prescribe rules regulating traffic thereon," persons who have studied the new law say that it will not apply anywhere in Indianapolis, except possibly at the four Meridian street crossings. The "right of way to the right" rule applies, at these points, not because of the new law, they say, but because the traffic ordinance provides in subdivision "a" of Section 4:

"At street intersections where street police are placed, such vehicles entering such intersections shall not cross the center of such intersecting street, if at such time another vehicle is approaching from its right and about to cross its path, and is at a point within three (3) feet of such intersection. Such vehicle at the right should have the right of way over such other vehicle."

The traffic ordinance in subdivisions "b" and "c" of Section 4 establish specific rights of way on every street in Indianapolis as follows:

"(b) Traffic on north and south streets shall have the right of way over traffic on all east and west streets, except on Washington street, and all boulevards as established by the common council and the department of park commissioners of any city. Traffic in Massachusetts, Indiana, Kentucky, and Virginia avenues shall have the right of way over all traffic on other streets.

"(c) On East New York street from the Big Four Railroad tracks to Emerson avenue, east and west traffic shall have the right of way over north and south traffic."

Motorists who have studied conditions at the four Meridian street crossings where the safety devices have been placed, contend that the signs, "Slow: driver approaching from the right has right of way," are having a bad effect because they are tending to teach drivers that the car to the right has the right of way all over the city, when such is not the case.

CONFUSION OUTCOME.

With part of the motorists believing the traffic regulations to be one way and the remainder thinking differently, dangerous confusion will arise. It therefore being widely said, and has been brought to the attention of the board of safety, that if the warning signs are to be left up at all they should not bear the reference to right of way, but rather should have on them only a simple admonition to "Go slow."

Another condition which adds to the confusion of those who are honestly trying to understand and abide by the traffic rules is the fact that the "silent cops"—"unshrouded lights" are not always in working order. For instance, the "unshrouded light" on Washington street was not burning last evening, during the hours when the greatest afternoon motor rush is on, but was burning at 8 a. m.

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This number is sixteen. In one series the numbers are a multiple of two, others a multiple of five, each has an improper number which the pupils strike out.

Moral judgment is gauged by a series of words such as justice, fairness, shrewdness, honesty, trickery. The pupil crossed the word which represented the worst of these qualities. Another example has the words—candy, cosmetics, display, double-dealing, treason, fraud. In that example the treason is the worst. There are twenty-five similar examples. In each of these tests the student is given five minutes for each examination. My next article will deal with tests for pupils from fifth to eighth grade.

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