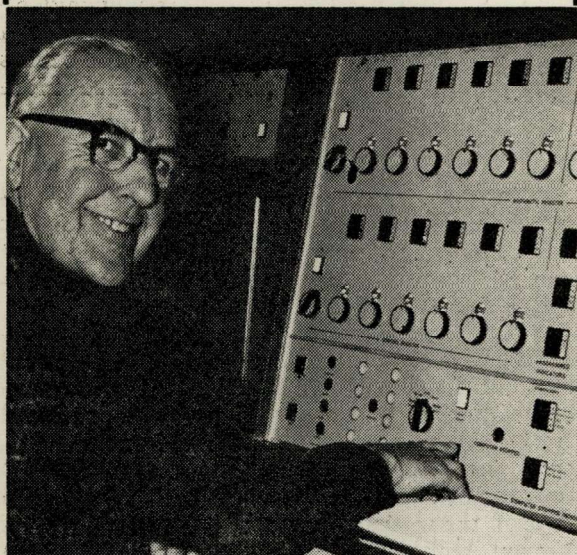


Computer will process School Cert. results



Mr. TENNENT pressing a button to set the 1300-series electronic computer in operation and formally open New Zealand's first computer bureau at Shell House, Wellington.

The Education Department will be among the major users when it processes and prepares School Certificate examination results "not later than they were last year and, if possible, earlier" despite the increase of 2500 candidates.

"As Minister of Education I am vitally interested in office mechanisation," he said. "The sheer volume of work which goes under the heading of education is really staggering. We have to deal with over 22,000 teachers a year and hundreds of thousands of children. Education today is big business. This year we will have over 33,000 boys and girls sitting the School Certificate examination."

(Photograph from I.C.T. (N.Z.) Ltd.)

THEIR OYSTER

"Give your child as much education as possible. Higher education makes the world the child's oyster," said the retiring Commissioner of Apprenticeship of the New Zealand Labour Department, Mr. H. C. McQueen. "Give him at least fourth form education if he wants to be an apprentice."

NO RIGHT ANSWERS FOR SOME TESTS

If, in a conventional IQ test, a child is asked "Why is it better to make buildings of brick rather than wood?" the answer that brick isn't the best material "because brick is cold and ugly while wood is warm and beautiful" will get no marks. The anomaly here has been brought out by Dr. Paul Torrance, a leading American authority on intelligence. He has found out that conventional IQ based tests can be misleading in the selection of gifted children, especially those with creative gifts. While outstanding creativity is seldom found among children with a below average IQ, scores above 115 or 120 have little bearing on the problem of selecting children with creative minds.

He has evolved methods for testing this: tests which, unlike IQ tests, have no predetermined right answers. They are designed to detect such qualities as curiosity flexibility, sensitivity, originality and insight. Dr. Torrance finds evidence of children, cited by teachers as naughty and having the "silliest ideas," as being among the most highly creative.

Great Care in using IQ tests, says Director

"I do not believe that intelligence tests have blighted the lives of large numbers of children nor do I believe that every practising teacher shares that view." The Director of Education, Mr. A. E. Campbell, said this when commenting on a reported view expressed by the editor of the "Methodist Times," Mr. H. W. Beaumont, in Christchurch.

In criticizing the "IQ business," Mr. Beaumont made the comment that so often the so-called tests of intelligence turn out to be tests of almost everything else.

Mr. Campbell said he believed that intelligence tests could result in harm if applied by people who did not understand the limitations of the tests and were not equipped to interpret the result properly.