

Re: Racial Differences in Intelligence

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P.Comm wrote:

[...]

> ?? Test = exam! They meant the same thing here.

Test: instrument for finding out some narrowly defined fact about the student (eg, did (s)he read the story assigned for homework? Can (s)he do 3 digit multiplications w/o pencil and paper? What facts about history of the town does (s) he know?) Usually used to determine baseline data so that lesson plans etc could be adapted to student.

Exam: demonstration of complex skills ("problem solving") by student.

Mind you, many "exams" were merely long tests, covering the material in the course.

>>I would test a student's ability to comprehend a story by providing a
>>story to be read for the test/exam, perhaps ahead of time, perhaps not (in
>>which latter case, the exam timing has to allow for reading the story.)
>>Those kinds of questions would be asked about a story that had not been
>>read in class, IOW. Or, you ask questions that didn't come up in the class
>>work.

>>

>>NB that recall is not correlated with ability to analyse a story,
>>especially when under stress (as in an exam.) I always detested those
>>instructors who refused to give even a hint of clue as to what facts of
>>the story they had in mind when they framed their discussion questions.
>>(Even you can't remember certain details about *To Build A Fire*. Neither
>>can I, for that matter, and I dealt with it at for at least a dozen
>>years.)

>

>

> Well, I read the story when I was 9 years old. I'm 54 now. :) I remember
> the brunt of it, the hellish everpresent SNOW, the white hell of it, the
> utter helplessness of the man, his last hope, that match.

Like I said, the guy had no imagination. Imagine building a fire under a snow-laden branch! Didn't he look around first???

- > *We never had multiple choice questions. But we also never had such*
- > *questions (as what kind of house did 3rd pig build), multiple choice or not,*
- > *in any reading exam. For math tests (or arithmetic) there was no multiple*
- > *choice at all. You had to come up with the answer. I guess you'd call what*
- > *we had when it came to reading anything that's a story, or history, as*
- > *"exams." Tests – exams, were the same to us.*

Yeah, I gathered that.

- > *Here is one: a cubed plus b cubed equals c squared. What are a, b, and c.*
- > *NO multiple choice.*

1, 2, 3: $1 + 8 = 9$. Or 2, 2, 4: $8 + 8 = 16$. Etc. An infinite set of solutions. Is 1, 2, 3 the only triplet where a, b, c are different? Dunno.

- > *That's a very easy one! You can probably do it off the*
- > *top of your head. The one Terry Trotter (math professor that puts "strange*
- > *things about numbers" on websites) sent me to try my hand at (I wanted to*
- > *KILL that man) – was NOT easy since I do not have a calculator capable of*
- > *handling such huge numbers. I mean, his problem didn't involve numbers you*
- > *can just do in your head right off. No freaking way. But I got the answer.*
- > *That was this:*
- >
- > *a fourth power plus b forth power equals c fourth power plus d fourth power.*
- > *What are a, b, c and d. How do you write that in computer talk? $a^4+b^4 =$*
- > *c^4+d^4 ?? I'm not sure how to write it in computer talk and I can't read*
- > *it easily, and I can't make small superscript numbers on usenet – so I wrote*
- > *it all out for you.*

$$A^4 + B^4 = C^4 + D^4$$

BTW, the version that appears in the reader shows superscripts – this version (in the text editor which is part of the news-reader – shows it with the caret. Wierd.

- > *I know by intuition right up that a and b have to be numbers probably right*
- > *next to each other and that c and d have to be further apart, one lower than*
- > *a or b and the other higher than a or b.*

I agree.

Did you try restating it as a quadratic, and solving for the square roots? I suspect that would be faster. But this question doesn't bug me.