CROSS REFERENCE SHEET

Name or Subject: Psychology

File No.

Regarding

Date

SEE

Name or Subject: Angell, J. R.

File No.
President W. R. Harper,

Dear Sir:

Permit us, therefore, to call your attention to the defective equipment of our psychological laboratory, as compared with the laboratories of any of the larger American universities. Under present conditions we simply cannot pretend to rival the stronger institutions in the completion of training, which we offer in this line. I do not understand that it is the purpose of the University of Chicago to admit or cherish any such inferiority, and I sincerely hope that time will come, when the situation can be materially altered. Until the laboratory has assumed its proper quarter, development has hopelessly cast aside the questions. Since these premises, I have repeatedly urged the possibility and desirability of expansion, which I hope to emphasize anew.

Unless one is familiar with the details in such case, comparative statements concerning cost of equipment for laboratories of this kind are likely to be misleading, inasmuch as two or three single series of apparatus are often worth as much as forty or fifty others put together. Our collection of apparatus has cost approximately $2800 up to date, which is (roughly estimated) from one half to one sixth what the laboratories of the larger American institutions have cost. This however, is not the most significant index to evaluate our equipment. Indeed, it is very difficult to secure accurate figures concerning the cost of such laboratories. But if
The extent of such collections a very cursory survey will afford unreliable information, and it is often the extent and representational character from which they derive their value. Evaluated in this way, our collection is perhaps, one fifth to one sixth as rich as that of Cornell, Harvard and Columbia; one half to one third as effective as Yale's; two thirds as effective as Clark and hardly stronger than our immediate neighbors Michigan and Wisconsin.

To make our equipment equal to the best would require several thousand dollars. I should not regard it as imperative or, indeed, as especially prudent, to expend so large a sum as that, until the laboratory is accorded permanent quarters of a more commodious character than those at present occupied. It would not be possible under present conditions to avail ourselves of the full value of such acquisitions.

Moreover, it is entirely possible for a much smaller sum, which I estimate at $1,500, to build the laboratory on such a basis as to make its equipment thoroughly representative, even if not exhaustive, and to enable us to give our advanced students a genuinely sound technical training.

I would respectfully urge that such a sum be appropriated at once in addition to the appropriation for the usual current expenses.

Apart from outlays of funds in the endowments, university and the maintenance of its prestige, this expenditure may...
From the fact that the demand for advanced work of this character has grown steadily during the last few years and that our students are in demand by many institutions as instructors, it is evidently a matter of good policy, therefore, to send our persons so trained as to assume successful work and the reflection of honor upon the University from which they received their instruction. The occupancy of the following positions among others by persons who received all or the advanced portion of their training here will show that our work in psychology is well regarded and in demand. An associate professor at Oberlin, an assistant at Harvard, an instructor in the University of Kentucky, a professor in the Randolph College, a professor in the University of Tennessee, a professor at the University of Mississippi, the director of the Child Study Commission of the Chicago Board of Education, etc., etc. Several of our students are now in demand by strong institutions. A number of excellent investigations have been carried on by students in the laboratory and published from time to time during the last five years. Altogether I think it may be fairly said that the laboratory has improved its personal faculties and is entitled to support.

Very truly yours,

James R. Angell.
February 16th, 1901.

My dear Mr. Angell:

Will you consult with Mr. Dewey and suggest, as early as may be thought best, the name of a person to serve as assistant in the psychological laboratory,—a position for which the sum of one thousand dollars stands appropriated in the budget, an increase of five hundred dollars over last year's appropriation?

You will allow me to say that after figuring the matter on the best possible basis we find that we have the sum of fourteen hundred dollars on which you will be permitted to draw for the purchase of apparatus for the psychological department.

I remain

Very truly yours,
My dear Mr. Author:

Will you convenient with Mr. Hewey and

suggest, as early as may be, the best plan to
take on a person to serve as accountant in the Pay Office.

The position of a Superintendent's accountant is
one of great importance, and the one now occupied by
Mr. J. N. Johnson has not been satisfactory. Our firm
requires an increase of 25% on the number of clerks over last
year, and a superintendent?

You will allow me to say that after

the matter on the point involved; the fact we have the sum of $1,000,000 to

which you will be benefited to gain for the

interest of the country, for the Pay Office, or government.

I remain

Very truly, yours.

[Signature]
Chicago
Feb. 22, 1901

My dear President Harper,

Allow me to acknowledge the receipt of your favor of Feb. 16 #.

We shall complete arrangements about the assistantship in the Psychological Laboratory at the earliest convenient practicable.

In this connection allow me to suggest that it may...
he had to count upon, and
that $2,000 might reasonably
be expected. The sum actually
available is of course nearly
a third less than the latter
sum, to say nothing of its
falling on the wrong side
of what we had supposed the
minimum. I sincerely
hope that you can in some
manner arrange to add
at least the extra $100 per
which we had hoped.
A lamentable decision.

In view of these considerations, I have turned to the possibilities in the fourth floor of the new Press Bldg. I may be wholly uninformed regarding the facts. But I have understood that considerable space was unassigned on that floor of the building. The arrangement could of course be amended temporarily, but it would promise a more
Extended truce undesirable,
than any other sight building
I know. Incidentally, I
never say that. I hope for a
building for our department
and where that comes, our
hours will be largely at an end.
The assignment would
suit me several things, French
dress - i.e. plenty of light,
good air, portable furniture
free noise - certainly strict
noise - and flexible room.
most conservatory plans and
in conjunction with which we
have already remodeled our
courses. The loss of the
final $500, upon which we
had counted optimistically
planned, renders of course
a very serious shrinkage in
the increased efficiency of
our hoped-for plant. But
we shall simply continue
to bear and face with satisfied
for assistance until
anxious survey of available space for us in other buildings. The result has been most depressing. In any of the buildings, when accommodation of irreproachable satisactory class can be obtained, our terms would be unreasonably and necessarily transitory. With one exception, I do not think he could get quarters of any kind which would that could not harm for our work to
May 10, 1901

My dear President Hoover,

Acting on your suggestion, I have examined the forms in the Nebbia Study, as possible questions for the Psychological Laboratory.

I fear the situation then is almost hopeless. The woman on the fourth floor and the Shunting...
The contracts tend to be small and light. For the majority of housing, the tendency is to build small houses on small sites. The plan should be for a dwelling room of about 30 feet by 15. In the ground floor, there should be a front room, with a small outside staircase leading to a second floor, where there should be a bedroom and a bathroom. The site should be as free from traffic as possible, and should be near to the main road. The building should be of brick, with a pitched roof.
تنويه غير قائم على مصلحة

أتذكر وارجحك

أنا أتتبع — فإنه من المهم

نلاحظ — يمكنك البحث

أن الكثير من النصيحة يمكن العثور على

كما أنني متأكد من أنك

يمكنني دائمًا أن أساعد

أنا متحمس جداً

أنا متحمس جداً

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أنا متحمس جداً
May 18-1901

My dear President Husser:

I have discovered available quarters for the psychological laboratory which approximate much more nearly possible conditions of instruction than those now in use.

The rooms I have every reason to think that a little rearrangement for use in exactly secure the spaces, although I do not flatter myself that it can be done at once.
My old picture room is
Ryerson (33) has been used
for introductory work, which
is, I understand, the aim
hereafter under Col. Parker's
instructor. In any case the
room is not reserved
for any specific uses.
Up on the fourth floor—
the room is 80 feet square—is a
room 75 x 24 feet in area.
Mr. Macri is now using
the room semi-occasionally
for his private photographic
used it, and
indicators urge
in winter. But the
location is good. With
room 33 for my classes
should be able to work within
fateful limitations. I do not
believe the Botany rooms would
be really endurable, and I
have seen they would be far
inferior to these. I therefore
hope for approval and
cooperation, unless some
advantages that have been
discussed.

James R. Agee
May 23, 1901.

My Dear Professor Angell:

I think you have solved the problem. I shall at once take up the matter. Of course, it is necessary to approach Mr. Michelson somewhat diplomatically. Will you be kind enough to do this yourself and upon my return from New York next Tuesday I will take the matter up with him.

Very truly yours,
In war troubles along. Other
knew I feared something else
must be sought and I am
That impressingly convinced. No pound
await such a search at this
present moment.

Very truly,

James A. Garfield

July 28, 1901

To the President Dear Sir,

In reply to your
expressing, permit me to say, that if
as I know the arrangements
relating to the removal of the
psychological laboratory to Pyma
are all I stand still.

My deep communion with the
gentlemen of the department
of physics resulted in their
retirement for deliberation and
consultation. The department
at a moment that turn of the
Nicholson bought another to
a temporary close. I was just
about to open the subject
with an answer, when from
with came, "Knowl." he

The physics were good, it
impossible, I think, to join in the big
great room, which I thought
might conceivably be

my other available quarters.
My dear Clarke:

I beg to acknowledge your letter of the 12th inst. in regard to notices contained in the Weekly Calendar and to express my gratification that you can arrange to bulletin them automatically. I thank you for your consideration in this as in many other matters. We have many reasons to give thanks that we have such an accommodating man in our Information Office.

Yours very truly,

Mr. Clarke S. Jennison.
Mr. George Clarke

I have to acknowledge your letter of the 15th inst. in regard to notice concurring in the Weekly Circular and to express my gratification that you can arrange to publish them satisfactorily. I thank you for your consideration in this as in many other matters. We have many reasons to give thanks that we have such an accommodating man in our Information Office.

Yours very truly,

Mr. George E. Bennison
Mr. Henry Porter Chandler,
Secretary to the President.

My dear Henry:

In answer to your letter of January eleventh in regard to the posting of notices inserted in the Weekly Calendar, I would say that the Information Office will be glad to handle such notices automatically, as you suggest. It will not be a difficult matter to distinguish between events that need announcing and those that do not, and in case the person interested in an announcement desires a special form, that can of course be made on application. Therefore, after this all announcements in the Weekly Calendar will be gone over by me and marked for the bulletin-maker. If you will kindly inform Mr. Payne of our policy in this matter, and also any other persons who may be interested, I think they will all be satisfied.

Yours very truly,

Clark L. Jefferson
Mr. Henry Porter, Chancellor

Secretary to the President

Mr. Henry Porter,

In answer to your letter of handing this in, I am

Mr. Henry Porter, Chancellor,

Secretary to the President

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Mr. Henry Porter,

In answer to your letter of handing this in, I am

Mr. Henry Porter, Chancellor,

Secretary to the President

Mr. Henry Porter,
August 21, 1901

New, dear President Harper:

That then

may be no needless noise

understanding regarding the
quarter to be assigned to
psychological work, in case
this work is established in
the Ryerson laboratory. They
shall have the arrangements
as I understand them.

The whole fourth floor
is to be given over to labora-
tory stores. This will involve

Physics
self-sufficient, it is an added advantage that the ground floor, which is now occupied, can be used for third floor, which was formerly used by ancillary offices. Alternatively, if it can be arranged that the 4th floor, which is not now occupied, should be the home of the tea room, then a number of temporary partitions and additional laying of a small amount of flooring in the north east and west wings of the building. Only a portion of the total floor space on this fourth floor will be actually utilized.

As this is the portion supplied with light, the arrangement practically involves a recreation of the floor.

(2) As then is no
Extended occupancy of the
building by my work. I should
be reluctant in any account
to go into these quarters,
without the complete test under
standing by the department
of physics, regarding all
phases of the matter. Their
attitude has been one of great
courtesy and consideration
and I hope therefore that
they may not need they have
collected a factor in entertaining
me.
May 23, 1901

Mr. Adler, President Hoover,

I am glad to suggest the removal of the psychological laboratory to Tyler. I recommended itself to my judgment.

I venture to intimate that the possibility of conducting my work there under these terms the obtaining of any old lecture room (33) and the remuneration & room and chamber 75 x 24 ft on the fourth floor.
I trust you will excuse me from opening any negotiations with the department of Physics concerning this matter. The question seems to me one of a purely administrative character. I could hardly open the question without putting myself in a position I prefer not to occupy - i.e. the position of actively or suggesting a form. Once the general question has been decided by you and the department of Physics, I shall be glad to do everything
Dear President Harper,

Mr. Parker and Mr. McLane have once more examined Ryerson with me. They think the original estimate as nearly correct as possible — something under $100,000. One of the chief items of expense is the heating of new radiators, fuses, etc.

Mr. Parker thinks the accommodations in the temporary building of the S. E. side would cost about half the space at $5,000 or even less.

I have no strong personal preference. Each place has its drawbacks. Expense aside I incline to think Ryerson withaf from more satisfactory. If I am to remain in the quarters now assigned for more than two years, I fear the effects of the gymnasmum in the general health is extremely important for us.

Yours truly,
James R. Angell
Dear President Harper,

It has occurred to me

since my conference with you this morning, that it might not be inappropriate nor

very inconvenient, if I tactfully took

some of the points, forming part of the psychological
case book from which I communicated in a

discussion with you some eighteen months

ago, if the meeting successful, for as of the

recommendations involved, the letter can go

into the book without need for final license

with whom I have been

The opportunities to be a very striking

thing in the organization of psychological

work is, perhaps, firmer than any other institution in the country

and it should progress along some
Such lines as follows:

(2) An experienced instructor should be assigned to supervision with an assistant 
of his choice to assist with experimental psychology, leaving the head room free for 
their detailed supervision of research 
students.

(3) An intermediate should be found, 
well versed in correlative psychology of 
functional forms. This room should co 
operate with the Biological department 
where many graduate students would 
study organisms. Such course is a corner 
of the head room free.

(4) Arrangements should be made to 
run at least one course of lectures 
taught by the principal to graduate and 
undergraduate students. This course should be 
assigned primarily for students of psychology 
and should be accompanied by clinical
لا يمكنني قراءة النص العربي من الصورة.
Administration is important and arguable.

(5) - It clear external cooperation should be encouraged for the Department of Sociology, so that courses in methodology and factor psychology and social psychology should be of greater refinement than at present. The situation is good, but much could readily be made better.

(6) - An administrative cooperation with the Department of Economics must continue not only to continue but to develop.

(7) - The opportunities afforded by the School of Education show how fully expected, (a) by indicating the prospect, in that School for the recruitment of research needed investigations, 1) related to the tasks would include, (b) by courses dealing with the psychology, 2) At present of development.

(8) - Prominent arrangements should
To wrest with the theological department of the university if regular courses in the psychology of religious experience.

Whether all this shall be done by the formation of a separate department of psychology is of course a question which we must suggest itself.

A separate department seems more tenable and would appear sound in the long run to be preferable, in the future. On the other hand, I am firmly convinced that to combine the generalوجامع with considerable care, good than the best, i.e. second rate. The three unquestioned leaders in this work in the country, Cornell, Columbia, and Harvard, have separate psychological
لا يمكنني قراءة المحتوى العربي على هذه الصورة.
The department (Howard University) has been functioning without the
necessary equipment, facilities. The absence of the
departmental system does not allow it to function on the basis. In the course of
institutions, it must proceed at a considerable distance.
In any of these decades, we are behind two
levels of research, as an example, in the
thirties, but we are behind in the
twenties of research, of course
greatly behind in the laboratory
equipment. In an empty research in
an underequipped facility, in an empty
equipped, but by no means fully
equipped. Our work has the imperfection,
I understood, if being behind but
not sufficiently varied, expression could
not to indicate consequences. That
teleology tends to the independent
of philosophy, if it is to flourish it.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Text advantage.

As a matter of fact, if the psychology had continued here in very bounds, the connection with philosophy would have
in actuality been intricate, this it is
now. But the attitude of some psychologists
would not in this.

Whether Mr. Davis would appear
such a tremendous I cannot say, I imagine
it would welcome the practical results
if they find I mean philosophy and psychology
in distinct parturition. I think we would
begin that terminally operating the psychology
can never be just in a first class foundation
for, so long as it is a second branch of
another department.

 murmuring for a single word to
much more personal matter, I think
It occurs to me most imperfectly to call for
attentio; is the recent series long to a future
which I think to have brought to our notice.
Of this "accursed prosperity" there is not six
long, the lot I learn with seeming original
depended on a reversionist Society is going
to be far from revulsive. In order seven
in that way with that, for several years I
have $1,000 or been outside my salary. I
have done their as great expense in strength and
tempests, and certainty very independent
with, which brought I am contributed to
my science and to my reversionist legislature
that has been conducted. I live in a
very simple, very and away myself away thing.
I should profit if I can face the future better
with conditions of with shrinking and tempations.
Others are fortunate than I should feel its
very worst. This is willing to face such difficulties
In a time, if this in 1849 for ahead, but to
consider such circumstances permanent is
impossible. What is rist in doors and food for children
at 17th wilderness?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

HISTORY OF PHILOSOPHY.

HONORS.

 Examiner: J. Mark Baldwin, M.A., Ph.D.

Candidates may omit one question.

1. Give the links of Descartes' argument from self to the external world. Compare it with Green's argument from self to the external world.

2. Explain Spinoza's doctrine of Substance, Attributes, and Modes. Is the doctrine of "attributes" implicit Idealism?

3. Compare Leibniz's theory of "Monad" with the "Atoms" of Democritus and the "Reals" of Herbart.

4. "Fichte's denial of the \textit{ding an sich} of Kant was a repetition of Berkeley's denial of the external substance of Locke"; is this true? Explain the historical elements involved in the comparison.

5. What was Reid's contribution to the development of thought? What did he mean by "irresistible belief" and "common sense"? Does he answer Hume?

6. Kant assumed that the categories were not objectively valid; Reid, that the intuitions were objectively valid. Do you find any ground for a choice between the two positions?

7. What is meant by the "identity philosophy"? Who founded it? Compare Hegel's "Absolute" with Spinoza's "Substance." What advantages has the Hegelian conception?

8. What is there common to the Hegelian and Evolution philosophies? Explain "transfigured realism." Criticise Mr. Spencer's theory of "Unity of Composition of Mind."

9. Analyze the current of Modern Philosophy into its several problems; and designate what in your view is the most important contribution made to each since Kant.
transmit herewith a brief statement concerning the history of the psychological laboratory which I have had some connection. I refer being declare my year before the Chicago Barons Club.

I have discussed the matter, with Prof. James and Prof. Jones; and the former has inclination, to press the interests of the
John Dewey,
Head Professor
James H. Tufis,
Associate Professor
James R. Angell,
Assistant Professor
George H. Mead,
Assistant Professor
Addison W. Moore,
Instructor
Warner Fite,
Assistant

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

Chicago

Should because in any way identified with another organization
under such conditions, as would be then represented. I could
not go behind their attitude in the matter, which was essential
but firm, and I am therefore unable to see any method
of adjusting the arrangements which will technically bring
this court under extrinsic auspices.

Very truly yours,

James Paynter.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ETHICS.
HONORS.

Examiner: J. Mark Baldwin, M.A., Ph.D.

'*' Candidates may omit one question.

1. Examine the Intuitional Theory of the right. Is it true that what a man ought to do is always right? Is it true that what is right ought always to be done? Illustrate your answers.

2. Sketch the psychological antecedents of an act of free choice. How is it possible to "change one's mind" in regard to the rightness of a course of conduct?

3. Define the place of sympathy in the ethical system; give in detail any historical views which occur to you of the ethics of sympathy.

4. Give a brief history and criticism of the "Ethic of Evolution."

5. Where does ethics fall in the metaphysical system? What is the relation of the categories of duty and right to the knowledge categories? State the moral argument for the existence of God.

6. Outline the history of the free-will controversy, and show the bearing of the question upon the ethical problem.


8. Explain the so-called "ethical formalism" of Kant. What fault have you to find with it?
1. What do you consider the true nature and method of psychological inquiry?

2. State and explain the steps involved in the construction of the representation of the external world.

3. What important ideas are involved in the simplest act of memory? Give a mistaken opinion as to the origin of one of these ideas, and refute it by a statement of your own theory.

4. "The knowledge of real existence," says Locke, "depends upon the conformity of our ideas to external things." Show that this is an untenable position.

5. Every event has a cause. What is the origin of this judgment according to: (1) J. S. Mill, (2) Kant, (3) Herbert Spencer, (4) yourself?

6. Define emotion and contrast it with mere sensation. Give some explanation of the general fact of sympathy, indicating the conditions upon which it depends, and the aids by which it may be developed.

7. Indicate some breaches of reasoned continuity which have not been bridged over by the Evolutionary Deduction.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

METAPHYSICS

HONORS.

Examiner: J. Mark Baldwin, M.A., Ph.D.

1. Compare in some detail the Aristotelian, Kantian, and Herbartian conceptions of Metaphysics.

2. Explain Lotze's division of the material of Metaphysics. What is your view of the relation of Metaphysics to positive science? To psychology?

3. What theories of knowledge are open to the materialistic Monist? If you were disposed to refute him, how would you do it?

4. Expound Lotze's doctrines of physical causation, space, and time.

5. What are our subjective criteria of objective reality? Have we any right to believe that they give us reality apart from consciousness? Argue the case.

6. What is Lotze's view of the relation of God to the world? Compare it with Green's view.

7. "Idealism requires a relative theory of knowledge, and necessarily issues in phenomenalism." Is this true? Give your reasons. How did Hamilton attempt to escape this conclusion?

8. Can we deny objective reality in the process of knowledge and yet justify subjective reality? If so, can we objectify the idea of God without identifying it with the world? Discuss these questions.
Time given: 2 hours

Question I

A. Define and illustrate the concept of potential energy. (20 marks)

B. Explain the principles of the conservation of energy. (20 marks)

Question II

A. Discuss the application of the energy conservation law in various fields. (20 marks)

B. Explain the role of energy conservation in sustainable development. (20 marks)

Question III

A. Analyze the impact of energy consumption on the environment. (20 marks)

B. Propose strategies for reducing energy consumption in residential areas. (20 marks)
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION.

LOGIC.

PASS AND HONORS.

Examiner: J. McD. Duncan, B.A.

1. What primary assumptions underlie inductive inquiry, and on what ground do these assumptions themselves rest?

2. Illustrate by an example the value of hypotheses as subsidiary to induction. What conditions must a legitimate hypothesis fulfil?

3. Indicate the relation between an argument from analogy and a perfect induction.

4. Shew how observation, induction and deduction are employed in establishing the proposition that:

   The economical effect of the employment of slave labour is exhaustion of the soil.

5. Illustrate by an example each of the four methods of inductive inquiry.

6. Explain fully the process of verification.

7. What are the fallacies incident to the employment of the four methods of inductive inquiry?

8. Explain the maxim:—*Exceptions prove the rule.*
2. Expand Kant's view of the elements of experience as intimated in the above passage, stating clearly the meaning he conveys by the words Anschauung, Wahrnehmung, Begriff, Erfahrung, and their relation to one another. Illustrate with Kant's doctrine of causation.

3. State and examine in detail Kant's arguments for the a priori character of space and time. Can we get mathematics or nature-science without a priori formalism of space and time?

4. What are the "categories"? What kind of objective validity does Kant give them?

5. Can you bring your criticisms of formal space also against formal categories of intellect (Verstand)? Can we reinstate valid intellectual knowledge without reinstating objective space and time?

6. What is the problem of Kant's Transcendental Dialectic? His solution? In what sense is Kant agnostic? What is the function of transcendental apperception in the system?

7. Outline Kant's criticisms of the traditional theistic proofs—especially the Anselmian. What is the relation of the notion of design, in Kant, to the categories.

8. State the relation of Kant's critique of Practical Reason to the other critiques. Explain his doctrines of right and duty. How does he reach the objective grounding of the moral law? Is he entitled to it?

9. What do you understand by the Neo-Kantian philosophy? What effect does it have on the Kantian system to remove the doctrine of noumena?
I.
1. What do you consider the necessary characteristics of the greatest good?
2. Compare the Greek and the modern conceptions of virtue.
3. Reproduce Aristotle's answer to the question: In what cases is a man an involuntary agent?
4. Give a brief exposition of courage and indicate some of its spurious forms.
5. With what great line of argument from the Nicomachean Ethics may you assail and sweep away all sensational theories of morals?

Translate:
(a) Καὶ περὶ μὲν τούτων ἐπὶ τοσοῦτον εἰρηκαίνε—πάλιν δὲ ἐπανέλθωμεν ἐπὶ τὸ ξηροῦμεν ἀγαθον, τί ποιῇ ἄν εἰς θείαν. Φαινότας μὲν γὰρ ἄλλο ἐν ἄλλῃ πράξει καὶ τέχνῃ ἄλλο γὰρ ἐν ἅτρησει καὶ στατηρικῇ καὶ τὰς λυπασίας ὑμιν. Τί ὄν ἐκάστης τέκναι; ὡς οὖν ἡμῖν τὸ λοιπόν πράσσεται; τούτῳ δὲ ἐν ἅτρησι μὲν ἀγαθεὶς, ἐν στατηρικῇ δὲ νίκη, ἐν αἰκοδομῇ δὲ οἰκία, ἐν ἄλλῳ δὲ ἄλλο, ἐν ὑπάστη δεσπότης καὶ προαιρέσει.

(b) "Οτι μὲν οὖν ἔστω ἡ ἀρετὴ ἡ ἱκέτει μετάγνης, καὶ τῶν καὶ ἡ μετάγνης τύχων καθ' ἀλλαθέν, τῆς μὲν καθ' ἑπερ-βολῆν τῆς δὲ καθ' ἐλλεῖψιν, καὶ ὡς τοιαύτη ἐστι διὰ τὸ στοχαστική τοῦ μέσου εἶναι τοῦ ἐν τούς πάθεις καὶ ταῖς πράξεσις, ἑσοδικός εἶρηται. Διὸ καὶ ἐρευνώμεν ἐστι σπουδαῖον οὖν ἐν ἑσοδίπλω τῷ μεσίν λαβέται ἔργον, οὐκι δέκες τὸ μέσον οὐ παντὸς ἀλλὰ τοῦ ἐξόδου. Οὕτω δὲ καὶ τὸ μὲν ὄργανον παντὸς καὶ βασίλεια, καὶ τὸ δοῦνα ἀρχόμενο καὶ δαπανώμενο, τὸ ἐκδικόν καὶ δυνατόν καὶ ὦν ἔστει καὶ δυνατόν δήμοι ἐν τῷ οὖν καὶ στάντως καὶ ἐπιμεταν καὶ καλόν.

(c) Διαμιμημένον δὲ τοῦ τέκνου καὶ τοῦ ἂναυτοῦ, περὶ προαιρέσεως ἐπεται διδάξειν ἓλευθέρων ἢματωτῶν γὰρ εἶναι δοκεῖ τῇ ἄρετῇ καὶ μάλλον τῇ ἐχθρίᾳ τῶν πράξεων. Ἡ προαιρέσεις ἐν ἀμέσωτοι μὲν φαίηται, οὐ ταῦτα δὲ, ἀλλὰ ἐπὶ πλὴν τὸ ἐκκόμισιν τοῦ μέσον γὰρ ἀμέσωτον καὶ παθές καὶ τάλλα ἡ ἡμικόμια, προαιρέσεως δ' οὐ, καὶ τὰ ἐξαιρέσεις ἐκούσας μὲν λέγομεν, κατὰ προαιρέσεις δ' οὐ. Οἱ δὲ λέγομεν αὐτήν ἐπιτιμίαν ἢ θωμοῖ ή βουληθέντες ή τίνες δέχομεν ὑπὸ ἐνημερώθη ὁρθῶς λέγειν.

(d) Τὰ μὲν οὖν τῆς άσοστίας οὐ πάντωσος ἕξοικος εἴρηται οὐ γὰρ μέροις μηδὲν ἔμεθαντα, τάδε διδοίκειν τεχνόμενα γὰρ ἐπιλάβεται ἡ ὧστα τοῖς ἀμεταρκτοῖς διδόμενα, οὔτε καὶ θηρούσι διατηρεῖ εἶναι ἐπὶ δὲ τοῦτο ἔκειν άσσατο εἶναι: ἐπεὶ δὲ τοὺς δεξίους αὐτούς οὐκ οὕτως λέγεται ὑπὸ μικρὸς βελτίων εἶναι τῷ ἀνελευθέρῳ. Ἐναπότου τὸ γὰρ ἔστω καὶ ὑπὸ τῆς ἡλικίας καὶ ὑπὸ τῆς ἀπορίας, καὶ ἐπὶ τῆς μετερόν ἄλλους ἔλθειν. Ἐκεῖνα γὰρ τὰ τὸν υἱοθέτην καὶ γὰρ ἐδίδασκα καὶ οὐ λαμβάνεται, ὁδέτατον δ' ὥστε ὦτ' εἰς ὕπτομα. Εἰ δὲ τοῦτο ἐλευθερικὴ, ἢ τῶν ἀλλῶν μεταβάλλειν, ἑνὶν ἐλευθερίας δόθηκε γὰρ οὐ δεῖ καὶ οὐ ἔλθεται ὑπὸ δεῖ. Διὸ καὶ δοκεῖ οὐκ εἶναι διότι τοῦ ἀκόντων ὑπὸ αὐτοκρατοῦ τὸ ὑπερβάλλων διδότα καὶ ἄνθρωπον ἢ λαμβάνοντα, ἠμιθανῶς ὑπεύθυν. Ὡ τοῦ τοῦτον τῶν τροπῶν ἄσοστοι πολὺ δοκεῖ καὶ ἄτομο παντοτέων ἐκείνον ἐκεῖνον ἐκεῖνον καὶ τὴν οὐκ οὕτω δοκεῖ αὐτὸν.
3. In Dr. Bain's account of the origin and development of the consciousness of personal obligation, are any of the facts overlooked? If so, what?

4. Assuming that a man's action at any given time is largely or wholly the outcome of his character and the circumstances in which he is placed, how does this assumption affect the question of his responsibility?

5. Discuss the relation of the Moral Law to the Divine Will. Is it correct to say: "Stealing is wrong, because God forbids it, and will punish it?" Give reasons for your answer.

**University of Toronto.**

**SUPPLEMENTAL EXAMINATIONS: 1890.**

**THIRD YEAR.**

**MENTAL AND MORAL PHILOSOPHY.**

* * * Candidates will put their answers to I. and II. respectively in different envelopes.

I.

THE WILL.

*Examiner: J. Mark Baldwin, M.A., Ph.D.*

1. How do you distinguish states of will from other mental states? What is the relation of attention to will? Is it correct to say that there is will whenever there is conscious mental expenditure?


3. "Volition is the consciousness of a nervous discharge after a state of central equilibrium." Criticise this. What are some of the possible physical and mental effects of volition?

II.

THEORY OF OBLIGATION AND MORAL SYSTEMS.

*Examiner: F. Tracy, B.A.*

1. Define "Moral Philosophy." Discuss its relation to Psychology. Discuss the fitness of the expression: "Moral Psychology."

2. Compare the Development and Intuitional theories with respect to the nature and origin of the idea of duty.
February 24, 1964.

My dear Mr. Angell:

The point of Dr. Goodspeed's communication is simply that the budget of the School of Education has not been passed by the Board. You need not give yourself concern on this matter. As soon as this budget is passed you will be officially notified.

The suggestion made by you in reference to your title has already been arranged.

I remain,

Yours very truly,
My dear Mr. Anderson,

The point of Mr. Goodbody's communication is simply that the subject of the School of Education has not been brought to the Board. You need not give yourself any concern on this matter. As soon as the subject is brought you will be officially notified.

The suggestion made by you in reference to your trip for

speeches from strangers,

I remain,

Yours very truly,
Feb. 1927

Dear Mr. President Harper:

I have just received from Dr. Gouldspeed official notification of my appointment to a professorship. He states that the salary is $3000 and that he endeavors to stand that through some...
My friend — Director of Publication, Press, and Policy, and Head of the Press and Publishing Department, has been very helpful to me in my work, and I cannot too strongly recommend his services.

The combination of a skilled publisher and a knowledgeable editor is crucial for successful publishing.

Sincerely,

John Doe

[Signature]

[Date] 5th June 19XX

P.S. In case of any official business, you can reach me at

Office: (Number)

Fax: (Number)

Email: (Email)

Address: 123 Main Street, Anytown, USA
I have stated that I understand you are willing to continue the change. But I have, of course, improved the weather back to you for definite approval. I should be greatly obliged if you can find time to communicate with Mr. Parker to reach the alternative.

Yours tr.

James R. Angell
I am very much in need of your kind assistance in
acknowledging the receipt of your letter of April 1st.

Yours sincerely,

[Signature]
Dear... 

I trust that the business of the past... 

I hope that the future will bring... 

It is only because of your understanding...
is the development of
our psychological work.
I certainly hope that it
may soon proceed at
its present rate to give
the psychological course
a separate departmental
organization. This hope
represents much more
than a purely personal
interest. I am certain...
to express my gratification at your speedy recovery?
I am sure you could not feel touched, if you were fully to appreciate the solicitude felt for you and the serious anxiety at your treatment.

Yours Tr.

James Portege
My dear Mr. Angell:

It is my purpose to co-operate with you in the building up of the work in Psychology to the fullest extent possible in so far as the University funds will permit. My interest in this work is not only official but personal. I am of the opinion that within a reasonable period we shall be able to detach the department from the Department of Philosophy, of which it is now a part. In any case, I shall use my effort to secure this result, and to join with you in building up a strong Department of Experimental Psychology.

It is understood, of course, that in all these matters we are more or less dependent upon the success of the University with its funds and in the matter of new gifts.

Hoping that the work will continue to prosper even under its present limitations, I remain

Yours very truly,
Mr. Dear Mr. Young:

It is my purpose to co-operate with you in

the planning of the work in psychology for the utmost extent

possible in so far as the University funds will permit. My interest

in this work is not only official but personal. I am of the opinion

that within a reasonable period we shall be able to develop the

department into the Department of Philosophy of which it has now a

partial share. In any case, I shall use my effort to secure this result, and

to join with you in formulating a strong Department of Experimental

Psychology.

It is needless to say, of course, that if these matters are not

more or less satisfactory upon the success of the University with its finances

and in the matter of new life,

holding fast the work with continuing to prosper even under the present limitations, I remain

Yours very truly,
My dear President Harper:

I enclose herewith the outline of the plans which I described this morning.

My natural prejudices in the matter are of course strong, but I think that I can divorce myself sufficiently from these to view the case dispassionately and objectively. Certainly I believe most sincerely that the change will operate beneficially for all concerned. Moreover, I think you will find when you come to consider the element of cost, that the proposition is entirely practicable.

In any case the two most important considerations bearing on the scheme are (1) the desirability of offsetting the depressing influence of Mr. Dewey's departure by every possible evidence of vigor and vitality; and (2) the avoidance of unnecessary revision and reconstruction of courses in connection with the establishment of a department of psychology at some early date, it being essential that the present program of the philosophical courses should be altered at once.

Both these considerations would be met by the separation of the psychological courses at this time.

I may add that my ultimate plan for the department of psychology would involve somewhat more extensive organization than that I am suggesting now. But I fully understand that the project must start modestly and be developed as opportunity permits.

Truly yours

[Signature]
My great President Harper:

I welcome the outline of the

plan which I suggested the

morning.

My initial protestations to the

and constant interest in the matter

of course strongly

but I think that I can guarantee myself and

the use of the congressional and other

instrumentalities of assistance to the

administration.

more.

I think you will find when you come to

my comments, the element of

the proportion which is entirely possible.

in any case the two most important considerations

are the (1) the elaboration of the American

provision and (2) the elaboration of the

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but I think it necessary that the

same extent. Your

activity and develop as opportunities permit.

Thank yours.

[Signature]
Suggestions for the establishment of a department of Psychology.

Plan 1-

Regular members of the department:

Mr. Angell, conducting the research work in the laboratory, the advanced work in general psychology and supervising the administration of the laboratory.

Mr. Gore, conducting courses in genetic and educational psychology and lending such assistance as necessary in teaching the introductory required psychology.

Mr. Watson, conducting laboratory work in animal psychology, giving the introductory courses in experimental psychology and assisting as far as possible and when needed with the required work.

Instructors outside the department giving instruction in the department:

Mr. Mead, conducting courses in the theoretical aspects of comparative psychology and in the psychological phases of metaphysics.

Mr. Moore, giving courses in the psychological theory of the educational process.

Mr. Ames, giving courses in the psychology of religious experience and assisting when needed with the required psychology.

Mr. Thomas, offering work on the psychology of primitive peoples.

Plan 2-

Regular members of the department

Mr. Angell, work as above.

Mr. Moore or Mr. Bawden, making the primary stress in their work fall upon genetic and educational psychology such as would meet the most scholarly needs of students in the school of education and at the same time contribute in a serious way to the general training of students in psychology proper. Also taking an occasional section in the required psychology.

If Mr. Moore were willing to go over into this more distinctly
The following is a page from the document:

Peyapolion

Plan I

Warranting measures of the department

It may be concluded that the measures of the department are necessary and imperative. The

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Howard, altering work on the peyapolion of the department

Plan II

Warranting measures of the department

It may be concluded that the measures of the department are necessary and imperative. The

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mote to continue the department and maintain the peyapolion and maintenance of the

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Department.
psychological work and it seemed wise that he should do so, I should hope Mr. Tufts might think well of bringing Mr. Bawden here for work along the border lines of philosophy and psychology within the department of philosophy. I rather doubt Mr. Moore's disposition to do this, and in default of him, I think Mr. Bawden would do more than almost anyone who is available to furnish the education students what they really need in these directions and establish a strong bond between them and the departments of philosophy and psychology.

Other instructors as in plan I save that Mr. Gore's work would have to be turned into more distinctly philosophical or educational channels, as might seem best. I do not apprehend that this would involve any serious difficulty.

I should welcome any such appointment as that of Mr. Coe to a position devoted to the psychology of religious experience, but I had not supposed it at present possible.

An appointment to a chair in the philosophy of religion, of which you spoke, seems to me highly desirable, although it would obviously come under Mr. Tufts' jurisdiction, not mine.

I should suppose that unless you decide to sever the educational interests altogether from the philosophy, the separation of my work could only affect the instructors whom I have named. None of the others do any strictly psychological work. I mention this in view of your incidental remark about Mrs. Young.

When the department is established, I propose attempting some form of cooperation with the medical people providing courses upon abnormal mental conditions.
I cannot explain why, and why not, but I feel it is necessary to point out that I have not yet taken any action. It appears to me that the philosophy of education is a strong and powerful force, and I believe it is essential to develop and promote it. Therefore, I propose to make an extensive presentation of philosophy and education in the coming years.

Other important matters that I believe I need to take into consideration are the relationship between philosophy and education, and the importance of understanding the relationship between them. I believe that this relationship is crucial for the development of our society. I have also been considering the role of education in the future of our society, and I believe that it is essential to promote education as a means of fostering social change.

I am also concerned about the quality of education in our society. I believe that we need to ensure that education is provided to all members of our society, regardless of their background or circumstances. In order to achieve this goal, I propose to establish a system of education that is accessible to all.

Finally, I believe that it is essential to promote education as a means of fostering social change. I believe that education is a powerful tool for changing the world, and I am committed to using it as a means of promoting a more just and equitable society.

In conclusion, I believe that education is a crucial element in the development of our society, and I am committed to promoting it in all its forms. I believe that by promoting education, we can create a better world for all.
Acting President Judson,
University of Chicago
Chicago, Illinois

Dear Mr. Judson:

I have replied to the letter from President Baker of the University of Colorado which you forwarded to me. I have recommended to his notice two of our former men: Dr. H.A. Carr of the Pratt Institute, Brooklyn and Dr. C.O. Taylor of the Marquette Normal School.

In this general connection you may be interested to know of the following appointments from among our students which have been made during the past summer:

Dr. H.A. Carr was appointed as Professor of Psychology in the Pratt Institute.

Dr. W.K. Wright was appointed instructor in Psychology in the University of Texas.

Dr. Edgar Riley was appointed instructor of Psychology in the Illinois Normal School at De Kalb, Illinois.

Miss Matilde Castro was appointed instructor in Philosophy and Psychology in Vassar College.

Miss C.J. Weidensall was appointed Assistant in Psychology in the laboratory at Bryn Mawr.

I may add that Dr. Kate Gordon, formerly of Mount Holyoke was appointed instructor in Psychology in the Teachers College Columbia.
The new year is starting in the Department of Psychology with an embarrassment of prosperity. We have about twice as many advanced students as our facilities enable us properly to handle. We are finding ourselves cramped for quarters, for instruction and for apparatus.

Yours very truly,

[Signature]
December 14th, 1906.

My dear Mr. Angell:

I am very glad to hear from you that your trip to Ann Arbor was successful, and that the occasion was, as I expected it to be, a very interesting one. I have a sort of bottom feeling with your father in the matter of finding for a portrait, and am very glad that it came out in a way which gratified the family as well as the alumni and faculty of the University.

The letter which I sent by you was not by any means a perfunctory one, but it expressed very sincere sentiments.

With best wishes,

Yours,

[Signature]
December 14th, 1906.

My dear [Name of Recipient]:

I am very glad to hear from you that your trip to Ann Arbor was successful, and that the occasion was, as I expected it to be—very interesting one. I have a sort of fellow feeling with your father in the matter of seeking for a portrait, and am very glad that it came out in a way which gratified the family as well as the alumni and faculty of the University.

The letter which I sent by you was not by any means a perfunctory one, but it expressed very sincere sentiments.

With best wishes,

Yours,
The University of Chicago
The Department of Psychology

Chicago Dec. 10-1906

Dear Mr. Finkbeiner,

I hope to return to Chicago tomorrow.

The occasion was an unmitigated success for my part. I trust you as our representative gave great satisfaction as was intended in many ways. Representatives from other institutions were in attendance and congratulatory letters from all over the country were read. I spent two and a half days.

The Chautauqua is a noble achievement, being as a piece. I think the President is in very good health and he is most enjoyable.

The trip was most enjoyable and I think I may think in its special effects upon intellectual relations. Teaching a memorandum of expense as you directed.

Yours truly,

James R. Angell
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Dear Colleague:

Twenty-two doctors, or about forty-four per cent of the entire number of the Chicago doctors in psychology were in attendance upon the 1923 meeting of the American Psychological Association which was held in Madison on December 27, 28 and 29. Ten of these read papers: Drs. Arlitt, Bingham, Faris, Hunter, Kitson, J. Peterson, E. S. Robinson, Rosenow, Thurstone and Webb. In addition to the regular program there was a session for reports by graduate students. Of the twelve on this program five were students from the Chicago laboratory: Mrs. Sherman, Miss Miller, Mr. Darrow, Mr. Mayberry and Mr. Rockwell.

On the evening of December 27, the group held its annual dinner at the University Club. There were in attendance Drs. Arlitt, Bingham (and Mrs. Bingham), Carr, Culler, Downey, Faris, M. Fernald, Hunter, Kingsbury (and Mrs. Kingsbury), Kitson, Kjerstad, Ludgate, J. Peterson, Rahn, Richardson-Robinson, Robinson, Rosenow, Thurstone, Vincent, Warden, Webb and Wiltenbank, Professor Freeman, and the following graduate students and former students: Alonzo, Bills, Blatz, Darrow, Kornhauser, Miller, Rockwell, Sherman, Tulchin, Uhl and Wilson, a total of thirty-six, which constitutes an attendance record for these dinners.

Following the dinner Mr. Carr told the group about the activities in the department and the general news of the progress of affairs in the University. The secretary extended greetings from Mr. Angell and read a letter from Mr. Judd.

Mr. Watson was elected chairman for the coming year and Mr. Robinson was re-elected secretary.
Dear Colleague:

Twenty-four months of your forty-eight are used in the fight of the

U.S. and its Allies... The war is not yet over, but the end is in sight. The

victory for freedom and democracy is assured. We are fighting for the

freedom of the world.

Yours sincerely,

[Signature]

The Chicago Institute
The following items may be of interest:

The University of Iowa conferred the degree of LL. D. upon Mr. Judd. Upon the occasion of the celebration of the fiftieth anniversary of the founding of the department of education Mr. Thorndike was similarly honored.

In the Chicago department Mr. Carr has been promoted to a full professorship and Mr. Kingsbury and Mr. Robinson to associate professorships.

The first death among our number has occurred during the past year. Harry Hanes Wylie, '17, Professor of Education, Geneva College, Beaver Falls, Pennsylvania, died on June 10, 1923.

June E. Downey, '07, is the author of The Will-Temperament and Its Testing, recently issued by The World Book Company.

Of those admitted to membership in the American Psychological Association at the Madison Meeting, two were men who had taken their doctorates in psychology under Joseph Peterson, '07, at Peabody College.

Florence Richardson-Robinson, '08 is teaching in the department during the winter quarter.

Mary H. S. Hayes, '10, is director of the Vocational Service for Juniors, with offices at 122 East 25th Street, New York.

Joseph W. Hayes, '11, has recently put out an imposing volume embodying the results of his research with the Crowell Publishing Company.

W. S. Hunter, '12 has issued from the University of Chicago Press the second edition of his General Psychology. He is now editor of the Comparative Psychology Monographs.

F. A. C. Ferrin, '12, has been promoted to an associate professorship at the University of Texas.

Carl L. S. Rahn, '12, has resigned his position at the University of Illinois and plans to devote his entire time for several years to writing. He may be reached through the University Club, Urbana, Illinois.

Dexter Freeman Kitson is a very recent addition to the personnel of the class of 1915.

Ada H. Arlitt, '17 is the psychologist of the Central Psychiatric Clinic, Cincinnati, Ohio.

E. S. Jones, '17, is now assistant professor of psychology in the University of Buffalo.

L. A. Pockstein, '16, was elected vice-president of Section Q of the A. A. A. S. at the Cincinnati meeting.

E. S. Robinson, '20, and Florence Richardson-Robinson, '08, last summer published through the University of Chicago Press a book entitled Readings in General Psychology. A second printing is now coming from the press.
Joseph U. Yarbrough, '20, after spending a year's leave of absence teaching in the Carnegie Institute of Technology is now at the Southern Methodist University, Dallas.

Helen L. Koch, '21, has been promoted to an adjunct professorship at the University of Texas.

E. A. Culler, '22, is an instructor in psychology in the University of Illinois.

C. J. Warden, '23, is instructor in psychology in the University of Wisconsin.

No doctorates in psychology have been conferred by the department during the past year. W. T. Heron has taken his examination and will probably return for his degree at the winter convocation. He is assistant professor of psychology in the University of Kansas. During the holidays he married Miss Oakland Maupin of Carrolton, Missouri. Miss Maupin was a graduate student with us last year. J. C. Rockwell who was a graduate student here for two years is now assistant professor of education in the University of Minnesota. Miss Rietta Simmons is instructor in educational psychology in the University of Texas. Her thesis has recently been published although she has not yet taken her examination. Several other graduate students who are now teaching here and elsewhere expect to come up soon. If all of those who are now planning to come up this year take their degrees, the year 1924 will probably be a record year for the department.

In addition to the researches of graduate students in progress in the laboratory, that were reported in last year's letter there are the following:

Vivienne R. McClatchy - The optimal position of a period of rest in a learning process.

C. Teai - The curve of retention for an act of skill.

Irene C. Sherman - The suggestibility of normal and defective children.

Paul L. Whiteley, M. A. '22, is instructor in psychology in Washington University.
The purpose of the present note is to introduce the reader to the concept of quantum computers.

We first introduce the basic idea of quantum mechanics, which is the mathematical framework that underlies the theory of quantum computers.

Quantum mechanics is a description of the behavior of small particles, such as electrons and photons, and the forces that act upon them. It is based on the principles of superposition and entanglement.

Superposition is the property of a quantum system that allows it to exist in multiple states simultaneously. Entanglement is the property that allows two or more quantum systems to be interconnected in such a way that the state of one system is dependent on the state of the other.

These principles are used to design quantum computers, which can perform certain tasks much faster than classical computers.

In summary, quantum computers are a new type of computer that use the principles of quantum mechanics to perform calculations that are impossible with classical computers.

The advantages of quantum computers include:

- They can perform certain types of calculations much faster than classical computers.
- They can solve certain problems that are intractable for classical computers.
- They have the potential to revolutionize fields such as cryptography, chemistry, and materials science.

However, quantum computers are still in the early stages of development and there are many challenges to overcome before they can be used in practical applications.

In conclusion, quantum computers offer the promise of significant advances in computing power, but much work remains to be done before they can be used to their full potential.

Further reading:

- Quantum Computing for Computer Scientists by Noson S. Yanofsky and Mirco A. Mannuccelli
- Quantum Mechanics for Computer Scientists by Gabriel Kronberger
- Quantum Computing: A Gentle Introduction by Eleanor G. Rieffel and Wolfgang Polak
- Quantum Computing: An Introduction to Quantum Computing and Quantum Information by Thomas C. Hales
Chalice M. Kelly, M. A. '23, is assistant to the employment manager of the National Carbon Company, Long Island City.

Mattie C. Hardy, a doctorate candidate, is the psychologist with the McCormick Foundation and is now in Joliet.

Professor E. A. Bott of the University of Toronto will give two minors in the first term of the coming summer session and L. L. Thurstone, '17, of the Bureau of Public Personnel Administration, Washington will give two minors during the second term. Professor R. P. Angier has leave of absence from Yale for the coming year and expects to spend most of the year in Chicago working in the laboratory. He will offer courses during the winter and spring quarters.

Ernest D. Burton, then Acting President of the University, was last June appointed to the Presidency. It is highly gratifying to all of us that affairs here are moving forward so successfully. A number of additions to and changes in the administrative personnel have been made during the year. Professor Tufts and Mr. Trevor Arnett have very recently been appointed vice-presidents of the University. Professor Ernest H. Wilkins is now dean of the colleges and already has made an excellent record in that position. Professor Gordon J. Laing was brought back from McGill to be dean of the Graduate School of Arts and Literature, and Professor Henry G. Gale was appointed to be dean of the Ogden Graduate School of Science to fill the vacancy due to the death of Dean Rollin G. Salisbury. The letter recently sent out from the President's office to the alumni indicates how energetic and far-seeing is this administration.

It has been suggested that the secretary undertake the compilation of scientific publications of the doctors of this department. Therefore, will you fill out and return the enclosed blank recording the titles of all books
and journal articles which you have published, but not the reviews. And will you send in any news of yourself that may be passed on?

E. S. Robinson

Secretary of the Psychology section of the Association of the Doctor of Philosophy.
any reasons advanced which you have been privileged not to be revealed and will
not only in the view of Mr. Justice but also by lessen any

E. G. Caspian
Secretary of the University
Secretary of the Tocrafe
of the Doctor of Philosophy
My dear President Burton:

I appreciate very highly the interest and courtesy of your letter of December fifth relative to the future growth of the Psychology Department at Chicago. The purpose of my letter of December first was to express my concern for the future of a department to which I myself owe allegiance and to which I have sent students for the final portions of their graduate work. Your considerate reply to this letter has given me a much clearer view of the problem as the University's administration sees it.

At your suggestion and as an addendum to my other letter, I offer the following opinion relative to the affiliations of psychology with its sister sciences, particularly in so far as such a question may be involved in the more immediate problem of providing adequate housing for that science. Psychology is a science of human nature. The development of this science proceeds, as does development in all sciences, by a relatively massed attack first upon one phase of the subject and then upon another. These major maneuvers may last anywhere from a year to a decade. Consequently the layman - and even the psychologist at times - is apt to think of psychology as a field whose essential nature is undergoing constant change, now being philosophical, now biological, now social. However these are but partial phases in the total view of human nature. As the development of a science proceeds, and as its local personnel changes, relative emphases will vary. At one time the fashionable problem will be one having bearings which are chiefly sociological; at another time, chiefly biological; etc. Therefore in providing a broad building program for the future development of a science, the chief necessity is that future growth shall not be hampered for the sake of present fads. Provide a building with ample laboratory, research, and workshop space, and the other considerations will readily take their proper subordinate places. Psychology is scientific today, and it will be more scientific tomorrow, but the location of the building on the campus should not be a matter of serious concern outside of administrative circles. I wish I had the money to endow such a building!

Very respectfully yours,

[Signature]

President Ernest D. Burton,
University of Chicago,
Chicago, ILL.
I appreciate your filling the position
and congratulate you for your success at
the Kansas University Psychology Depart-
ment. I hope you will find the work
interesting and rewarding.

I have attached a letter of introduction
for your use in looking for positions in
other institutions. It is addressed to
Dr. E. H. Stouffer, who is well known
in the field of psychology.

Sincerely yours,

[Signature]

[Name]

[Address]
Dear Colleague:

The annual dinner of the Chicago Doctors in Psychology was held in Washington on the evening of December 29th, 1924, at the American Association of University Women. Forty were in attendance of whom 24 were our Ph. D.'s. The occasion was unique in that Mr. Angell was with us for the first time since leaving us, and Mr. Judd was present for the first time since taking us on. The evening, therefore, was characterised by laryngeal fireworks. Mr. Watson was to have presided but was unfortunately unable to come for the meetings.

Those in attendance were: President Angell, Professor Judd, Professor Freeman, Drs. Adams, Arlitt, Barnes, Bingham (and Mrs. Bingham), Blatz (and Mrs. Blatz), Carr, Darrow, Downey, M. Fernald, Hunter, Kitson, Kingsbury (and Mrs. Kingsbury), Peckstein, J. Peterson, Richardson-Robinson, Robinson, Rosenow, Thurstone (and Mrs. Thurstone), Vincent, Wooster, Yarbrough, Yoakum, Weidensall and Warden; Drs. Kantor, Gilliland and Schmidt, and the following present and former graduate students: Kelley, Botkin, Wilson (and Mrs. Wilson), Stutzman, and Hallinan. Miss Downey was elected presiding officer for next year's dinner at Ithaca, and Mr. Robinson was re-elected secretary.

Drs. Hunter, Downey, Kingsbury, Kitson, J. Peterson, Rosenow, and Yarbrough read papers on the A.P.A. program. Drs. Arlitt, Fernald, Thurstone and Woolley were on the sectional programs of the A.A.A.S. Dr. Fechstein was Vice President of Section Q, and Dr. Thurstone was Chairman of the Round Table Conferences in Psychology and Politics which were held under the auspices of the American Political Science Association. Dr. Robinson was elected treasurer, and Dr. Thurstone to the Council of the Association. Drs. Koch and Ludgate were elected to membership.

The department of Psychology has had a good year. A new major appointment was arranged and Dr. L. L. Thurstone, '17, was called to an Associate Professorship which went into effect October 1, 1924. Professor R. P. Angier is in residence during the winter and spring quarters offering
Dear Colleague:

The annual meeting of the Chicago Section in registration was held in conjunction with the American Locomotive Corporation of America, Ltd., on December 29th, 1960. The meeting was attended by many of the section's members and was well received by the audience.

The meeting was followed by a dinner at the hotel, where we discussed the future of the section.

Since coming to our new location, the section has been very active in promoting the interests of its members. We have had several meetings and have held a number of successful events.

We welcome you to join us in planning for our next important meeting.

Sincerely,

[Signature]
one course each quarter for graduate students. Professor K. Koffka of Giessen will give two courses on the Gestalt during the first term of the summer session. Professor K. S. Lashley also will give two courses during the first term.

Six doctorates were conferred during 1924: W. E. Blatz, C. W. Darrow, W. T. Heron, Vivienne McClatchy, Irene Case Sherman, and C. Tsai. An unusually large number of graduate students enrolled in the department last fall.

The number of books published by alumni and members of the department seems to have reached a particularly high level during the year. Note the following:


How to Study, A. W. Kornhauser, a pamphlet from the University of Chicago Press.


The Nature of Intelligence, L. L. Thurstone, Kegan Paul.


H. A. Carr has a textbook in the Longman Press; H. F. Adams has written a treatise on Psychology for the Century Company and it will appear at once; H. D. Kitson has sent in the manuscript of a book on Vocational Guidance, and L. L. Thurstone has a textbook on Statistics in the Macmillan Press.

The following news items concern members of the group:

J. R. Watson, '03, is now a Vice President of the J. Walter Thompson Company, 244 Madison Avenue, New York City.

W. V. Bingham, '08, is Director, Personnel Research Federation, 29 West 39th St., New York City. He has been made Editor of the Journal of Research, and L. L. Thurstone, '17, Associate Editor.

C. S. Yoakum, '08, is Professor, Personnel Management, University of Michigan.

Clara Jean Weidensall, '10, is Junior Resident Physician in the Children's Memorial Hospital, and is Fellow in the Otho S. A. Sprague Foundation. Her address is 735 Fullerton Ave., Chicago.
...
H. F. Adams, '10, is on sabbatical leave and is spending the year at North Shore Point, Norfolk, Va.

Ada H. Arlitt, '17, is to give a course in the School of Education Summer Session, Chicago.

H. D. Kitson, '15, is Summer Lecturer at Harvard.

L. L. Thurstone, '17, and Thelma Gwinn were married at Columbia, Mo., on July 17, 1924. Mrs. Thurstone is carrying graduate work in the department.

The Commonwealth Fund has given a grant of $5,000 to the Research Council Committee on Personnel Research, of which Dr. Thurstone is chairman, for the evaluating of the psychological test records for co-operating colleges, of which 97 institutions have sent in over 40,000 records.

F. A. Kingsbury, '20, has been appointed Dean in the Colleges of Arts, Literature and Science at Chicago. He will teach at Denver University during the coming summer.

E. S. Robinson, '20, has been made a member of the editorial board of The American Journal of Psychology.

C. J. Warden, '23, is Instructor in Animal Psychology, Columbia.

W. E. Blatz, '24, has been appointed Assistant Professor in Psychology, Toronto. A part of his duties will involve research on nervous diseases of children.

C. W. Darrow, '24, is Instructor in the department.

W. T. Heron, '24, is now on the board of editors of the Psychological Bulletin.

Vivienne McClatchy, '24, is Associate Professor of Psychology, Florida State College for Women, Tallahassee.

The literature being sent out to alumni from the President's Office has given news of the campaign for funds that is being carried on by the University. The movement is exceedingly well organised and announcements of gifts are beginning to be made. Members of the Board of Trustees have subscribed over $1,600,000, and the General Education Board has given $2,000,000, contingent upon $4,000,000 being given by other friends of the University. The six and one-half millions first obtained are to be used for the endowment of teaching and research.

One new building is well under way, the Theology Building, just north of Haskell. At least two others, belonging to the medical group are to be started soon.

If you have any news of yourself or of other members of the group that may be passed on, will you send it in to the secretary?

Edward S. Robinson, Secretary.
March 9, 1925.

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

My dear President Burton:

While I was in attendance upon the meeting of alumni-campaign chairmen just held at the University, I heard a rumor that has disturbed me greatly and that I am venturing to address you about. It was that Mr. Robinson is under consideration for appointment as chairman of the department of Psychology.

As an alumnus of the University and as a doctor of the department of Psychology, I trust that I do not transcend my privileges when I offer, if this rumor is well-founded, my most respectful but also most earnest protest against such an appointment.

Mr. Robinson has not established, either in the psychological world at large, or among the doctors of the department, a reputation that would justify his appointment to the position. Far from enhancing the standing of the department, his selection would almost certainly occasion ridicule. In addition to this, he has certain temperamental infirmities, consisting in a supercilious and overweening manner, which would render it impossible for able and self-respecting men to remain in the department with him at the head.

In thus writing, I am animated by no motive except interest in my Alma Mater, in the department of Psychology, and - not least - in the success of the present administration, of which I, like all other Chicago men and women, am so justly and ardently proud.

With distinguished regard, I have the honor to be

Faithfully yours,

[Signature]

Rutledge T. Wiltbank
My dear President:

While I was in attendance last week on the business of

the Board of Trustees, I am satisfied that we are making

progress in the construction of the new buildings.

It is my understanding that the Board of Trustees has

recommended to the Governor a new appropriation for

the Department of Education.

This will enable us to complete the work on the new

buildings as soon as possible.

Please accept my appreciation.

Sincerely yours,

[Signature]

President Knox College
March 19, 1925.

and incidentally a good administration, this also is a
My dear Mr. Wiltbank:
Matter that I have much on my heart, and I assure you that
I have read with interest your letter of March
14th, and sincerely appreciate the interest of yourself and
I thank you heartily for your kind words about
others in the future of the Department of Psychology. I
the University in general, I have recently been visiting
have been much concerned from the beginning that this de-
alumni associations in ten cities from the Pacific to the
partment should be strongly developed and have given much
Atlantic, and have been most gratified with the evidence
thought to the question how we can secure for it that strength
of a growing interest of the Alumni in the University,
which the importance of the subject, and its place in the
Yours for the best possible University,
University demand.

In considering the question of the Chairmanship
of a department it should be borne in mind that this is
Mr. Rutledge T. Wiltbank,
am only a matter of administrative or executive ability. The
Galesburg, Ill.
Head professors of the early days were supposed to be eminent
in their departments. The change to the chairmanship plan
had in mind securing for each department a competent executive,
who might or might not be the member of the faculty most em-
inent in scholarship. I imagine the distinction is not always
borne in mind outside the President's Office, but it is really
important.

But I judge that you are chiefly concerned
that there shall be a strong department, with able scholars,
May 16, 1926

Mr. George M. Wafbaker,

I have long with interest and interest in your letter of May 16, and my sincere appreciation the interest of your letter and the interest of the Department of Education. I have been much concerned from the beginning that this work has been neglected and has been given much neglect. The importance of the matter is evident and we can become for all of that experience much in the importance of the matter.

In connection with the discussion of the Chancellorship of a departmental it seems to be borne in mind that this is not only a matter of great importance but it also appears that the early years were not properly to be managed.

In connection with the Chancellorship plan and in mind that time for each department a competent executive is a matter of great importance.

But I agree that you are equally concerned with the specialized departments.
and incidentally a good administration. This also is a matter that I have much on my heart, and I assure you that it will not be lost sight of.

I thank you heartily for your kind words about the University in general. I have recently been visiting alumni associations in ten cities from the Pacific to the Atlantic, and have been most gratified with the evidence of a growing interest of the Alumni in the University.

Yours for the best possible University,

Mr. Rutledge T. Wiltbank,
Knox College,
Galesburg, Ill.

EDB:03
and importantly a good communication. This also is a

matter that I have much on my heart, and I assure you that

it will not be least of my concern. I have been in the habit of

writing to you and hoping to have your kind office. I

thank you particularly for your kind note. I have been

appointed to the position of the president of the University. In

the University in general, I have recently been active in

several associations in my office from the beginning to the

year. I am therefore glad to announce that your appointment as

chairman is of the highest interest in the University. The

chairman is to be the president of the University, and the chair

is to be for the best possible University.

In consideration of the situation of the administration,

in connection with the matter of the administration,

"The President of the University"

Knox College, III.

Gallatin, Ill.

The chairman of the Board of Trustees of the University,

who in the discretion of the president and the Board of

Trustees, may appoint for any purpose a committee or a special

committee, and who may at any time not to the board or to the

president, in the discretion of the chairman, or to the

president, in the discretion of the Board of Trustees, and it is

important.

The Department of Education and the Office of the

Secretary.
Office of the President

Referred to: Mr. [Handwritten]

1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
5. Return
   a) With information called for in writing.
   b) With suggestion of answer in writing.
   c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
10. Send to ______________________________ with covering letter.
11. File under ______________________________
12. Make ______________________________ copies.
    Send to

[Handwritten notes]

Mr. [Handwritten]

No comment from Mr. [Handwritten]

He has received many such letters
March 14, 1925.

Pres. E. D. Burton,
University of Chicago,
Chicago, Ill.

My dear Pres. Burton:

This letter is written you relative to a matter in regard to which I and a large number of your psychology graduates feel very keenly.

It has come to my attention from a not unreliable source that the Administration has considered the possibility of making Prof. Robinson chairman of the department of psychology. I desire to add to the already large number I am sure you have received my very urgent protest against such appointment, and further to raise my voice in a plea for the appointment of Prof. Carr to this position.

Disparagement of Prof. Robinson is neither necessary nor seemly, but--strange as it may seem in view of the unusual discernment customarily shown by the present Administration--commendation of Prof. Carr seems to be in order. Those of us who have done our major work in research under Prof. Carr's supervision are appalled that any other choice should be considered. Just what qualifications are taken into account in the selection of a chairman, I do not know, but this I do know--a department of psychology in the University of Chicago under the leadership of Prof. Carr could attain and hold a position which would be the envy of the psychological world.

By your spoken and written utterances you are agreed with those of us who make this plea: the standards of the academic world are scholarship and research. In these two respects Prof. Carr is unassailable. Aside from his own investigations, which in every case are practically impervious to scientific criticism, Prof. Carr has supervised graduate theses in the most pains-taking fashion, and with the greatest possible success. This, Pres. Burton, I need hardly remind you, is no task of small proportion. The hours of tedious labor; the careful scientific criticism;
Dear Mr. [Name],

I am writing to express my concern about a recent development in the Department of Psychology. I have received notification that you have been assigned to the position of head of the department. I am writing to inform you of some serious issues that need to be addressed immediately.

The Department of Psychology has been experiencing a decline in student enrollment and faculty morale. This situation is not only affecting the department's ability to fulfill its academic responsibilities but also its reputation within the university community.

I believe that the first step towards addressing these issues is to conduct a thorough review of the department's current academic programs and curricula. This review should include an assessment of the department's financial resources and budget allocation.

Additionally, I would like to suggest that the department invest in more robust mentoring programs for both faculty and students. This can be achieved through partnerships with other departments and external organizations.

I am hopeful that you will consider these recommendations and take immediate action to address the current challenges faced by the Department of Psychology. I look forward to hearing your thoughts on this matter.

Sincerely,

[Your Name]
the apparently unlimited patience; the sacrifice of his own personal ambitions— all of these are possible only from a man of character and of genuine scholarly greatness.

My experience as a student in the University of Chicago is one of the greatest joys of my life; my affiliation as a Ph. D. alumna is a source of enormous pride to me. This letter is, therefore, written in the kindest spirit possible, but it is nevertheless provoked by a very strong feeling. As a unit, the psychology alumni is not representative of a great deal of material wealth with which to contribute to the University, but we have had an extraordinary amount of that asset—good-will—for our Alma Mater. Let us—and I am sure that I raise a voice of representation—urge that you maintain this good-will, and that as manifestation of such, you appoint Prof. Carr as chairman of the department.

With the sincere assurance of my complete loyalty, and every good wish for a Better-Yet university, I am,

Very cordially,

(Miss) Vivienne R. McClatchy,
Associate Professor of Psychology,
Florida State College for Women,
Tallahassee, Fla.
March 18, 1925.

My dear Miss McClatchy:

I have read with interest your letter of March 14th, and sincerely appreciate the interest of yourself and others in the future of the Department of Psychology. I have been much concerned from the beginning that this department should be strongly developed and have given much thought to the question how we can secure for it that strength which the importance of the subject, and its place in the University demand.

I am interested in your high appreciation of Professor Carr, and it will certainly receive consideration in that study of the whole matter in which we are now engaged.

In considering the question of the Chairmanship of a department it should be borne in mind that this is mainly a matter of administrative or executive ability. The Head professors of the early days were supposed to be eminent in their departments. The change to the chairmanship plan had in mind securing for each department a competent executive, who might or might not be the member of the faculty most eminent in scholarship. I imagine the distinction is not always borne in mind outside the President's Office, but it is really important.
May 10, 1923

My dear Miss McIlroy:

I have read with interest your letter of March 15th, and sincerely appreciate the interest of conscientious and able-minded students in the furtherance of the Department of Psychology. I have been much concerned from the beginning that the great promise and potentialities of the subject have not been more effectively realized. To the direction you can see the best example of the importance of the subject, and its place in the University's general work.

I am interested in your high appreciation of the status of Psychology and its relationship to the other sciences. I am heartened by your confidence in the possibilities of the subject. In considering the desirability of the Ph.D. program, it is a matter of essential importance to the sake of the University and the future of the country that the program be expanded. The advance of the University and the advancement of the country are inextricably bound together. Our task is to prepare for the future, for the next generation of students, for the next generation of Americans. The future belongs to those who prepare for it now.

Yours truly,

[Signature]
But I judge that you are chiefly concerned that there shall be a strong department, with able scholars, and incidentally a good administration. This also is a matter that I have much on my heart, and I assure you that it will not be lost sight of.

I thank you heartily for your kind words about the University in general. I have recently been visiting alumni associations in ten cities from the Pacific to the Atlantic, and have been most gratified with the evidence of a growing interest of the Alumni in the University.

Yours for the best possible University,

Miss Vivienne R. McClatchy,
Florida State College for Women,
Tallahassee, Fla.
The University of Chicago
Office of Vice-President and Dean of Faculties

April 1, 1925

Memorandum to the President:

I mentioned to Mr. Judd yesterday in a very hesitant fashion the suggestion which you have yourself made that pending further developments, I should temporarily represent you as Chairman of the Department of Psychology.

Mr. Judd seemed to be quite favorably impressed by the suggestion and has just written me the attached letter. Before announcing anything I should like to have your further judgment about it.

Dr. McLean has also written the enclosed letter concerning the Psychology Department. I may say that Judd does not think that Franz would be the man to administer the Department as chairman. I have heard, I think, a suggestion that he is a man who gets along better by himself.

My feeling with regard to the situation is that the matter is so important that we ought not to proceed hastily. I think it would be fortunate if one of us could see President Angell and talk over matters with him. I doubt whether a letter would be as satisfactory as a personal interview.

Since Dr. McLean is to be here next week, I think I will wait until then before making any further move on this part of the situation. I wrote to my friend Professor Woodworth of Columbia, who is I think well acquainted with both of the men whose names were suggested, but I have not yet heard from him.

Sincerely yours,

James H. Tufts

JHT: H
Dear Professor,

I am writing to request your advice and guidance regarding the挽留 current faculty members in the Department of Mathematics. I understand that several faculty members who have expressed interest in new opportunities may be considering leaving the department.

Dr. Thomas has informed me of some recent developments in the mathematics department. I was wondering if you could provide insight on how we might retain these key faculty members. I understand that several faculty members have expressed interest in new opportunities. I think it would be valuable to have a summit with them to discuss potential retention strategies.

I have been working on a proposal to enhance the department's research agenda and have been in contact with several potential collaborators. I think it would be beneficial to have a meeting with some of these individuals to discuss potential research collaborations.

I would be happy to provide any additional information or data that you might find useful. Please let me know if there is anything else I can do to assist.

Sincerely,

[Name]

[Signature]
My dear Dean Tufts,

The arrangement that you take over the administration of the Department of Psychology is so much in the direction of general University interests that I hope you will make it effective at once.

Matters are now under way for this quarter and so for so I know the arrangements for next year are the chief items to be dealt with. You have them so much in hand now what in my judgment the best coordination will be secured if you release me at once from responsibility.

I shall be glad to make a formal report on the Department if you want it, or I can answer from time to time any questions that you may want answered.

May I have a word from you terminating my formal relation with the Department?

Sincerely,

Charles H. Judd
My dear Mr. Judd:

I have just seen your letter to Mr. Tufts expressing approval of an arrangement by which Mr. Tufts would himself become acting chairman of the Department of Psychology. I see some advantages in such an arrangement, especially in view of the fact that practically all the major questions respecting the administration of the Department must necessarily come to him as Dean of the Faculties in any case. I should be very reluctant, however, to approve this step if it is not thoroughly satisfactory to you, or to take it in any way which would not be wholly agreeable to you.

Might I then have a word from you as to your thought and feeling about the situation.

Most cordially yours

Mr. Charles H. Judd,
The School of Education.
April 5, 1929

My dear Mr. Judge:

I have just seen your letter to Mr. Talbot expressing your approval of the arrangement by which Mr. Talbot would have become active on the staff of the Department of Education. I see some objection in such an arrangement of the Department, especially in view of the fact that practically all the major decisions respecting the administration of the Department must necessarily come to him as head of the Department in any case, I know of no less urgent, however, necessity for this step if I am not thoroughly satisfied to approve the step in it which may not be wholly acceptable to you.

Might I then have a word from you as to your

thought and feeling on the situation?

Most confidently yours,

W. O. Cottrell, M. Judge
The Secretary of Education

ED 03
April 4, 1925.

My dear Mr. Tufts:

In conformity with the request of Mr. Judd and my own judgment, I beg to request that you will as of April 1, 1925 assume the Chairmanship of the Department of Psychology as the representative of the President until such time as a more permanent arrangement may be judged practicable.

I am sending to each member of the Department a letter acquainting them with this action.

Yours truly,

Mr. J. H. Tufts,
The University of Chicago.
April 6, 1958

My dear Mr. Tower:

In conformity with the request of Mr. Jung

and my own judgment, I have to request that you will

as of April 6, 1958 assume the chairmanship of the

Department of Psychology as the Supreme Establisment of the

驿站's until such time as a more permanent arrangement

may be found by the Presidents.

I am sending to each member of the Depart-

ment a letter reaffirming from with this position

Yours truly,

Mr. J. N. Sage
The University of Chicago
April 4, 1925.

My dear Mr. Judd,

Mr. Judd having, because of his heavy responsibilities in the School of Education, asked to be relieved of the duties of Chairman of the Department of Psychology, I am requesting Vice President Tufts to act for the President as Chairman of the Department for the time being.

I beg to assure you of my deep interest in this very important department, and to request your hearty cooperation with Mr. Tufts in the organization and prosecution of its work.

Very truly yours,
April 4, 1925.

My dear Mr. Kingsbury,

Mr. Judd having, because of his heavy responsibilities in the School of Education, asked to be relieved of the duties of Chairman of the Department of Psychology, I am requesting Vice President Tufts to act for the President as Chairman of the Department for the time being.

I beg to assure you of my deep interest in this very important department, and to request your hearty cooperation with Mr. Tufts in the organization and prosecution of its work.

Very truly yours,
Dear Dr. Johnson,

It is with a great deal of regret that I am writing to inform you of the serious situation in the Department of Geography. I am afraid that the situation is such that we are in need of an immediate and urgent request for additional funds to sustain the department.

I have been in contact with the president of the university and have been assured that they will do their best to provide the necessary funds. However, I am in need of your immediate assistance in this matter.

I understand that the department is in a critical position and that action must be taken immediately to ensure its continued existence.

I am confident that you will understand the urgency of the situation and will take the necessary steps to ensure that the department receives the funds it needs.

Thank you for your attention to this matter.

Sincerely,

[Signature]
President Ernest D. Burton
The University of Chicago

My dear Mr. Burton:

I have been out of the city during the past few days and so have just received your letter of April 9 regarding the change to be made in the organization of the department of psychology. May I take this opportunity to assure you of the appreciation I feel for your serious interest in the department of which I am a member. And may I assure you further of my desire to do everything in my power to aid the success of Mr. Tuft's administration.

Very truly yours,

Edward S. Robinson
April 20, 1925.

My dear Mr. Robinson:

I thank you for your letter of April 15th. You are quite right in believing that I am deeply interested in the development of the Department of Psychology, and I hope our coming year will be one of strong development.

Very truly yours,

Mr. Edward S. Robinson,
The University of Chicago.
April 50, 1939

Mr. Warren E. Hopkins

I thank you for your letter of April 14th. You state that I am greatly interested in the development of the Department of Geophysics, and I hope our coming year will prove one of active development.

Very truly yours,

The University of Chicago

Mr. Warren E. Hopkins
April 18, 1925

My dear Mr. Nichols:

I am sorry to have been so very much occupied with University business since I returned to Chicago, but I have been entirely unable to look up the case of Glen Hall. I will try to do so early next week, and write you at my earliest opportunity.

Meantime, let me say with reference to the feeling of Dr. Watson about the Department of Psychology, that we at the University fully recognize that the department has not been developing satisfactorily since President Angel left us to go to Washington. From the moment at which I became responsible for the situation I felt that there was imperative need of an improvement of the situation as soon as possible. One of the first things that I did after becoming president was to visit President Angel at Yale, and talk over the matter with him. I early discussed it with Mr. Judd who cordially agreed with me that his temporary headship of the department ought to be terminated as soon as a permanent chairman could be found. I also discussed the matter with Mr. Tufts, and asked him to look over the whole list of psychologists in the country and discover if he could the suitable man to lead the department.

The difficulty has been two-fold; first, we have lacked money, but more especially, we have found it extremely difficult to discover strong men to add to the department; and of course, we did not want any others.

In some respects I think we have made distinct progress. Robinson I know is criticized by some, but to the best of my knowledge he is making distinctly good progress. Thurstone, who has recently come to us, is in my judgement a man of good ability and standing in the field, though probably not the man to be at present chairman of the department. Very recently I have, in conformity to Dr. Judd's own desire, relieved him of the responsibility
of the chairmanship, and have asked Mr. Tufts to take charge of the department as the representative of the President. This is with a view to bringing the department more directly under our eye and in the hope that we shall be able to contribute more directly than heretofore to its development.

All this means, however, simply that we are thoroughly aware that this is one of the departments that requires strengthening. It has been constantly on our minds for the last two years and we are definitely purposing to further its development in every way possible.

Wesley Claire Mitchell is, of course, very well remembered at the University of Chicago for the excellent record that he made as a student. We have followed his career since with interest and pride. If there is any feeling on his part about the University different from that which we have about him, I should be glad to know what the occasion is, and to do my utmost to remove any misapprehension which exists. Possibly you can throw some light on the situation; I have none to give. If there were any chance of bringing him back to the University, there is no man that would be more acceptable to the Department of Political Economy than Wesley Claire Mitchell.

Very sincerely yours,

[Signature]

Ernest Burt (signed)
Dear Dean Tufts:

I have had a few conversations with Dr. Wells regarding the possibility of developing some graduate instruction and some clinical facilities in Psychopathology for the graduate students in the Department of Psychology. At his suggestion, I have also had a conversation with Dr. Hall and I shall arrange to see Dr. Kuh on the same errand. It is pretty clear that these people in the Medical School are very cordial and willing to help us in bringing about these facilities that are very much needed for our graduate students.

It has occurred to me that the Psychology Department could legitimately be represented somewhere on the committees that undoubtedly exist for the purpose of planning the detailed space arrangements in the new hospital. I have in mind the possibility of getting two small rooms in the hospital assigned to psychological work in connection with psychiatric patients. It will be well if a psychiatric clinic could be held at the hospital one afternoon a week. This would give us just the opportunity that we need for working with psychiatrists to provide graduate instruction in Psychopathology. I do not know anything about the detailed plans for the hospital but I hope that some such arrangement as this may be feasible in the hospital that is now being built so that work of this sort may later be expanded when the Psychopathic Hospital may be built on the Midway. The Department of Social Service Administration will undoubtedly also be keenly interested in this possibility.

If the Medical people should be willing to make a provision of this sort in the hospital, I am sure that it will have a favorable effect on Ruml in our ultimate request for research funds for investigations in the psychological aspects of Psychopathology.

Very truly yours,

L. L. Thurstone

LLT-GB

Dean James H. Tufts,
Faculty Exchange.
THE UNIVERSITY OF CHICAGO

Chicago, Illinois

August twenty-second
1 9 2 5

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Very truly yours,

(signed) L.L. THURSTON

Dean James H. Tufts,
Faculty Exchange.
Dear Dean Tuttle,

I have had a few conversations with Dr. Weir. We talked about the possibility of getting some graduate students involved in the Department of Psychology. At the suggestion of Dr. Weir, I have been asked to prepare a report on the qualifications and training of our graduate students in psychology. This is a very important task and I have prepared a report on the qualifications and training of our graduate students in psychology.

I have also had a conversation with Dr. Weir about the possibility of graduate students working in the Department of Psychology. This is a very important task and I have prepared a report on the qualifications and training of our graduate students in psychology.

Very truly yours,

[Signature]

Dean James H. Tuttle
Faculty Exchange
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Very truly yours,

(signed) L.L. THURSTON

Dean James H. Tufts,
Faculty Exchange.
DEAR Mr. T.: 

I have had a free conversation with Mr. W. after the meeting of the faculty, and have discussed the matter with Mr. W. and Mr. E. of the faculty. Mr. W. and Mr. E. have said they will give me a chance to make a presentation and to make a decision. They have asked me to make a presentation and to make a decision.

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I am looking forward to the opportunity to make a presentation and to make a decision.
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