February 27, 1929

My dear President Kinley:

I am sorry that the pressure of other matters has made me so tardy in acknowledging the receipt of your letter of February 16, relating to the Institute of Juvenile Research. I appreciate the frank and friendly expression of your views and I wish to assure you that so far as I know the attitude of everyone here at the University of Chicago is what it has been ever since Mr. Mason was informed of your position, namely that we desire to maintain friendly relations with the University of Illinois, and are therefore taking no part in the agitation to which you refer. I feel sure that this is true of Dr. Wells, and Mr. Douglas has assured me that he is not interesting himself in the matter.

With warm regards,

Yours cordially

FREDERIC WOODWARD

President David Kinley
University of Illinois
Urbana, Illinois

Acting President
From your humble servant,

The great President himself.

I am writing this to express my appreciation of the recent letter of President J. Ralston to the President of the University of Chicago. The President's letter was full of warmth and admiration for the University of Chicago and its President. I hope that your institution will continue to maintain the same level of excellence.

I have been very pleased to see the growth and development of the University of Illinois, and I am especially impressed by the dedication of its President. I feel that this is an institution of which we can be proud.

With warm regards,

Yours sincerely,

Presidential Woodrow

[Signatures]
President Frederic C. Woodward  
University of Chicago  
Chicago, Illinois  

Dear President Woodward:

I hesitate to write this letter but have concluded to do so, feeling sure that you will not misunderstand its purpose or spirit and because I am anxious to avoid any misunderstandings between us. Your great metropolitan city resembles our smaller one in one respect. There is much gossip in it! Some of that gossip relates to universities.

You will recall that some two years ago there was some discussion between President Mason and myself about an appropriation for a building to house the Institute of Juvenile Research in the neighborhood of the University of Chicago instead of on the grounds of the Research and Educational Hospital. That agitation has been renewed. Dr. Herman Adler is, I believe, the prime mover in the matter.

Our people, including our Board of Trustees, are determined to oppose the movement as against sound public policy (in our opinion), a bad precedent, detrimental to the interests of the University, and unnecessary.

This Institute is one of the divisions of work included in the agreement between the University and the Department of Public Welfare in 1919 and Dr. Herman Adler himself was one of those who recommended the present relationship. Doctor Wells has been interested in the transfer because he might secure in a new building put up at State expense space for carrying on the work of, I think, the Sprague Institute, of which he is Director.
Dear President Woodworth:

I am pleased to write this letter. I have
considered to go on. I feel that you will not
undertake the purpose of writing a letter and because I
know that a letter to the President is a customary form of
communication. But your request to demonstrate city committees and
smaller ones in one letter. There is much to consider.

You are aware that some two years ago
there was some discussion between President Reeder and
myself about an appropriation for a building to
house the Institute of University of Chicago at

renewed operation of the Institute of Chicago and

Division of the University of Chicago and

Research. That suggestion has been renewed.

Let me, therefore, I DEFEND the prime mover in the

next

Can people be infrequently or by hierarchy
be elevated to obscure the movement as essential
or a public policy (in my opinion, a bad policy)?

get interested in the interest of the University and

necessary.

The Institute is one of the institutions of

"The Institute" the Department of Public Welfare in 1913 and Its

Herbert Hahn, Minister of Home of Home, and been useful to

president of the Chicago and recent because it is now in a new

putting one of those examples of how to contribute to the

and work at. I think it important to investigate which

be neglected.
Our Trustees have declined to acquiesce in the proposal, and will not agree to the transfer without an effort to prevent it, and I should be very sorry if this should involve any unpleasantness between the two institutions. The activities of Messrs. Douglas and his group, some of whom are said to be interesting themselves in this other matter also, have already caused some resentment among our alumni.

This is intended simply as a frank and friendly expression of our view on the subject and what I consider our duty in the matter, so that even if you do not agree with me we would each know just where the other stands in a friendly way.

Trusting that I have not made a mistake in thus writing you, and with renewed assurance of my warmest regard and greatest respect, I am

Sincerely yours,

David Kinley
President
The Trustees have genetic to education to the
in the process and will not agree to the plan.

If interested in this topic, I can provide more
information and arrangements for further
investigation. Please let me know your
interest.

Sincerely,
[Signature]
January 21, 1929

My dear Dr. McLean:

I am sorry to be so tardy in acknowledging the memorandum relating to Miss Emerson's conversation with Mrs. Preston in regard to mental hygiene. It is almost inconceivable to me that a member of the Board of Trustees should have made the statement attributed to Mr. Scott, to the effect that there was no reason why funds for mental hygiene should not be provided in the general budget. Whatever he may have said, the fact is, as you know, that it is impossible at the present time to provide for this work unless new money is contributed for the purpose. Miss Emerson can assure Mrs. Preston both of the urgent need and of our present inability to meet it.

We hope very much, of course, that at the end of three years we shall be in a position to carry on the work without further assistance in the way of special contributions.

Yours cordially

Dr. F. C. McLean
Faculty Exchange

Acting President

P.S.

I called up Mr. Scott on the telephone and he says that he does not think he is acquainted with Mrs. Preston and does not recall having made any such statement to anyone.

F.W.
The University of Chicago
University Clinics
MEDICAL SOCIAL SERVICE

Memorandum to Dr. McLean

Subject:

Mrs. Preston tells me that she happened to mention to Mr. Scott at dinner her interest in Psychiatry and in doing something for it at the University. Mr. Scott told her that he was a trustee and after further conversation said that he thought it very important but certainly if the students needed it there was no reason it should not be provided out of University funds. He suggested that she write him a letter about it because he saw no reason why money should not be regularly appropriated rather than separately raised!!

I am to be out of town the next week, but as soon as I return, will see Mrs. Preston again and hope to get things under way, provided it is still desirable for her to get $10,000 a year for the next three years. She is very much interested and perfectly willing and ready to go ahead.
The Trustees feel as that the hospital's report to the Board of \textit{A. R. G. A.} is not complete and are in receipt of a letter from the Director of Public Health urging the Trustees to take no action and to proceed with the changes in the hospital's operation that were outlined in the letter. It is suggested that the hospital's report to the Board of Public Health should be reviewed and that the necessary steps be taken to ensure that the hospital's operation is in compliance with all regulations and requirements.

I am to present this letter to the Board of Public Health, and I am looking forward to its approval. 

The Trustees have agreed to the proposal of \textit{G. A. E.} and have requested that the hospital's operation be reviewed and that the necessary steps be taken to ensure that the hospital's operation is in compliance with all regulations and requirements.

I am looking forward to the Board of Public Health's approval of the proposal of \textit{G. A. E.} and the necessary steps to be taken to ensure that the hospital's operation is in compliance with all regulations and requirements.

The Trustees have agreed to the proposal of \textit{G. A. E.} and have requested that the hospital's operation be reviewed and that the necessary steps be taken to ensure that the hospital's operation is in compliance with all regulations and requirements.

The Trustees have agreed to the proposal of \textit{G. A. E.} and have requested that the hospital's operation be reviewed and that the necessary steps be taken to ensure that the hospital's operation is in compliance with all regulations and requirements.
Mr. F. C. Woodward,  
University of Chicago.

My dear Mr. Woodward:

I find that Doctor Billings is in St. Louis, and I have sent him a letter as per enclosed carbon copy. Doctor Hektoen expressed himself without hesitation as being in favor of the project, and he is a member of the Board of Trustees. I will see Colonel Sprague at the earliest possible moment. If Hektoen and Billings approve, there is no doubt that the non-medical members of the Board of Trustees will accept their recommendation.

Yours very truly,

[signature]

Director.

Dictated but not read
January 15, 1929

Dr. Frank Billings,
1650 N. State Parkway,
Chicago.

My dear Doctor Billings:

President Woodward called me in today to see him about a matter of cooperation between the Sprague Institute and the University in respect to the proposed development of a combination program of work in psychiatry and psychology. The University has been encouraged by Mr. Mason since he went to New York to go ahead and lay out a program for a comprehensive development in this field through cooperation of existing departments, together with the proposed new Institute of Psychiatry at the University in the Medical Clinics, and I am to see Mr. Mason in New York next week about this matter. The particular point of urgency about it is that Mr. Woodward has consulted me concerning the retention of Doctor Lashley in Chicago. I do not know whether you know Doctor Lashley and his work or not, but he was brought here from the University of Minnesota by Doctor Adler to continue the important work he has been doing on brain function. This getting of Lashley has generally been looked upon as the best thing Doctor Adler has done. Lashley is so good apparently that Harvard University has just made him a very flattering offer as Professor of Experimental Psychology. We feel that if we are going to develop psychiatry in association with psychology here Lashley is one of the men we most particularly want in the group, and to lose him at this time would be a blow to our plans. Lashley, himself, would prefer to stay here if he can get as good a budget and salary as at Harvard, since he considers the opportunity for cooperation with related departments better here than at Harvard. Mr. Woodward inquires whether the Sprague Institute will be able to cooperate with the University, at least temporarily, in holding Doctor Lashley. A budget of about $15000 for salaries of staff and supplies will be needed, and the University funds available for this development are not adequate to meet this requirement. He wishes to know whether the Sprague Institute would be willing to assume half the cost of this development as a temporary matter, until with the development of the program in psychiatry it is determined whether Lashley would go over to the University entirely or be taken over by the Sprague Institute. It is my opinion that this is a desirable thing to do. If the proposed program goes through we shall want Lashley, and it would be extremely difficult to get him back from Harvard. Also there is no doubt that such a cooperation made at this time in this situation will make a favorable
impression as to our sincerity and zeal with the people in New York. Doctor Hektoen is of the same opinion. We have an abundance of unappropriated income to take care of the matter, particularly as we would not be called upon for funds before either July 1 or October 1. I am going to try to see Colonel Sprague tomorrow, and put the matter before him. If you can let me know how the matter strikes you before I leave for the East on Saturday of this week it will be helpful.

I hope that your daughter is doing well. Please give her my kindest regards,

Sincerely yours,
Dr. Frank Milligan —

Expression as to own interests and ease with the people in New York.

Express my regard to the same object. We have an understanding of our
expression interest in the same object of the matter. Fortunately, I am
expected to take care of the matter personally as we
many not be reliable when you hand papers either July or October. I
am looking to try to see Cotton Exchange somehow and bring the matter
before here. If you can I beg to know you will notice action on your papers.
I have you the form on Saturday of this week if will be helpful.

I hope that your holiday is going well.

Please

Esteemed yours,

[Signature]
October 4, 1928

My dear Mr. Swift:

I enclose for your file a copy of a letter received from Professor H. G. Wells, containing notes which he has taken from his records relating to psychiatry and the Institute for Juvenile Research.

Yours cordially,

FRÉDERIC WOODWARD

FW:K

Acting President

Mr. Harold H. Swift
Swift & Company
Union Stock Yards
Chicago, Illinois
October 4, 1928

My dear Dr. Wells:

Thank you very much for taking the trouble to send me the notes from your records, relating to the work in psychiatry and the Institute for Juvenile Research. I shall keep in mind your kind offer to give me additional information.

Yours cordially,

FREDERIC WOODWARD

Acting President

Dr. H. Gideon Wells
Department of Pathology
Faculty Exchange
Oct 4, 1938

The Year Dr. Wentz:

Thank you very much for taking the trouble to send me this notice from your records. I am glad to have the opportunity to read it in your handwriting and the information you have given is most helpful. I shall keep in mind your kind offer to give me sufficient information.

Yours cordially,

PREDERICK WOODWARD

Acting President

Dr. H.E. Griswold
Department of Pathology
Kahului Hospital
October 1, 1928

Mr. F. C. Woodward,
University of Chicago.

My dear Mr. Woodward:

In regard to the letter from Mr. McCormick relative to work in psychiatry, I am sending you the following items of information from my records:

(1) A statement of the negotiations up to April 24, 1927, was prepared by me and sent to President Mason. This you have available.

(2) On April 29, 1927, Doctor Adler, President Mason and myself had a conference, and my notes state that after discussing the situation we agreed that it would not be possible to go ahead at that time without the cooperation of President Kinley. I may add that shortly before that conference had been arranged between President Mason, President Kinley, the Governor, and others interested, but that Doctor Post had telephone to Senator Barr cancelling this conference as soon as we had been informed that President Kinley was opposed to the project.

At this meeting on April 29, Doctor Adler informed President Mason of a bill which was to be introduced calling for an appropriation for a building for the work in juvenile research, the exact amount not being stated, but understood to be $450,000. This bill began with a preamble in respect to participation by the University of Chicago, which was largely erroneous and not permissible in advance of action of the Trustees of the University of Chicago. Doctor Adler agreed to introduce a different bill, not mentioning the University of Chicago or any other institution, but merely an enabling act permitting the Department of Public Welfare to accept land on which to build. President Mason considered this not objectionable as it did not mention or in any way commit the University of Chicago.

(3) In order that there might be no possible question of the attitude of the University of Chicago to the University of Illinois, on May 3, 1927, I went to Springfield for a conference with Senator Barr, who had been interested in advancing the project under discussion. He told me that there had been a feeling of surprise at the University of Chicago's supposed attitude, and I explained to him fully that the introduction of the University of Chicago's name into the matter had not been authorized, and that our policy was entirely opposed to any attempt to have relations with the State that were not entirely acceptable to the University of Illinois.
In connection with the preparation of the forthcoming Institute of Catholic Social Science, I am happy to inform you of the following items of interest:

1. The establishment of the Institute is planned to be held in May. The date has been set for May 26th.
2. The Institute will be held in cooperation with the University of Chicago. This cooperation is ongoing.

On April 19, 1939, Doctor Adler, President of the University of Chicago, informed me of the establishment of the Institute. The Institute will be held in cooperation with the University of Chicago. This cooperation is ongoing.

I am grateful for the information andohaerent to the establishment of the Institute. I look forward to working with the University of Chicago on this project.
Memorandum

HOUSE BILL 550

1. Introduced by Mr. G. J. Johnson May 10, 1927.
2. Read by title, ordered printed and referred to Committee on Appropriation.

A BILL

For an act providing for the establishment and operation of an Institute for Juvenile Research and making an appropriation therefor.

Be it enacted by the people of the State of Illinois represented in General Assembly.

SECTION I. The sum of $400,000, or so much thereof as may be necessary is appropriated to the Department of Public Welfare for the purpose of erecting, equipping, and operating a building to be known as the Institute for Juvenile Research.

SECTION II. The Institute for Juvenile Research shall be located either upon land now owned by the State of Illinois or which may hereafter be acquired by the State by donation or devise. The Department of Public Welfare is authorized to accept on behalf of, and without expense to the State of Illinois any donation or devise of land which is suitable for this purpose.

SECTION III. This appropriation is subject to the provisions of "An act in relation to State Finance" approved June 10, 1919, as amended.

This bill was tabled and did not pass.

HHM: LH

Howard H. Moore.
A BILL

For an act providing to the Juvenile Research and Welfare
Division of the Department of Public Welfare to the purpose of
instituting, establishing, and operating a Reformatory and
Correction and Protective Institution to be known as
the "Illinois Reformatory for Juvenile Research and Welfare"

SEC. 1. The sum of $20,000,000 to be appropriated to
the Department of Public Welfare to the purpose of
instituting, establishing, and operating a Reformatory and
Correction and Protective Institution to be known as
the "Illinois Reformatory for Juvenile Research and Welfare"

SEC. 2. This Act to take effect immediately after its
passage at the Session of the General Assembly
of Illinois for the year 1917, as amended.
September 25, 1928

Mr. Cyrus McCormick, Jr.,
900 North Michigan Avenue,
Chicago, Illinois.

Dear Cyrus:

I tried to call you on the telephone today to acknowledge receipt of your letter dated September 21, which came Saturday about noon, and to say that we would be glad to go into the situation you present. At the same time, I wanted to point out that September is vacation month at the University and that faculty members do not assemble again until October 1, so that there is little likelihood of my being able to give you anything definite this month.

Cordially yours,

HAROLD H. SWIFT

cc F.C. Woodward
L.R. Steere

Understand F.C.W. trying to work up the whole situation to determine -

1. What our moral obligation is.
2. Irrespective of (1), what we would like to do.

H.H.S.
September 23, 1938

Dear Mr. Gable:

I tried to call you on the telephone today to acknowledge receipt of your letter dated September 21st, with which you enclosed a deposit check for $400, to be held in trust pending your coming to town for an interview, as the same time I wanted to bring your attention to the following month of the University of Iowa faculty members to resume duties as of October 1st, so that there is little incentive or profit to give you

Unfortunately, we have

Harold H. Swift

Mrs. G. C. Woodbury
R. S. Sears

The above is just a summary of the whole matter, regarding the C.W. Gable application, and mention of the above is for the purpose of getting it to go.

H. H. S.
September 21, 1928

Mr. Harold Swift,
President, Board of Trustees,
University of Chicago,
Chicago, Illinois.

Dear Harold:

I am transmitting herewith the letter I spoke to you about on the telephone this afternoon. I trust you will find it interesting and possibly instructive reading for your week-end.

With reference to the University of Illinois (of course you must treat this covering letter as entirely unofficial) it might interest you to know that Dr. Adler has not accepted re-appointment to the University of Illinois faculty and in all probability will not accept the re-appointment that has been offered him.

Also, let me point out that on page 6, paragraph 6, of my official letter there appears a reference to Dr. Adler's visit to President Mason with a message from Springfield, i.e. the Governor, that the transaction does not concern the University of Illinois but is solely a matter between the Department of Public Welfare and the University of Chicago.

Sincerely yours,

(Sgd.) CYRUS MCCORMICK, JR.
Dear Professor Swift,

Professor, Board of Trustees,

University of Chicago,

Chicago, Illinois.

September 27, 1966

I am transmitting herewith the letter I spoke to

you about on my telephone this afternoon. I know you will

find it interesting and possibly informative regarding our

work each.

With reference to the University of Illinois (or

coarse you might expect this covering letter as an actuary, /

you might not expect you to know the /

vice-counsel to the University of Illinois faculty. 

opportunities with not except the re-appraisal that /

already have.

Please refer to our file copy.

Also, let me point out that on page 6, paragraph 6,

of my actuary letter there appears a reference to the

first paragraph of the actuary letter which is on

the second page. If the transcription does not concern the

bureaucracy of the Illinois act to safely a matter between the department

of public welfare and the University of Chicago.

Sincerely yours,

(John M. McCormick, Jr.)
September 21, 1928

Mr. Harold Swift,
President, Board of Trustees,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Swift:

The Board of Trustees of the Behavior Research Fund desires to invite the attention of the University of Chicago to the following circumstances.

(The Behavior Research Fund, as you may know, was raised by a community-wide appeal for monies with which to make possible pure scientific research in the field of behavior problems and mental diseases in connection with the work of the Institute for Juvenile Research. The Behavior Research Fund has over $50,000 a year pledged for its objects through subscriptions from some five hundred people. The Fund is in charge of trustees consisting of: Mr. Cyrus McCormick, Jr., President; Hon. Mary M. Bartelme, Vice President; Dr. Herman M. Adler, Secretary; Mr. Roy C. Osgood, Treasurer; Dr. Ludvig Hektoen; Professor Edwin F. Gay, Harvard University; Mr. Joseph Halle Schaffner. All of these funds are spent on research in connection with the Institute for Juvenile Research.)

In March 1926 Professor H. Gideon Wells called upon our Director, Dr. Herman M. Adler (who is as well State Criminologist and Director of the Institute for Juvenile Research of the Department of Public Welfare of the State of Illinois) to ask his assistance in bringing to realization the ambitions of the Otho S. A. Sprague Memorial Institute in conjunction with the University of Chicago for research in the field of psychiatry and into the cause, prevention, and cure of mental and nervous diseases.

Dr. Wells told Dr. Adler that the realization of such a program was largely dependent upon the securing of adequate clinical material which in this field is primarily to be found in institutions and otherwise under the jurisdiction of the State. He stated to Dr. Adler that it would be highly advantageous to the realization of the program of the Sprague Institute and the University of Chicago if the cooperation of the State could be secured to the extent of erecting a State hospital on or near the University of Chicago campus on some such basis of cooperation as that between Columbia University and the State of New York.

Dr. Wells asked Dr. Adler whether he could be helpful to the University in bringing about the State's participation in such a program. Dr. Adler stated he would go into the matter and see what could be done and advise Dr. Wells. Dr. Adler reported
The Board of Trustees of the University of Chicago, in accordance with the provisions of the University of Chicago, Praise the following:...
what had taken place to this Board and requested their approval of his undertaking to be helpful to the University and the Sprague Institute in accordance with Dr. Well's request. The Board authorized Dr. Adler to do anything in his power to be helpful to the University and the Sprague Institute.

Dr. Adler thereupon took the matter up with Judge Chauncey H. Jenkins, at that time Director of the Department of Public Welfare. Judge Jenkins stated it would not be an easy thing to arrange but that it might be possible. He suggested that the President of the University of Chicago write a letter to the Department of Public Welfare outlining what the University wanted. This letter was addressed to the Director of the Department of Public Welfare under date of December 6, 1926 from the office of the President of the University of Chicago, and was signed by President Max Mason.

Dr. Wells was anxious to enlist the support of Dr. Billings and at his invitation Dr. Billings, Dr. Hektoen and Dr. Adler lunched with Dr. Wells at the University Club in May 1926. A very frank discussion took place after lunch in which the project was thoroughly threshed out and Dr. Billings expressed himself as favorable to the plan and give it his approval.

Almost immediately thereafter the summer vacations intervened and except for the following letter of August 27, 1926, no further conversations between Dr. Adler and the representative took place until the fall.

THE UNIVERSITY OF CHICAGO
Department of Pathology

Dr. Herman M. Adler,
105 East Islay,
Santa Barbara, California.

My dear Dr. Adler:

After our meeting with Billings and Hektoen, I had understood that you were going to provide us with a statement as to the possibilities of cooperation between the State of Illinois and the University of Chicago. I hope that your silence does not mean that you have not been well. I shall be away from Chicago on my vacation in the woods during September, but if you can let us hear from you by the first of October, it will be much appreciated.

Hoping that you are having a profitable vacation, I am

Yours sincerely,

(Sgd.) H. Gideon Wells
...what musk and pines please to the breeze may enhance your presence. It is important from the perspective of the University and the Board of Trustees' approval to engage in the preservation of the natural beauty of M.L. Welle's acres. The Board...
On Dr. Adler's return to Chicago he communicated the results of his various conferences with Judge Jenkins to Dr. Wells.

Shortly thereafter in October 1926, President Mason invited Dr. Billings, Dr. Wells, Professor Merriam, Professor Judd, and Dr. Adler to dinner at his home to discuss the project. Dr. Adler reported that the Department was not primarily interested in constructing another psychopathic hospital, having one already. The Department, however, was interested in constructing a building for the Institute of Juvenile Research. They would be willing to erect a building of which two floors should be devoted to a psychopathic hospital, two floors to the Institute for Juvenile Research, and one main entrance floor. Dr. Adler stated to President Mason at that time that in view of the fact that the basis on which the Department was willing to proceed was so different from the plan Dr. Wells originally discussed with him, he felt the University should feel free to withdraw at this time. The University-Sprague Institute collaboration was not, he felt, interested in an Institute for Juvenile Research nor in the type of clinical service work and research in behavior problems with which it dealt. President Mason stated that on the contrary he would regard it as of great value to the University to have the Institute tied up with this program and that while his views might be at variance with those of medical men, he regarded the field of human behavior as the next great field to which the University must give attention. Far from lessening the attractiveness of the project the inclusion of the Institute for Juvenile Research would, he stated, greatly enhance the interest of the University.

The matter was thoroughly discussed by all those present and all expressed themselves as in favor of going ahead with it. President Mason asked what the next step was in order to bring the plan to a successful conclusion and Dr. Adler stated that if the University desired to proceed the next step would seem to be for President Mason to write the letter to the Department of Public Welfare which Judge Jenkins had suggested. That letter, referred to above, and a copy of which is hereto attached, was written by President Mason and sent to the Director of the Department of Public Welfare on December 6, 1926.

At this dinner President Mason said that, of course, it would be important for the University of Chicago to have an agreement with the University of Illinois with regard to the erection of a building and such an affiliation. President Mason expressed himself as very favorable to the University of Illinois and in fact to all state universities. He felt that there should be no rivalry between the University of Illinois and the University of Chicago but that a three-fold agreement between the two universities and the Department of Public Welfare would greatly strengthen the plan; that neither university was completely equipped either in material or in faculty to make the utmost use of such a possibility, and that by combining forces the two could secure a model result.
Secretary of the Interior to Chicago to communique the following:

Special Conference in October 1926, President Mason

Upon this matter of 10th. meeting. Mr. Welby's proposition would of course go into the conference. Mr. Welby will try to get a good at the expense of the project. In order to plan the idea of the Department building our interest in the eleven, give emphasis to the Department having one efficiently. The Department proposal was referred to the Departmental Committee. There was a hint of willingness to let the University of Chicago. This idea to the Association, the building was also referred to the proposal of the University of Chicago to be referred to the Association. The University of Chicago had given up its interest in the building. The Department had given up its interest in the building.

The statement was also made that the University of Chicago had given up its interest in the building. The Department had given up its interest in the building. The University of Chicago had given up its interest in the building. The Department had given up its interest in the building.

The matter was covered by a meeting of the Board of Directors and the Board of Trustees.

Summarizing the above, the University of Chicago was not interested in the Department building. The University of Chicago was not interested in the Department building.

The Board of Directors and the Board of Trustees were in agreement that the University of Chicago was not interested in the Department building.
President Mason said, "I would be willing to go as far as to say that we would admit University of Illinois students to courses given by our faculty and allow them to apply the credit at the University of Illinois. I am sure that the University of Chicago would be willing to have the University of Illinois carry in its catalog the names of the various members of the Chicago faculty whose courses the students would want to take without mentioning that they were on the Chicago faculty. That is, the names could appear in both catalogs."

He promised to have an early interview with President Kinley. Despite this very generous offer President Kinley opposed the idea.

In the meantime, Dr. Adler and Dr. Wells had several meetings. A bill similar to the one which had made possible the New York Psychopathic Hospital embodying the University's original project, after being drafted and introduced to the House by Representative Gus Johnson of Paxton, was referred to the Committee; brought out for second reading; referred back; and allowed to die in the Committee.

The modified plan of the Department which had been discussed with President Mason, Dr. Billings, Dr. Wells, Professor Merriam, Professor Judd, and Dr. Adler, and outlined in President Mason's letter to Judg Jenkins was then brought forward and an appropriation of $400,000 for a building such as had been outlined by Dr. Adler at that dinner was included in the budget of the Department of Public Welfare and passed in the Omnibus Bill in the final days of June 1927.

On July 6, 1927, Dr. Adler advised President Mason of the action of the Legislature and President Mason replied under date of July 8.

Various conferences were held during this time, one being at the Quadrangle Club at which Dr. Wells, Dr. McLean, and Dr. Seem, Superintendent of the University Hospitals, were present and appeared completely satisfied with the plan.

Early in January of this year, Dr. Adler went to see President Mason with a message from Springfield that the State was now ready to proceed and that this was a matter between the Department of Public Welfare and the University of Chicago and did not concern the University of Illinois. President Mason said he would take the matter up with the Trustees at once. No further word has come from the University since that time.

The Institute for Juvenile Research and the Behavior Research Fund are therefore faced with the following situation:

1. Having proceeded at the request of the University of Chicago and the Sprague Institute to secure a State building to be used in conjunction with the University of Chicago, a four hundred thousand dollar appropriation was passed by the Legislature and now stands available for expenditure.
President Reagan said, "I would be willing to go as far as to say that for many years Unhappiness of Illinois students to come from low IQ families and schools to apply for the state University of Illinois. I understand the University of Illinois can't fill the effects of the various events on the various members of the Chicago area. Southeast Chicago is a real problem to solve. Our city will not face the problem of the University of Illinois students and students who want to face the problem of the University of Illinois students.

Despite this, we can't even recognize the education面前的。The facts.

In the meantime, Dr. Allen and Mr. Ellis are very important. A point that I think has been demonstrated is New York. For example, basketball and baseball to the home of Rucker. It's clear playing basketball is not something you ask for. Even the mayor of Rucker is a basketball fan. He has attended to the committee; The mayor of Detroit, Willard, is a basketball fan. In the Detroit Stil, in the final.

On July 8, 1984, Dr. Allen gave a speech at Princeton Brothers of the United States. This speech was noted by the President and Princeton Brothers of the United States. He recognized a few sentences and the President was silent.

Early in January of this year, Dr. Allen went to see

The Institution for University Education and the President

I have been chosen as the president of the University of Chicago. I believe in the University of Chicago. It is important to recognize that the University of Chicago was founded by the University of Chicago. It is important to recognize that the University of Chicago was founded by the University of Chicago. It is important to recognize that the University of Chicago was founded by the University of Chicago. It is important to recognize that the University of Chicago was founded by the University of Chicago.
2. The appropriation was secured upon the basis of an official letter from the President of the University of Chicago to the Director of the Department of Public Welfare of the State of Illinois.

3. Owing no doubt to the pressure of circumstances preceding and following the resignation of President Mason, the University has not proceeded to complete the arrangement for which it asked nor to provide the land on which to erect the building which they requested and for which $400,000 has been provided.

4. The legislative appropriation under our Constitution must be spent during the life of the present Legislature, or not later than July 1929.

5. Authorization to spend the money must be secured from the Governor of the State of Illinois.

6. We are advised that the Governor is willing to give authorization now, but it is doubtful whether he would be willing to authorize any expenditures after this month in view of the impending elections.

7. It would undoubtedly be very difficult to secure the authorization for an expenditure of this sort after his successor is elected.

8. The Governor having provided for this building for the University of Chicago has agreed to transfer to the University of Illinois the building which the Institute of Juvenile Research is now occupying. This building at the present time belongs to the Department of Public Welfare and was constructed originally as an Orthopedic Hospital and is on land adjacent to the Medical School of the University of Illinois. A bill to effect this was introduced at the last session of the Legislature.

9. The Administration feels that in providing a new home for the Institute—according to President Mason's request—it has done its duty to the Institute and is now free to dispose of the Institute's present quarters.

10. Unless the University now proceeds to enable the erection of the building for which money has been provided at its request the appropriation is likely to lapse and its reappropriation be subject to the contingencies of future legislatures.

11. The Institute of Juvenile Research (and the Behavior Research Fund) as a result of the projected transfer of its present building to the Medical School of the University of Illinois is likely to find itself without a home. As a result, the service which it renders to the inmates of State institutions and to thousands of children whom its out-patient department serves will be jeopardized.

Under the circumstances we should appreciate prompt action on the part of the University of Chicago. Representatives of this Board stand ready to meet with you at any time in order to bring the whole matter to completion.

Yours truly, 

CYRUS McCORMICK, Jr. Pres.
July 9, 1927

Dear Dr. Adler:

I was very much interested to learn that the legislature passed the bill for $400,000 for the Institute of Juvenile Research, and should be very glad to discuss with you your plans in this connection at your convenience after you have returned.

Sincerely yours,

Max Mason
President

Dr. Herman M. Adler
Institute of Juvenile Research
907 South Lincoln Street
Chicago
July 6, 1927

President Max Mason
The University of Chicago
Chicago Illinois

Dear President Mason:

I am just about to leave for my vacation but before going I must write to you to tell you that the appropriation was passed by the Legislature and signed by the Governor, including $400,000 for the construction, equipment, and maintenance of the Institute for Juvenile Research. I know that you will be as pleased with this as I am.

Because of the late session of the Legislature, this bill was not signed until the last moment, and with the interruption of the holidays it was impossible to let you know this before. My departure has further congested my heavy schedule.

Should you care to reach me, any letter or message addressed to me at the Institute for Juvenile Research, 907 South Lincoln Street, will always be forwarded to me promptly.

With great appreciation of your interest in this matter, and with very best greetings, I am

Very sincerely yours,

Herman M. Adler

hma:lr
May 23, 1927.

Dear President Kinsey:

I thank you for your letter of May 16, 1927. I have made two trips out of the city since that time with but a few hours in between so that I have not had time to answer it.

The receipt of your letter of April 14, 1927, settled entirely the question of any further effort on the part of the University of Chicago to secure at this time an opportunity for the University to cooperate with the State along the lines of psychiatry. We wish in all matters to work in cooperation with the University of Illinois, and we have had nothing to do with the introduction of House Bill No. 550 to which you refer in your letter.

If at any time the University of Illinois or the State of Illinois through any of its departments wishes the cooperation of the University of Chicago, the matter would be most carefully considered by the trustees of the University of Chicago, I am sure, but the University does not wish to induce the State to ask for such cooperation against the wishes of the University of Illinois.

Sincerely yours,

Max Mason

President

President David Kinsey,
University of Illinois,
Urbana, Illinois,

cc Dr. Wells
Dr. Post
Mr. H H Sw
Dear President Kluyver,

I am today the University of Illinois and its Board of Trustees are very pleased to announce the appointment of Dr. Max Fordham as the next President of the University.

Dr. Fordham brings to the University of Illinois a wealth of experience and a deep understanding of higher education. His leadership and vision will be invaluable as we continue to build on the strengths of the University and ensure its ongoing success.

Sincerely,

Max Fordham
President

cc: Dr. Melton

In: Post

Urbana, Illinois
President Max Mason  
University of Chicago  
Chicago, Illinois  

Dear President Mason:

I have just read House Bill No. 550, introduced by Mr. G. J. Johnson, May 10, 1927, for an appropriation of $400,000 for erection of a building for the Institute for Juvenile Research. Section 2 of the bill provides that the Institute "shall be located either upon land now owned by the State of Illinois or which may be hereafter acquired by the State by donation or devise. The Department of Public Welfare is authorized to accept on behalf of, and without expense, to the State of Illinois any donation or devise of land which is suitable for this purpose."

This proposed bill is, I presume, the one concerning which you and I had some correspondence and a conference. Dr. Herman Adler came to see me a week or so ago, urging me to support his proposition, which was to get such an appropriation for a building to be erected as suggested in our conference and correspondence, on ground of the University of Chicago to be transferred for that purpose. As I told you before, I was informed by the Governor that this proposition had been put up to him and he had not seen his way clear to acquiesce. The language of the bill, of course, does not reveal the purpose to erect a building on land to be given by or purchased from the University of Chicago.

As I have said to all who have approached me on the matter, I am sympathetic with Doctor Adler's educational difficulties and ambitions in the conduct of the Institute. As a citizen, however, I cannot feel that the proposal is one consonant with good public policy in a state in which there is already a state-supported institution of higher education. No institution like the state University of Illinois exists in the state of New York; therefore arrangements could be defended there which could not be, at least as strongly, defended in Illinois.

I take it for granted that you know nothing about the introduction of this bill. You will agree with me, however, I am sure, that its introduction justly makes me wonder why I was consulted on the matter at all by those who initiated the movement.
May 16, 1934

Dear President Mason:

I have just been home from ILIN to a special meeting of the Board of Trustees of the University of Illinois, of which you are a member. The Board has approved the recommendation of the Committee on Extension of the University of Illinois for the establishment of the University of Illinois Extension. I feel that this is a step in the right direction, and I am sure that it will be of great benefit to the University and to the state as a whole.

I am pleased to say that the new Extension program will be started at once, and I am confident that it will be a success. The University of Illinois has always been a leader in the field of education, and I am sure that it will continue to be so under the new Extension program.

I am looking forward to the opportunity to work with you in this important venture.

Sincerely yours,

[Signature]

President Max Mason
University of Illinois

[Stamp: University of Illinois]
I told Doctor Adler in our conference a week or so ago that I saw no reason why the burden of introducing or supporting such a bill should be put on me; that the way was open to those who wanted it to act independently of me, but that I should, of course, feel free to express my views on the matter.

My purpose in writing is to call your attention to this bill, since I feel sure that you do not know about it, and to assure you again of my earnest desire to have cooperation between our two institutions in all practicable ways, even though as a citizen I cannot feel that this particular procedure is proper.

Very truly yours,

David Kinley
President
I hope Doctor Austin is on conference
week or any other free time to discuss with the
International Ambassadors about a visit during the
but no; instead the man was given to those who worked.
Ir for each important one. But first I should of.

course, feel the to express my views on the matter.

My purpose in writing is to call your
attention to this point; since I feel that you can do
not know about it, and to secure the result of my
attempts with the Ambassadors may have effects
influence for. I feel that the Ambassadors may be

Thankfully,

[Signature]
April 20, 1927

Dear President Kinley:

I thank you very much for your letter telling me of your conference with Governor Small.

Of course we are much disappointed that something along the line we discussed cannot be put through. I had hoped that the question of building a small state hospital might be considered favorably inasmuch as this would seem to be a safe procedure under the circumstances, which are such as to utilize to the full for the state's benefit a very large endowment for study and research in psychiatry.

The other situation was clearly more difficult. I still hope that in the future we may work out some cooperative program with you which would bring to full effectiveness affairs of both the University of Illinois and the University of Chicago.

I wish to thank you particularly for your frank and cordial discussion of the situation, to assure you that I appreciate the viewpoints you expressed, and I hope that we have opportunities for real cooperative work in the future.

Cordially yours,

President

President David Kinley
University of Illinois
Urbana, Illinois
Dear [Name],

I thank you very much for your letter setting us on our conference with Governor Smith.

Of course, we were much surprised that something which has been going on for some time has been discussed at such a short notice. I had hoped that this discussion at the conference would be of some substance in the democratization movement in the state to the benefit of our citizens to make the fullest use of all the resources of the state to assist the community with every means of assistance during the conference.

The action described was entirely mine. I still refuse to take part in the future as my work will not cohere with any college or university of Illinois and the University of Chicago.

I wish to thank you personally for your kind and considerate assistance to the state. I appreciate the service you have rendered and I hope that we have opportunity to keep cooperative work in the future.

Sincerely,

[Name]
Urbana, Illinois
April 14, 1927

President Max Mason
University of Chicago
Chicago, Illinois

Dear President Mason:

I went over to see Governor Small the other day especially on the subject matter of our conference some two weeks ago. He told me that a suggestion that the State erect a building on the grounds of the University of Chicago for the purposes mentioned had been made to him last December and that, after consideration, he had not seen his way clear to acquiesce. He did not believe that it would be a wise thing to do, and is not inclined to change his mind. So there is no likelihood that such a bill could be put through.

Doctor Wells kindly sent me a copy of the New York Act for the erection of a state building on the grounds of Columbia University. Legally, such a thing could be done in Illinois, in my opinion. However, conditions are very different. In New York, the state has no medical college of its own to act as an agency for the performance of state functions such as a medical college would perform. There is no State University. Moreover, without doubt such an Act in Chicago would lead to efforts to get similar arrangements in other cities, and probably more than one establishment in Chicago.

Of course, I have conferred also with our people on the matter. They think it would hurt our work. But that is a secondary consideration.

Personally, I shall be very glad if in any matters we find it possible for the University of Chicago and the University of Illinois to cooperate in the promotion of education or research, or both. We have not been close enough to each other for the best interests of our work. I wish a change could be brought about.

I thank you very much for broaching the subject as you did. With all good wishes and warm regards, I am

Sincerely yours,

David Kinley
President
Dear President Heaton,

I have not been on leave for some time, but I hope to be able to write to you soon about my leave. I have been working on several projects which are very important to me.

I appreciate your offer to consider the matter of the proposed conference. I believe it is a very important issue and I hope to be able to discuss it in more detail with you soon.

In the meantime, I hope you are enjoying your vacation in Europe. It is a wonderful opportunity to relax and recharge.

Sincerely,

[Signature]

David Kindy

President
April 7, 1927

President Max Mason,
The University of Chicago.

My dear President Mason:

In order to keep you in touch with developments, I am sending herewith a copy of a letter received today from President Kinley.

I have been informed that of the men at Springfield, the one most necessary to have support us is Mr. Barr, who, I believe, is Chairman of the Committee on Finance and Appropriations. It seems that Doctor Post is a close friend of Mr. Barr, and is trying to arrange a conference with him in the near future in order that we may tell Mr. Barr what we are trying to do here.

Yours very truly,

[Signature]
April 7, 1937

President Max Mason
The University of Chicago

My dear President Mason,

In order to keep you informed of the newest developments in the field of genetics, I am writing to request a copy of a letter recently sent from President Knipling.

I have been informed that all the men of scientific talent have expressed the hope that I could have access to the Commission on Terrestrial and Agricultural Plants, to serve as its Director of Research and to advise on the future of the Commission. I am sure that this is not an unreasonable expectation.

In order to keep up with the latest developments, I am seeking to go there.

Yours very truly,

[Signature]
Urbana, Illinois
April 6, 1927

Professor H. Gideon Wells
Department of Pathology
University of Chicago
Chicago, Illinois

Dear Professor Wells:

Please accept my thanks for yours of the 4th, enclosing copy of the Act relating to cooperation between Columbia University and the State of New York.

I will give the matter my best consideration, and will also speak to the Governor to-day about the matter and see if he is willing to go into it. But you will see that I am under some embarrassment in opening up a subject with him after he has told me that it had been suggested to him before independently and he refused. But the public interest is above that of any particular institution, and I will try to act on that principle. Meantime, permit me to express my appreciation of the courtesy of President Mason and yourself in coming to see me last Saturday and in discussing the matter.

Sincerely yours,

(Signed)                   David Kinley
                           President

DK F
Dear Professor Wente,

Please accept my thanks for your kind offer of the Fielding Award for my cooperation in securing a study of the relationship between communities' nutritary and the state of New York.

I will follow the letter very closely to the Governor to get a copy of the report and will also speak to the Governor to get a copy of the report and will see if he is willing to go into it. If not, I will tell you that I may under some circumstances in opposition to my support with him after he had told me of the public interest in the Fielding Award. If the public interest is shown, I will try to have the opportunity of the cooperation of President Green and President of the University to see me first seriously and if favorable to the matter.

Sincerely yours,

(Dated)

David Kinley
President
Urbana, Illinois
March 30, 1927

President Max Mason
University of Chicago
Chicago, Illinois

Dear President Mason:

In your absence Doctor Woodward wrote me asking if I could arrange to have a conference with you, or with him in case you were still away, concerning the development of psychiatry at the University of Chicago. As he said that you would return on March 26, I am addressing you instead of him.

I am to be in Chicago Friday, April 1, and could see you in the morning. My afternoon will probably be fully taken up with two other meetings. Will you kindly drop me a note at the University Club, and let me know whether we could get together on Friday morning, and where? I shall be there Thursday evening.

Hoping that you have had a pleasant vacation in California, and with best wishes, I am

Sincerely yours,

DK Jaw

David Kinley
President

DK JAW

11:30 a.m. Friday
March 30, 1937

President Max Mason
University of Chicago
Chicago, Illinois

Dear President Mason:

I have the pleasure to announce, with a certain degree of reluctance, that I am to be in Chicago Friday, April 1st. I am not able to be present, but I am enclosing a note of the University Group, and any reference that may later occur to the University may be made to them.

I am now only a temporary member of the University Group, but I feel that the University is entitled to the most cordial encouragement. I am not sure that you have had a pleasant experience in Chicago, but I am sure that you have had a pleasant view.

Yours sincerely, 

David Kinley
President
Urbana, Illinois
March 19, 1927

Dr. Frederic C. Woodward, Vice President
University of Chicago
Chicago

Dear Doctor Woodward:

Please accept my apology for the delay in acknowledging your letter of February 23, which reached my office some days before I returned home. Since I got back I have been overwhelmed with accumulated work and legislative matters. This is the explanation of the delay.

If it is agreeable to you, I will call you up either next week or the week after, when I am in Chicago. I cannot say at the moment when I shall be up, but I am usually up at least once a week. Legislative matters are breaking up my time somewhat at present. If this is agreeable to you, kindly let me know.

Very truly yours,

DK W

David Kinley
President

Copy of Dr. H. G. Wells 3-21-27
Dear Prexy Woodward:

Please accept my apology for the delay in responding to your letter of September 26th. Since my return I have been occupied with college matters and trying to straighten out the confusion caused by the recent change in the faculty.

If it is convenient for you, I will call you next week or the week after when I am in Chicago. I cannot say at the moment when I will.

[Signature]

Dean Kirby
President
President Max Mason,
The University of Chicago.

My dear President Mason:

During your absence, Mr. Woodward and I failed to get in touch with President Kinley. Mr. Woodward will explain why. As I have planned to be out of the city next week, having promised to take my family to the Ozarks for the Spring vacation, I am writing this letter as a memorandum which may be of use to you in planning for any action you may be able to take before I return on March twenty-seventh. If you wish to have me come back before then, I can be reached by my secretary.

The situation seems to be that the Governor does not wish to take any steps that might meet with antagonism from the University of Illinois. Furthermore, until the Chicago elections are over, April fifth, he will not be in a position to consider this matter at all. Doctor Adler believes that if we can secure the active cooperation of President Kinley and get him to approach Governor Small shortly after April fifth, there is still a strong probability that the project can be put through. He believes that Judge Jenkins can get a bill for construction and maintenance of the proposed plants put through the legislature, but that it is necessary to be sure that we will have the Governor's approval. We do not know at the present moment how much time there will be before the final date for introducing new bills in the legislature, so that it is important to have everything lined up before April fifth, so that we can get into action as soon as possible thereafter.

From the fact that President Kinley has failed to give us an appointment hitherto, it seems probable that he is somewhat afraid to take up this matter and needs encouragement. We feel that you may succeed if you can get into touch with him under favorable conditions and present the ideas advanced by you at our last meeting, namely, that an institute for behavior research erected by the State will be a State institution whether on the West Side or the South Side of Chicago, that he can have Doctor Adler or other of his
President, O. A. S. Memorial Institute

My dear President Mason,

Thank you very much for your letter of yesterday. I am very pleased to have received your letter. I have been thinking of you a lot lately and was wondering how you were doing. I hope you are well.

The situation seems to be quite serious. The economy is in a bad state and the unemployment rate is high. The government has announced a new policy to stimulate the economy. I hope this will help.

From the latest presidential address, I gather that there is a lot of talk about the future of the country. The politicians are speaking of a new era of hope and prosperity. I hope they are right.

I look forward to hearing from you soon. Please keep me updated on any developments.

Yours sincerely,
[Signature]
own men on the faculty, giving work there, registering University of Illinois students for work without changing their status as students of the University of Illinois, and so on, and that the entire project is in the direction of cooperation instead of antagonism between the educational institutions of the State.

In case you should get immediate action with President Kinley before I return, Doctor Adler will be accessible if you wish to talk with him in respect to the plans.

Yours sincerely,

[Signature]

H. Gideon Wells
February 25, 1927

My dear Dr. Kinley:

President Mason, who went to California a week ago, had hoped to see you there, but learned, just before his departure, that you were on your way home.

There is a matter relating to the development of psychiatry at the University of Chicago in which we hope for your co-operation. It was the subject of a brief conference between Dr. Babcock and Mr. Mason during your absence, but was left in abeyance until your return. In the absence of the President, I should like to make an appointment with you for Dr. Wells, our Professor of Pathology, and myself. If you expect to be in Chicago in the near future, we should like to see you here. If not, we shall be glad to go down to Urbana for a conference at your convenience.

I hope that you were greatly benefited in health by your trip West. With best wishes,

Yours sincerely,

Frederic C. Woodward

President David Kinley
University of Illinois
Urbana, Illinois

W&L
kapreka 69, 1972

My dear Mr. Kinney,

Presentiment means, "no want to congratulate a week ago, no
pay paper to see you then, but yesterday, that paper, this night
perhaps that your name on your own name.

Here is a matter relating to the development of
 unpopular at the University of Chicago to whom we hope you
your co-operation. It was the subject of a paper I have
seen. I reproach you, Mr. Kinney, your appearance, and you
felt in advance much from doing this.

Presentiment, I would like to make an appointment with you at

Mr. Kinney or Professor of Philosophy, and myself. If you expect to
be in Chicago in the near future, I would like to see you there
Especially, Mr. Kinney to go along to arrange for a continuation of
your co-operation.

I hope that you were exactly present at the point of your

Best respects. With best regards,

Your sincerely,

[Signature]
that looks good, i.e.,
State, do build buildings
- to care for patients
- to support administration
  Univ. Sprague Inst.,
  - to control the care of
  patient, maintenance
  of building & ad-
  ministration
  - to carry on research

Is the Juvenile Research Inst.
of such a nature &
personal that it will
be consistent with the
organization of the
Neuro-psychiatric Clinic?
The latter is the main
project, of course.

Are the Juvenile Inst., propose
to have a school in con-
nection with its work?
My dear President Mason:

I have seen Doctor Adler, who thinks the enclosed letter is about what is needed. He recommends that it be sent to the Director of Public Welfare so that he will receive it before the end of the week. I have made a few corrections of stenographic errors, and suggest making a separate paragraph of the matter of the Institute for Juvenile Research. In respect to the last paragraph, I understand that the legislature cannot make a contract binding for more than the life of that legislature, and therefore suggest the phrase "an agreement" in place of "a contract".

I have been unable to get in contact with Doctor Post, but will see him at the first opportunity. I expect to be in Doctor Adler's office between three-thirty and four-thirty this afternoon. If I do not hear from you while there, will call your office a little later.

Yours very truly,

[Signature]
FRANK BILLINGS
1550 NORTH STATE PARKWAY
CHICAGO

November 30, 1926.

Dear Mr. Mason:

In agreement with my offer to formulate the fundamental principles upon which the proposed cooperative program between the University and the State of Illinois may be considered, I send you here-with the first draft which I have made.

I think this covers the fundamental principles which the University should consider and I feel should demand of the State of Illinois in making any contract for the purposes named.

I have sent copies to Dr. Wells and to Dr. Adler.

Very sincerely yours,

Mr. Max Mason
Office of the President
University of Chicago
ANALYSIS BY FREDERIC WOODWARD
of Mr. McCormick's letter (March 1926)

Page 1.

par. 5
Wells told Adler at outset that realization of University of Chicago's program in psychiatry was dependent upon securing adequate clinical material, primarily to be found in state institutions, and expressed desire for cooperation of State to extent of erecting a state hospital on or near University of Chicago campus.

Page 2.

par. 2
October 1926 - Adler reported at dinner in President's House that Department of Public Welfare was not primarily interested in constructing another psychopathic hospital; but was interested in constructing building for Institute of Juvenile Research - of which two floors should be devoted to hospital, two for Institute and one for main entrance floor.

par. 3
"The matter was thoroughly discussed by all those present (Billings, Wells, Merriam, Judd, Adler and Mason) and all expressed themselves as in favor of going ahead with it."

Adler suggested next step was for President to write Judge Jenkins, which Mason did on December 6, 1926.
(Note: In this letter Mason suggests that State 1. Erect hospital of approximately 40 beds 2. Erect a suitable building for cooperation between University of Chicago and Department of Public Welfare in work of Institute for Juvenile Research agreement Mason said it would be important to have agreement with University of Illinois with regard to erection of building and affiliation.

Page 3.

par. 4
President Kinley opposed idea.

Page 4.

par. 2
Meanwhile, bill, like New York Act had been introduced at Springfield, but died in Committee.

Page 4.

par. 4
The modified plan of the Department which had been discussed at Mason's house "and outlined in President Mason's letter to Judge Jenkins" was then brought forward and appropriation of $400,000 for a building such as had been outlined at the dinner was included in budget of Department of Public Welfare and passed in June 1927.

Note: This was not the plan outlined in Mason's letter to Judge Jenkins.

Page 4.

par. 5
In July 1927, Dr. Adler advised Mason of action of Legislature and Mason replied:

Note: Reply was merely acknowledgment and statement that he (Mason) would be glad to discuss "your plans."

Page 4.

par. 6
At Conference at Quadrangle Club, Dr. Well, McLean and Seam "appeared completely satisfied with plan."

Note: McLean says not true.
F.W. Analysis (Cont'd)

Page 4 In January 1928, Dr. Adler told Mason that State was ready to proceed and that this was matter between State Department and University of Chicago and didn't concern University of Illinois. "President Mason said he would take up matter with Trustees at once."

Note: He promised nothing.

Page 4 Last paragraph (Read) The building provided was not a compliance with request of the University of Chicago.

Page 5 Same comment on paragraph numbered 2

"""""""

Moreover, Mason made it clear that we withdrew from support of bill before legislation. See Mason's letter of May 25 to Kinley.
## Psychological Examination

**For High-School Graduates and College Freshmen**

Prepared by L. L. Thurstone, The University of Chicago  
Chairman of Committee on Personnel Research  
National Research Council

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Published by  
The American Council on Education  
For official use in accredited colleges and universities  
26 Jackson Place, Washington, D. C.
Opposites

(Prepared by Prof. Carl C. Brigham, Princeton University)

DIRECTIONS: Each group of four words in the thirty lines below contains two words which are either (a) the same or nearly the same in meaning, or (b) the opposite or nearly the opposite in meaning. Find the two words in each group that are either same or opposite, and write the numbers of these two words in the column at the right, headed "Same" or the column headed "Opposite" as the case may be.

The first group of words, "1. clean, 2. beautiful, 3. pretty, 4. high," contains two words ("pretty" and "beautiful") that are same in meaning, so that the figures 2 and 3 are entered in the column headed "Same." The second and third groups have also been marked correctly.

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Stop here. Wait for further instructions.
Proverbs

(Prepared by Thelma Gwinn Thurstone, The University of Chicago)

DIRECTIONS: Each of the proverbs from A to O is matched in meaning by one of the twenty proverbs given at the bottom of the page. Find the correct proverbs and write their numbers in the proper spaces.

Example: Which one of the twenty proverbs below has the same meaning as the following?

"Sail when the wind blows."  Proverb number ______ 3 _______ _

Proverb number 3 means practically the same as the above so the number "3" has been written in the space at the right.

A. Which one of the twenty proverbs below has the same meaning as the following?

"One doesn't take a butcher's knife to carve the rib of a fowl."

Proverb number ___________ __________

B. Which one of the twenty proverbs has the same meaning as the following?

"A good horseman is the man on the ground."

Proverb number ___________ __________

C. Which proverb has the same meaning as the following?

"Don't throw away your dirty water until you have got clean water."

Proverb number ___________ __________

D. Which proverb has the same meaning as the following?

"If you do not enter the tiger's den, how can you get his cubs?"

Proverb number ___________ __________

E. Which proverb has the same meaning as the following?

"She was a neat dame that washed the ass's face."

Proverb number ___________ __________

F. Which proverb has the same meaning as the following?

"Sweets grown common lose their dear delight."

Proverb number ___________ __________

G. Which proverb has the same meaning as the following?

"Even a mountain may be worn away by the tread of many feet."

Proverb number ___________ __________

H. Which proverb has the same meaning as the following?

"Where there isn't any water one can't sail ships."

Proverb number ___________ __________

I. Which proverb has the same meaning as the following?

"Thatch your roof in fair weather."

Proverb number ___________ __________

J. Which proverb has the same meaning as the following?

"A broken furnace may turn out a beautiful vase."

Proverb number ___________ __________

K. Which proverb has the same meaning as the following?

"Catch the fox before you sell his hide."

Proverb number ___________ __________

L. Which proverb has the same meaning as the following?

"A small leak may sink a ship."

Proverb number ___________ __________

M. Which proverb has the same meaning as the following?

"The ass went seeking for horns and lost its ears."

Proverb number ___________ __________

N. Which proverb has the same meaning as the following?

"She went to sleep hungry though her husband is a baker."

Proverb number ___________ __________

O. Which proverb has the same meaning as the following?

"Spilt water cannot be gathered up again."

Proverb number ___________ __________

TWENTY PROVERBS

1. Faint heart never won fair lady.
2. Better a poor horse than an empty stall.
3. Strike while the iron is hot.
4. When the ship has sunk everyone knows how she might have been saved.
5. No man is a hero to his valet.
6. A single spark can burn the whole village.
7. Better to let well enough alone.
8. Dig your well before you become parched with thirst.
9. The heaviest rains fall on the leaky roof.
10. It's easy to bake when the meal is beside you.
11. When you buy a vase cheap, look for the flaw.
12. Make not your sail too large for the ship.
13. Do not count your chickens before they are hatched.
14. The fallen branch does not return to the tree.
15. To go beyond is as bad as to fall short.
16. Lowly ground and poorly tilled will sometimes breed a fragrant rose.
17. The losing horse blames the saddle.
18. The lady who sells fans often shelters her head from the sun with her hand.
19. One cannot learn to swim in a field.
20. The bits of fur from under the legs of many foxes will in the end make a robe.

Stop here. Wait for further instructions.
Arithmetic
( Prepared by Prof. L. L. Thurstone, The University of Chicago)

Directions: Write the answers to as many of these problems as you can in the time allowed.

1. A cook found that only 27 out of 36 eggs were good. What per cent of the eggs were bad?
   Answer: .......................... %

2. Henry takes a step 2 feet and 6 inches long. How many steps does he take in going 17 feet and 6 inches?
   Answer: .......................... steps.

3. If $\frac{3}{4}$ of a clerk's yearly salary is $675, find his salary per month.
   Answer: $.......................$

4. In September there were 135 pupils in a school, but this number decreased $\frac{1}{4}$ during October. How many pupils were there at the end of October?
   Answer: .......................... pupils.

5. One workman can make a door in $\frac{3}{4}$ of a day, and another can make one in $\frac{3}{5}$ of a day. How many doors can they together make in 6 days?
   Answer: .......................... doors.

6. If 15 per cent of a gang of men were discharged and there were 51 men left, how many men were in the gang at first?
   Answer: .......................... men.

7. A file case has 21 drawers numbered from 1 to 21. The even-numbered drawers average 80 cards to the drawer. What is the total number of cards in the even-numbered drawers?
   Answer: .......................... cards.

8. If a man working 6 hours a day earns $117 in 3 months, how much will he earn working 8 hours a day for 5 months?
   Answer: $.......................$

9. Fifteen per cent of the students at a college are seniors. Forty per cent of the senior class are women. If there are 800 students at the college, how many men are there in the senior class?
   Answer: .......................... men.

10. A train required 6 hours for a trip of 200 miles, making 18 stops of 5 minutes each, and one stop of 30 minutes. What was the average speed of the train when in motion?
    Answer: .......................... miles per hour.

Go to the next page. Do not wait for any signal.
11. A watch that gained 3 minutes and 12 seconds per day was set right at noon Monday. How many minutes did it gain by 6.00 p.m. the following Tuesday?

Answer: ________________________ min.

12. A man lost \(\frac{3}{4}\) of his entire crop of apples and sold the remainder for $588. How many bushels did he have at first if he sold the apples for $2 per bushel?

Answer: ________________________ bushels.

13. A cistern has 2 pipes. One pipe can fill it in 20 minutes; and the other can empty it in 30 minutes. If the cistern is empty, in how many minutes can it be filled, if both pipes begin to flow at the same time?

Answer: ________________________ min.

14. If the average depth of 3 wells is 68 feet, and no one is less than 64 feet deep, what is the greatest possible depth of one of the three?

Answer: ________________________ feet.

15. If \(\frac{3}{5}\) of A's money equals \(\frac{1}{2}\) of B's, and they invest their total combined capital in a farm, what per cent of the farm does A own?

Answer: ________________________ per cent.

16. A pole was \(\frac{3}{4}\) under water; the water rose 9 feet, and then as much of the pole was under water as had been above water before. How long was the pole?

Answer: ________________________ feet.

17. A contractor agreed to lay an asphalt pavement at $2.70 per square yard. The street was 30 feet wide and ran east and west. How many dollars should the man be assessed who has a 50-foot lot facing north, if he pays for half the width of the street?

Answer: $_____________________

18. A man agreed to work for a farmer a year and to receive as wages $320 and a cow. At the end of 9 months he was discharged and given $228 and the cow. Find the value of the cow.

Answer: $_____________________

19. A farmer keeps 1 acre of pasture for every 5 sheep he has. He also plows 1 acre of land for every 8 sheep he has. How many sheep has he, if he owns 325 acres of land?

Answer: ________________________ sheep.

20. A contractor having engaged to lay 10 miles of railroad in 150 days, finds that 90 men have laid 3 miles in 80 days. How many more men must he engage to finish the work in the given time?

Answer: ________________________ men.

Stop here. Wait for further instructions.
Artificial Language

(Devised by Mr. Stuart C. Dodd, and submitted by Prof. Carl C. Brigham, Princeton University)

**DIRECTIONS:** Read the vocabulary and rules of the artificial language given below. Then study the sample sentences. Do not try to memorize the vocabulary or forms, but consult them freely while translating the sentences on the next page.

### VOCABULARY

- I-ot
- me-oteb
- he-ol
- him-oleb
- that-ren
- is-puc
- please-thanto
- satisfy-borpo
- live-bomo
- forever-thos

### RULES

1. Plurals are formed by adding “a.” Only nouns and pronouns have plurals.
   
   Examples:
   
   - we-ota
   - them-oleba

2. Past time is expressed by placing “erp” before the verb.
   
   Example:
   
   - pleased-erpthanto

3. Future time is expressed by placing “bel” before the verb.
   
   Example:
   
   - will please-belthanto

4. Nouns are formed by substituting the ending “ac” for the “o” ending of the verb.
   
   Example:
   
   - pleasure-thantac

5. Adjectives are formed by substituting the ending “em” for the “o” ending of the verb.
   
   Example:
   
   - pleasant-thantem

6. Adverbs are formed by substituting the ending “id” for the “o” ending of the verb.
   
   Example:
   
   - pleasantly-thantid

### SAMPLES

(a) He pleases me.
(b) Ota bomo thantid.
(c) He is living.
(d) Bomac erpthanto oleba.

Go to the next page. Do not wait for any signal.
Translate as many of these sentences as you can in the time allowed. Translate the sentences in order 1, 2, 3, etc. Do not skip any sentence. If a complete sentence is omitted, no credit will be given for any work done beyond that point, but if a particular word bothers you, go on to the next word.

1. Life is satisfactory. 7. Satisfactory lives please.
2. Ol erpbomo borpid. 8. Thantaca bomo thos.
3. I will satisfy them. 9. That will please them.
5. That satisfied them. 11. He lived pleasantly.
14. Thantac puc bomem borpac.
15. Pleasant lives satisfy forever.
16. Ren thantac erbhorpo oteb.
17. Life that satisfies is pleasant.
18. Bomac ren thanto puc borpem.
19. That pleasant life satisfied me.
20. Ol erpbomo borpid; ren erpthanto oteb.

Stop here. Wait for further instructions.
Number Completion

(Prepared by Prof. L. L. Thurstone, The University of Chicago)

DIRECTIONS: In each of the series of this test, when the blanks are filled, the numbers will follow one another in accordance with some rule. For example, when the blanks are filled in the series

12 8 6 2 0

each number can be derived from the one before it by subtracting 2, and the numbers to be supplied are 10 and 4. Similarly, when the series

10 8 11 12 13

is completed, it will represent alternate steps of subtracting 2 and adding 3, and the numbers to be supplied are 9 and 10. In each series below discover the rule involved and fill in all of the missing numbers.

A. 45 35 30 20 15
B. 27 38 49 60
C. 1 3 9 11 33 35
D. 6 10 9 13 12
E. 11 15 27 31
F. 2 6 3 6 15 45
G. 25 19 14
H. 5 7 14 19
I. 1 9 81 243
J. 65 54
K. 405 135 90 180 120
L. 15 19 16 20 17
M. 5 8 14 20 23
N. 1 3 12 2520
O. 352 88 96 32 8 4

Go to the next page. Do not wait for any signal.
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Stop here. Wait for further instructions.
Completion

(Prepared by Mr. E. F. Patten, The University of Chicago)

DIRECTIONS: Think of the most appropriate word to complete each of the sentences. The number in each space indicates the number of letters in the most appropriate word for that space. Do not waste too much time on any one sentence, as you will be credited with one point for every word correctly supplied.

1. An (8).......................... is a shade or screen carried in the hand as a shelter from rain or sun.
2. A (8).......................... is a slight fight in war, usually incidental to larger movements.
3. A (7).......................... is a reading; especially a formal discourse for instruction.
4. A (8).......................... is a record of a line of ancestors.
5. A (5).......................... is a fictitious story of considerable length.
6. A (9).......................... is a house of retirement for persons under religious vows.
7. By (8).......................... is meant the theory or practice of managing or directing public affairs.
8. By (6).......................... is meant any form of unsoundness of mind except idiocy.
9. A (5).......................... is a person held in bondage.
10. By (11)---------------------- is meant a state of balance, or even adjustment, between opposing forces.
11. (5).......................... is another name for Indian corn.
12. A (7).......................... is a place where something is fostered or has its development promoted.
13. A (8).......................... is the framework of the animal body.
14. A (4).......................... is a word which affirms or predicates something.
15. A (8).......................... is a system of faith, doctrine, and worship.
16. By (9).......................... is meant the science treating of diseases.
17. A (7).......................... is a small weight, as of lead, attached to a line and used to indicate vertical direction.
18. By (7).......................... is meant an adjective expressing some quality or relation appropriate to some person or thing.
19. A (7).......................... is an old or common saying.
20. In time of war a (8)......................... is a loss arising from any cause, as from death, capture, or desertion.
21. By (6).......................... is meant a thin layer, as of choice wood, upon a commoner surface.
22. A (11).......................... is an instrument for indicating velocity, especially of a motor vehicle.
23. By (10).......................... is meant the act of allowing; formal authorization.
24. A (6).......................... is the funnel-shaped opening of a volcano or geyser.
25. A (6).......................... is a small cylinder of black lead or colored chalk, encased in wood and used for writing.

Go to the next page. Do not wait for any signal.
26. By (7) is meant the ability to speak in public so as to please or convince one's hearers.

27. By a (10) is meant any observable fact or event.

28. A (6) is a faint, cloudlike, self-luminous mass of gaseous matter situated at the distance of the stars.

29. A (14) is one versed in the science which deals with the life of past geological periods, as shown by fossil remains of animals and plants.

30. By an (5) is meant a self-evident truth.

31. An (9) is an official personage or body charged with the administration of a government.

32. A (10) is the chief or capital city of a country or state.

33. By (11) is meant the doing or performing of any affair.

34. By (8) is meant matter that settles to the bottom of a liquid.

35. By (8) is meant the common people.

36. The term (10) is applied to effort directed systematically toward the gaining of public support for an opinion or a course of action.

37. A (8) is a harmonious or agreeable mingling of sounds.

38. By (7) is meant the act of fraudulently falsifying any commercial or legal paper.

39. A (9) is a collection of wild animals kept for exhibition.

40. A (7) is a device used in weaving to carry the weft to and fro between the warp threads.

Stop here. Wait for further instructions.
Analogies

(Adapted by Prof. Glen U. Cleeton, Carnegie Institute of Technology, from Army Alpha Test and Thorndike Intelligence Test)

Directions: In each of the lines below, the first two words are related to each other in some way. Notice what this relation is. The third word in each line has the same relation to one of the words in heavy type which follows it, as the first word has to the second. Indicate which is the proper word by placing its number in the space at the right. Mark as many sets as you can in the time allowed. Try them in order.

Samples:

- sky-blue : : grass— (1) table (2) green (3) warm (4) big
  In the sample above, sky is related to blue in the same way that grass is to green, therefore the figure 2 is placed in the blank at the right.

- fish-swims : : man— (1) paper (2) time (3) girl (4) walks
- day-night : : white— (1) red (2) clean (3) black (4) pure
  It may help you if you read the samples in this way: "day is to night as white is to black." To save time we write the number of the word, which is 3, in the blank at the right instead of writing the word itself.

1. giant—large : : dwarf— (1) jungle (2) small (3) beard (4) ugly
2. hope—despair : : happiness— (1) grave (2) accident (3) death (4) grief
3. knitting—girls : : carpentry— (1) labor (2) trade (3) boys (4) houses
4. left—west : : right— (1) south (2) hand (3) direction (4) east
5. light—dark : : noise— (1) silence (2) sound (3) gun (4) music
6. hay—horse : : honey— (1) flowers (2) sweet (3) hotcakes (4) bee
7. cradle—rocks : : ball— (1) throw (2) rolls (3) round (4) play
8. boy—young : : adult— (1) old (2) man (3) grow (4) parent
9. cellar—dark : : veranda— (1) open (2) light (3) cool (4) porch
10. happiness—prosperity : : sorrow— (1) success (2) adversity (3) fun (4) rage
11. Edison—phonograph : : Marconi— (1) records (2) radio (3) Victrola (4) cabinet
12. invent—imitate : : originate— (1) write (2) poetry (3) copy (4) ingenious
13. camp—tent : : city— (1) New York (2) crowded (3) large (4) house
14. clock—time : : thermometer— (1) cold (2) weather (3) temperature (4) degrees
15. roof—top : : floor— (1) ceiling (2) bottom (3) sweep (4) clean
16. polite—impolite : : pleasant— (1) disagreeable (2) agreeable (3) man (4) courteous
17. handle—hand : : pedal— (1) bicycle (2) brake (3) foot (4) ride
18. good—bad : : righteous— (1) deprived (2) diffused (3) bribe (4) religious
19. hunter—gun : : fisherman— (1) fish (2) wild (3) wet (4) net
20. truth—gentleman : : lie— (1) rascal (2) live (3) cavalier (4) false
21. violence—anger : : caress— (1) love (2) woman (3) kiss (4) child
22. past—present : : yesterday— (1) today (2) Christmas (3) tomorrow (4) gone
23. blonde—brown : : light— (1) fair (2) electric (3) dark (4) girl
24. hay—horse : : honey— (1) flowers (2) sweet (3) hotcakes (4) bee
25. succeed—fail : : praise— (1) lose (2) friend (3) God (4) blame
26. bird—song : : man— (1) speech (2) thought (3) boy (4) work
27. clothing—wool : : bread— (1) butter (2) eat (3) sandwich (4) flour
28. peace—happiness : : war— (1) sorrow (2) fight (3) battle (4) Europe
29. wolf—sheep : : cat— (1) fur (2) kitten (3) dog (4) mouse
30. complex—simple : : hard— (1) brittle (2) rock (3) easy (4) work
31. sharp—dull : : intelligent— (1) boy (2) knife (3) instinct (4) obtuse
32. fox—feline : : hippocampus— (1) sly (2) circus (3) clever (4) ponderous
33. expand—enlarge : : recoup— (1) losses (2) gamble (3) win (4) recover
34. square—cube : : circle— (1) round (2) line (3) square (4) sphere
35. acknowledge—repudiate : : acumen— (1) dilatory (2) egotism (3) dullness (4) knowledge
36. arteries—blood : : pipe— (1) tobacco (2) large (3) water (4) iron
37. obscure—eminent : : avaricious— (1) lavish (2) stingy (3) rich (4) statesman
38. Wednesday—week : : July— (1) year (2) August (3) month (4) season
39. adventitious—accidental : : casual— (1) army (2) adventuresome (3) fortuitous (4) officer
40. arid—humid : : abstemious— (1) frowzy (2) voracious (3) anthropoid (4) therapeutic

Stop here. Wait for further instructions.
Manual of Instructions

Psychological Examination
For High School Graduates and College Freshmen

Prepared by L. L. Thurstone, The University of Chicago
Chairman of Committee on Personnel Research
National Research Council

Published by
The American Council on Education
For official use in accredited colleges
and universities
26 Jackson Place, Washington, D. C.
I. The 1927 Edition

The purpose of this test program is similar to that of the three last years. This test series is a continuation of the service that was started in 1924. In accordance with the plan previously adopted, the tests in the previous series were evaluated with scholarship records in several colleges, and on the basis of this analysis a selection was made of the most successful tests for the 1927 edition. All of the tests are in at least two editions, and by means of these common tests it is possible to compare two successive entering classes. It has been found that, in general, the linguistic tests give higher correlations with scholarship grades in the liberal arts colleges than do the quantitative forms. This is probably in part due to the fact that the linguistic tests have more in common with most of the Freshman courses in the liberal arts colleges than the quantitative tests. However, a fair balance has been maintained by including two quantitative tests and three linguistic tests in the 1927 edition.

The test forms should be found useful in handling those problems in which it is advisable to distinguish between a student's mental abilities and his high-school preparation and his industry. Faculty action in the case of a student who is failing can be intelligently guided if one has some means of knowing to what extent the student has applied himself to his college work, to what extent his high-school training meets the requirements of his college course, and what his mental abilities are. Very different faculty action can be taken depending on which of these three factors may be held primarily responsible for a student's failure. It is to be hoped also that these psychological test forms may be found useful in discovering early the bright students. In those colleges where sectioning of classes in accordance with ability or preparation is customary, these test forms may serve as part of the evidence upon which the sectioning is done.

In the 1927 edition we have included five tests which require a total time allowance considerably less than that of previous editions. The material has been assembled from tests of authors in different colleges who have kindly given their consent to the use of their test forms for distribution by The American Council on Education. The authors of the respective tests are indicated in the test blanks.

Perhaps a word should be said about different interpretations of test scores. Those who have used psychological tests and who have become convinced of their merits sometimes overestimate the significance of the test scores. While the scores do show roughly the mental alertness of the student, they should not be thought of as measuring mentality with any high degree of accuracy. The scores are roughly indicative of the level of mental alertness of the student, but they should not be taken so seriously as to exclude other evidences of intelligence and talent in individual cases. On the other hand, it is undeniably true that the psychological test scores tell us much more about the mental alertness of students than could be ascertained in any personal interview. In those situations where the scholarship standards of the high schools vary considerably, one is safer in judging the abilities of Freshmen by the psychological tests than by their high-school records. Generally, the best usefulness of the tests is in combination with other evidences of ability such as scholarship grades in high school and content examinations that are given uniformly to all of the students.

TESTS IN 1927 EDITION

Completion Test—Prepared by Mr. E. F. Patten, The University of Chicago ........ 10 minutes
Artificial Language Test—Devised by Mr. Stuart C. Dodd, and submitted by Prof. Carl C. Brigham, Princeton University ...................... 9 minutes
Analogies Test—Prepared by Prof. Lewis O. Anderson, Hibbing Junior College, and Prof. V. A. C. Henmon, The University of Wisconsin .................. 15 minutes
Arithmetic Test—Prepared by Prof. L. L. Thurstone, The University of Chicago ..... 20 minutes
Opposites Test—Prepared by Prof. Carl C. Brigham, Princeton University .......... 6 minutes

Total .................................................. 60 minutes
II. How to Give the Tests

The conditions that should be observed in conducting these tests are similar to those which should be observed in giving any objective group test by the time limit method. In order to conduct these tests properly there should be one examiner in charge of the whole group and at least one proctor for every twenty students.

See that the students are seated and spaced far enough apart so that no one can read his neighbor's answers.

When the students are seated proceed in the following manner:

1. Before distributing the test pamphlets make an informal announcement about the nature of the tests and their purpose. This announcement should be given extemporaneously and it should be made to fit the local situation as far as possible. Explain the difference between a time-limit test and the more usual amount-limit test to which the students have been accustomed in their school work. They should understand that in a time-limit test they are not expected to complete the test in the time allowed and that this arrangement has the definite purpose of measuring speed of work. The speed of work is determined by noting how many correct answers a student can give within a given length of time. The students should understand clearly the necessity for strict discipline in starting their tests at the starting signal and in stopping their work on a test promptly when the examiner gives a stop signal. Some explanation of this kind is necessary to prevent misunderstanding in which a student may claim that the amount of time allotted to a test is unreasonably short. If he understands the plan of the test such misunderstanding is avoided. These explanations should be given informally by the examiner because that is more effective than to read a set of printed instructions about these points.

2. Announce that each student should be supplied with a pencil or with a fountain pen. Announce also that no scratch paper is allowed in any of these tests. Space is provided in the test pamphlet for scribbling and calculation.

3. After these preliminary announcements have been made, and when it has been ascertained that every student is seated in an appropriate place and supplied with pencil or pen, the examiner instructs the proctors to distribute the test pamphlets, one to each student. The test pamphlets should be distributed with the title page up. This is essential because the last page of the pamphlet contains some test questions which would be read ahead of time if the test pamphlets were placed with the last page up.

4. While the proctors are distributing the pamphlets the examiner should request that the pamphlets be let alone until further instructions are given. This request must be repeated ordinarily several times if discipline is poor. The examiner must be careful to avoid unnecessary severity in his instructions because that sometimes scares students so that they do not do themselves justice. On the other hand the examiner must command enough respect to have his instructions carried out.

5. When each student has been supplied with a pamphlet the examiner requests that the name be filled in on the title page as indicated. There are six other lines on the title page which have been inserted for any other information that may be wanted in any particular college such as age, department or school, method of admission, nationality of parents, preparatory school, and so on. This additional information will vary among the different colleges. The lines are therefore left blank so that the examiner may instruct his students how the additional information should be reported.

6. If the examiner is skillful he will get his students to take a congenial and cooperative attitude toward the tests and a competitive attitude toward each other. Announce that the first test has a time limit of ten minutes, that you will give a starting signal at which everyone begins to work and that you will give a stop signal at which everyone stops promptly and waits for further instructions.

7. Announce with special emphasis and with one or more repetitions (1) that under no circumstances may any student begin a test until the starting signal for that particular test has been given; (2) that no student may turn back to a test after the time limit for it has expired; and (3) that each test must be worked on during, and only during, the specified time for it as announced by the examiner. Explain, however, that some of the tests continue over two pages.

8. The following starting signal can be used to advantage:

"Start!"

III. How to Read the Tests

The conditions that should be observed in reading these tests are similar to those which should be observed in giving any objective group test by the amount limit method. In order to conduct these tests properly there should be one examiner in charge of the whole group and at least one proctor for every twenty students.
The first test is called Completion Test—Completion Test. When I give the starting signal you will turn the page and begin—not yet—wait for the signal—Are you ready?—GO!"

9. The proctors will be alert to note that every student in their sections turns the page and begins to work on the first test. It is the duty of the proctors throughout all the time of the examination to see that each student in their section is working on the test to which each particular time limit is allotted. No student should be allowed to return to one of the tests for which the time has expired even if he finishes the current test ahead of time. No student should be allowed to turn the pages of his pamphlet to tests ahead of the current test. Each test must be worked on during, and only during, the specified time as announced for it by the examiner.

10. After about two minutes the examiner will announce that as soon as the first page is completed one should continue to the second page without waiting for any signal. The first test is printed on two pages.

11. After exactly ten minutes, the examiner says: "STOP. Everybody stop. Turn the page and begin to work on the Artificial Language Test. Even if you have not finished the first test you must begin now on the Artificial Language Test. You will have nine minutes for the Artificial Language Test. Go ahead." The proctors will see that these instructions are carried out.

12. After exactly nine minutes the examiner says: "STOP. Everybody stop. Begin to work on the Analogies Test. Even if you have not finished the Artificial Language you must begin now on the Analogies Test. You will have fifteen minutes for the Analogies Test. Go ahead."

The proctors will again see that these instructions are carried out.

13. After exactly fifteen minutes the examiner says: "STOP. Everybody stop. Turn the page and begin to work on the Arithmetic Test. Even if you have not finished the previous test you must begin now on the Arithmetic Test. You will have twenty minutes for the Arithmetic Test. Go ahead."

14. The proctors must be alert to notice whether any student stops working at the bottom of the first page of the Arithmetic Test. Such students should be told to proceed to the second page of the test.

15. After twenty minutes the examiner says: "STOP. Everybody stop. Turn the next page and begin to work on the Opposites Test. Even if you have not finished the previous test you must begin now on the Opposites Test. You will have six minutes for the Opposites Test. Go ahead."

16. At the end of six minutes the examiner says: "STOP. Everybody stop. Give your test pamphlets to the proctors."

It should be optional with each college whether or not the scores are to be reported to the students. There is always inquiry from students about the announcement of their test scores. If it is decided to tell students their five test scores it will be necessary to translate the scores into percentile form because the raw scores are not directly comparable.
III. How to Score the Tests

STENCILS FOR SCORING TESTS

The scoring of a large number of test pamphlets will be greatly facilitated by using stencils. The stencils consist ordinarily of strips of cardboard on the edges of which the correct answers are recorded. By placing the cardboard next to the student's answers the scoring can be done very quickly. The Artificial Language Test and the Analogies Test can be scored either with a cardboard stencil or with a stencil made of tracing cloth. The tracing cloth stencil should have the correct answers written in red ink and so spaced that the student's answers can be seen through the tracing cloth adjacent to the correct answers on the cloth.

COMPLETION

Maximum Score = 80 points
Minimum Score = 0 points

Give credit of two points for every word correctly filled in.
Allow credit for misspelled word if the word is right.

The following is a list of the correct answers:

1. cripple  11. money  21. community  31. drizzle
2. martyr   12. manicurist  22. cannibal  32. captive
3. pilgrim  13. pedestrian  23. corridor  33. canister
4. dialect  14. cremation  24. cosmetic  34. parley
5. constellation 15. library  25. viper  35. pedigree
6. comet    16. caravan  26. repertoire  36. mariner
7. consul   17. chameleon  27. compromise  37. manacle
8. continent 18. crime  28. whimper  38. complaint
9. canteen  19. massacre (butchery)  29. stature  39. cognomen
10. scabbard 20. condolence  30. pugilist  40. citadel

Note: There are possibly variant answers to some of the Completion Test questions. Synonyms are allowed only if they contain the proper number of letters. If variant answers are found, the editor of the test would be glad to receive them.
ARTIFICIAL LANGUAGE

Maximum Score = 74 points
Minimum Score = 0 points

Give credit of one point for every word correctly translated. No partial credit allowed. If a complete sentence is skipped, allow no credit for work done beyond that point. The following is a list of the correct answers:

1. Rolud mox nesmik.
2. He lived satisfactorily (satisfyingly).
3. Ac celnesma aposo.
4. Life is pleasant (pleasing).
5. Kol ostnesma aposo.
6. We shall (will) live forever.
7. Nesmik roludo chorma.
10. Satisfactory (satisfying) lives pleased me.
12. That life satisfied him.
14. Pleasure is living satisfaction.
15. Chormik roludo nesma flad.
17. Rolud kol nesma mox chormik.
18. Life that pleases is satisfactory (satisfying).
20. He lived satisfactorily (satisfyingly); that pleased him.

ANALOGIES

Maximum Score = 48 points
Minimum Score = 0 points

Allow two points for each correct answer. A question is answered correctly if the correct figure and only the correct figure is underlined. If the figures are numbered in order from 1 to 5, the correct answers are as follows:

1. 3 7. 3 13. 4 19. 4
2. 4 8. 4 14. 2 20. 3
3. 3 9. 2 15. 3 21. 5
4. 5 10. 1 16. 4 22. 1
5. 2 11. 3 17. 5 23. 1
6. 1 12. 5 18. 2 24. 2
**ARITHMETIC**

Maximum Score= 80 points  
Minimum Score= 0 points

Give credit of *four points* for every problem correctly answered.  
No partial credit allowed. The correctness of the answer in the indicated space is the only factor to be considered in scoring. The marginal scribbling is ignored.

The following is a list of the correct answers:

1. 1890  
2. 5 years  
3. 90 acres  
4. 80 steps  
5. 14 pounds  
6. $80.00  
7. 40 times as heavy  
8. 20 rods  
9. \( \frac{3}{4} \) or 50%  
10. 50 pupils  
11. 42 miles  
12. $1000.00  
13. 3264 sq. in.  
14. $225.00  
15. 77 minutes  
16. 5 hr. 50 min. 15 sec.  
17. 35%  
18. 2057.5 tons  
19. 72%  
20. 69\frac{1}{4} \text{ days}

**OPPOSITES**

Maximum Score= 81 points  
Minimum Score= 0 points

Each answer consists of a pair of figures. Give credit of *three points* for every correct pair of figures correctly placed provided that the adjacent column is left blank.

A line is counted incorrect under any of the following conditions:

1. Only one of the correct figures given.  
2. The correct figures entered in wrong column.  
3. Figures written in both columns even if one column is correctly marked.  
4. No entry in either column.

The following is a list of the correct answers:

<table>
<thead>
<tr>
<th>Same</th>
<th>Opposite</th>
<th>Same</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>1 &amp; 2</td>
<td>1 &amp; 2</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Sample</td>
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<td>3 &amp; 4</td>
</tr>
</tbody>
</table>
IV. Norms of Performance

By norms of performance is meant a table showing the frequency with which each of the scores occurs in a class. When the norms are arranged in percentile form, the table shows the percentage of the class that fails to attain each score. These tables should be prepared for each of the tests.

On the title page of each test pamphlet a special table has been provided in the upper right-hand corner for recording the performance of the student. Record the scores for the five tests in the first column which is labeled "Score." One should be careful to note that these scores are calculated as explained in the scoring instructions whereby each correct answer is allotted a certain number of points.

The second column on the title page of the test pamphlet is labeled "Percentile." In this column may be recorded the student's percentile rank in each test. For this purpose the percentile ranks should be calculated for each college separately.

The last item in the table on the title page is "Gross Score." This is provided because some colleges prefer to have a single total or gross score for the psychological examination rather than the five separate test scores. The gross score is simply the sum of the five raw scores. The percentile standing of a student in the total examination may be designated either by the median of his five percentile ranks or by the percentile rank of his gross score. If a single index is desired for each student the latter procedure may be the preferable. It is determined by calculating the percentile values for the gross scores.

A set of data sheets is supplied to each of the participating colleges on which the scores of the students may be recorded. These data sheets are so prepared that the five scores may be recorded for each student.

Record sheets containing only the raw scores in the five tests and gross scores should be returned to The American Council on Education, 26 Jackson Place, Washington, D.C. These records will serve for analyses of the test performance in the different colleges. Later, when scholastic records become available for the same students, it will be possible to determine the relative diagnostic or predictive value of different kinds of psychological tests for different college courses.

The Educational Record for April, 1927, contained a complete report of percentile ranks for all the tests in the three previous examinations and a study of the predictive value of the various tests in several colleges, using scholarship as a criterion.

L. L. Thurstone, The University of Chicago, Chairman, Committee on Personnel Research, National Research Council, Washington, D.C.

June 15, 1927.

Psychological Examination
For High-School Graduates and College Freshmen

Prepared by L. L. Thurstone, The University of Chicago
Chairman of Committee on Personnel Research
National Research Council

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Percentile</th>
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<tbody>
<tr>
<td>Completion</td>
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<tr>
<td>Artificial Language</td>
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<td>Analogies</td>
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<td>Arithmetic</td>
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<td>Opposites</td>
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<tr>
<td>Gross Score</td>
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</tbody>
</table>

Published by
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For official use in accredited colleges and universities
26 Jackson Place, Washington, D. C.
Completion

DIRECTIONS: Think of the most appropriate word to complete each of the sentences. The number in each space indicates the number of letters in the most appropriate word for that space. Do not waste too much time on any one sentence, as you will be credited with one point for every word correctly supplied.

1. A (7) ........................................... is a lame person; one who is partially disabled.
2. A (6) ........................................... is one put to death for his religion.
3. A (7) ........................................... is one who travels to some holy place as a devotee.
4. By (7) ........................................... is meant a local form of a language, differing from the standard form.
5. A (13) .......................................... is any of the various arbitrary groups of fixed stars.
6. A (5) ........................................... is a kind of heavenly body, having a long nebulous train, or tail.
7. A (6) ........................................... is an official of a government residing in some foreign country.
8. A (9) ........................................... is one of the grand divisions of land on the globe.
9. A (7) ........................................... is a small flask used by soldiers for carrying liquid.
10. A (8) .......................................... is a sheath for a sword.
11. (5) .............................................. is anything having a conventional use as a medium of exchange.
12. A (10) ......................................... is one who makes a business of caring for the finger nails.
13. A (10) ......................................... is a foot traveler.
14. By (9) ......................................... is meant the burning of the dead.
15. A (7) ........................................... is a collection of books for study or reading.
16. A (7) ........................................... is a company traveling together, especially through a desert or dangerous country.
17. A (9) ........................................... is a lizard notable for changing its color.
18. A (5) ........................................... is a gross violation of human law.
19. By (8) ......................................... is meant the atrocious killing of a large number of persons.
20. (10) ............................................. is the expression of sympathetic sorrow or grief.
21. A (9) ........................................... is a body of people living in the same place, under the same conditions.
22. A (8) ........................................... is any animal that devours its own kind.
23. A (8) ........................................... is a hall or passageway connecting several apartments.
24. By (8) ......................................... is meant any external application intended to beautify the complexion or hair.
25. A venomous snake is sometimes called a (5) .............................................
26. By (10)_________________________ is meant a list of dramas, etc., rehearsed and ready for performance.

27. A (10)_________________________ is a settlement reached by mutual concessions.

28. A (7)_________________________ is a low, whining, broken cry.

29. (7)_________________________ is the natural height of a man.

30. A (8)_________________________ is a professional prize fighter.

31. (7)_________________________ is fine mist like rain.

32. A (7)_________________________ is a prisoner, especially in war.

33. A (8)_________________________ is a small box or case for tea, etc.

34. A (6)_________________________ is an oral conference with an enemy.

35. By (8)_________________________ is meant a record of ancestry.

36. A seaman or sailor is sometimes called a (7)_________________________.

37. A (7)_________________________ is a shackle or handcuff for the hand or wrist.

38. An expression of grief, pain, or resentment is called a (9)_________________________.

39. A (8)_________________________ is a surname.

40. A (7)_________________________ is a strong fortress.

Stop here. Wait for further instructions.
Artificial Language

(Devised by Mr. Stuart C. Dodd, and submitted by Prof. Carl C. Brigham, Princeton University)

DIRECTIONS: Read the vocabulary and rules of the artificial language given below. Then study the sample sentences. Do not try to memorize the vocabulary or forms, but consult them freely while translating the sentences on the bottom half of this page.

VOCABULARY

1. Plurals are formed by adding “o.” Only nouns and pronouns have plurals.
   Examples:
   - me—acos
   - he—ap
   - him—apos
   - that—kol
   - is—mox
   - please—chorroma
   - satisfy—nesma
   - live—rola
   - forever—flad

2. Past time is expressed by placing “ost” before the verb.
   Example:
   - pleased—ostchorroma

3. Future time is expressed by placing “cel” before the verb.
   Example:
   - will please—celchorroma

4. Nouns are formed by substituting the ending “ud” for the “a” ending of the verb.
   Example:
   - pleasure—chormund

5. Adjectives are formed by substituting the ending “ik” for the “a” ending of the verb.
   Example:
   - pleasant—chormik

6. Adverbs are formed by substituting “om” for the “a” ending of the verb.
   Example:
   - pleasantly—chormom

RULES

Translate as many of these sentences as you can in the time allowed. Translate the sentences in order 1, 2, 3, etc. Do not skip any sentence. If a complete sentence is omitted, no credit will be given for any work done beyond that point, but if a particular word bothers you, go on to the next word.

SAMPLE SENTENCES

(a) He pleases me.
   Ap chorma acos.
(b) Aco rola chormom.
   We live pleasantly.

1. Life is satisfactory.
3. I will satisfy them.
4. Rolud mox chormik.
5. That satisfied them.
6. Aco celrola flad.
7. Satisfactory lives please.
8. Chormudo rola flad.
9. That will please them.
11. He lived pleasantly.
12. Kol rolud ostnesma apos.
15. Pleasant lives satisfy forever.
17. Life that satisfies is pleasant.
18. Rolud kol chorma mox nesmik.
19. That pleasant life satisfied me.

Stop here. Wait for further instructions.
Analogies

(Prepared by Prof. Lewis O. Anderson, Hibbing Junior College, and Prof. V. A. C. Henmon, University of Wisconsin)

DIRECTIONS: This is a test of your ability to see relationships between various drawings or figures. The two samples, A and B below, illustrate what you are to do. Look at sample A. The two short lines are underlined because they are related to the third figure (single line) in the same way as the second figure (two dots) is related to the first figure (single dot).

Look at sample B. The large white square is underlined because it has the same relation to the third figure as the second figure has to the first figure. In this case the underlined figure is larger and of the opposite color, as compared with the third figure. Thus, the figure to be underlined must be related to the third figure in every way that the second is related to the first.

In the examples which follow you are to UNDERLINE THAT FIGURE WHICH HAS THE SAME RELATION TO THE THIRD FIGURE AS THE SECOND HAS TO THE FIRST. Underline one and only one figure in each row.

<table>
<thead>
<tr>
<th>Samples</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
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<td>...</td>
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Stop here. Wait for further instructions.
Arithmetic

(Prepared by Prof. L. L. Thurstone, The University of Chicago)

DIRECTIONS: Write the answers to as many of these problems as you can in the time allowed.

1. James went to college when he was 18 years old. He graduated in 4 years and took a position with a law firm. In 1922 he finished 10 years of service with this firm. In what year was he born?

Answer: 

2. A man starts to work at $140 a month and receives an increase of $5 a month every 6 months. In how many years will he be earning $190 a month?

Answer: 

3. A, B, and C own a farm. A owns $\frac{1}{2}$ of it, B owns $\frac{3}{4}$ of it, and C owns 15 acres. How many acres are there in the farm?

Answer: 

4. A man’s house is 45 feet from his garage. How many steps, each 2\frac{1}{4} feet in length, will he take in making two round trips from the house?

Answer: 

5. The composition of one kind of Babbitt’s metal is 43% copper, 88% tin and the rest antimony. How many pounds of antimony are there in 175 pounds of the metal?

Answer: 

6. A man spends \( \frac{3}{5} \) of his monthly salary for board, \( \frac{1}{4} \) for other expenses, and saves $12. What is his monthly salary?

Answer: 

7. Cork is about \( \frac{1}{4} \) as heavy as water, and silver is about 10 times as heavy as water. How many times as heavy as cork is silver?

Answer: 

8. A man used 128 posts set 1\frac{3}{4} rods apart in fencing a rectangular meadow that is three times as long as it is wide. How many rods wide is the meadow?

Answer: 

9. The average person attends school 1,080 days. What part of a 12-year course does he complete, counting 180 days as a school year?

Answer: 

10. If the 3 pupils absent from class were 6% of the entire class, how many pupils were there in the class?

Answer: 

Go to the next page. Do not wait for any signal.
11. In ten minutes a motorcycle overtakes an auto $\frac{3}{4}$ mile ahead. If the auto covers 40 miles an hour, how many miles an hour are covered by the motorcycle?

Answer: _____________ miles.

12. A and B together did a piece of work for $1,800. If B did $\frac{1}{4}$ more work than A, how many dollars should B receive?

Answer: $__________________$

13. If you cut 6 blotters 8 inches long and 4 inches wide from a piece of blotter 2 yards long and 1$\frac{1}{2}$ yards wide, how many square inches will be left?

Answer: ________________ sq. in.

14. A contractor agreed to lay an asphalt pavement at $2.70 per square yard. The street was 30 feet wide and ran east and west. How many dollars should the man be assessed who has a 50-foot lot facing north, if he pays for half the width of the street?

Answer: $__________________$

15. A train with an average running speed of $\frac{3}{4}$ of a mile a minute, made one stop of 5 minutes in going a distance of 60 miles. How many minutes were required for the trip?

Answer: _____________ minutes.

16. A watch that lost 4 min. 20 seconds a day was set right at noon Wednesday. What time was it by this watch at 6 p.m. on the following Friday?

Answer: __________ hr. __________ min. __________ sec.

17. If a dealer sells goods at a profit of 50%, but fails to collect 10% of the sales, what per cent of profit is he really making?

Answer: _____________%.

18. An army of 3650 men consumed 82.3 tons of food in 30 days. How much food would be required for 7500 men for one year at the same rate? (1 year = 365 days)

Answer: ________________ tons.

19. From a 60-gallon cask containing 48 gallons of wine and 12 gallons of water, 6 gallons were drawn, and the cask was refilled with water. Find the per cent of wine in the resulting mixture.

Answer: ________________%.

20. Because 2 of the 5 employees in a certain office were on a vacation a certain piece of work was delayed 4$\frac{1}{2}$ days. In what time could the 5 have done it?

Answer: ________________ days.

Stop here. Wait for further instructions.
Opposites

(Prepared by Prof. Carl C. Brigham, Princeton University)

DIRECTIONS: Each group of four words in the thirty lines below contains two words which are either (a) the same or nearly the same in meaning, or (b) the opposite or nearly the opposite in meaning. Find the two words in each group that are either the same or opposite, and write the numbers of these two words in the column at the right, headed "Same" or the column headed "Opposite" as the case may be.

The first group of words, "1. far, 2. soft, 3. cold, 4. chilly," contains two words ("cold" and "chilly") that are the same in meaning, so that the figures 3 and 4 are entered in the column headed "Same." The second and third groups have also been marked correctly.

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Stop here. Wait for further instructions.
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