Calendar No. 234.

66TH CONGRESS, 1st Session. | SENATE. | REPORT No. 276.

AMERICANIZATION OF ALIENS.

OCTOBER 22 (calendar day, OCTOBER 27), 1919.—Ordered to be printed.

Mr. KENYON, from the Committee on Education and Labor, submitted the following

REPORT.

[To accompany S. 3315.]

The Committee on Education and Labor unanimously report S. 3315. The purpose of the bill is to consider a program of Americanizing illiterates and those unable to speak, read, or write the English language. The theory of the bill is the process of stimualting the States to adopt certain compulsory teaching of English to illiterates and to that great body of those in this country who can not speak, read, or write the English language. The money appropriated is apportioned by the Secretary of the Interior among the several States in the ratio provided by the bill but is not turned over to any State unless the State provides for the teaching of English at least 200 hours per annum to all residents who are citizens of the United States 16 years of age or over and under 21, and all residents of more than six months who are aliens 16 years of age or over and under 45. When we realize that there are practically 8,000,000 people in this country above 10 years of age who can not speak our language, the seriousness of the problem is apparent. This will be the first step in correcting this situation.

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66TH CONGRESS, 1ST SESSION.

H. R. 7978.

IN THE HOUSE OF REPRESENTATIVES.

JULY 29, 1919.

Mr. NOLAN introduced the following bill; which was referred to the Committee on Education and ordered to be printed.

A BILL

To provide that the United States shall encourage and aid the States in making provisions for the rehabilitation of physically handicapped persons, and for their placement in remunerative employment.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of this Act the term "physically handicapped" shall be construed to mean any person who, by reason of a physical defect or infirmity, whether congenital or acquired by accident, injury, or disease, is, or may be expected to be totally or partially incapacitated for remunerative occupation; the term "rehabilitation" shall be construed to mean the rendering of a person physically handicapped fit to engage in a remunerative occupation; the term

"State rehabilitation authority" shall be construed to include any department, or commission, or official or officials, of a State empowered, under its laws, to provide for the rehabilitation of physically handicapped persons.

SEC. 2. That in order to secure its allotment of the appropriation authorized in section 3 of this Act any State shall have assented, by an Act of its legislature, to the provisions of this Act, and shall have provided facilities for the rehabilitation of physically handicapped persons residing therein, said facilities to include provisions for the ascertaining of the number and condition of such persons; provisions for obtaining such therapeutic treatment and social service as may be necessary for their rehabilitation; provisions for furnishing at cost price of artificial limbs and other orthopedic and prosthetic appliances; provisions for instruction and training in selected occupations, to be either given by the State or arranged for by the State with any public or private educational, commercial, industrial or agricultural institution or establishment; provision for the payment of maintenance during the period of training prescribed by the State rehabilitation authority; provisions for the placement of physically handicapped persons in remunerative employment; and provisions for cooperation between Government departments and the public for the promotion of rehabilitation: *Provided,* That nothing in this Act shall be construed

as to apply to persons of less than 14 years of age, or to helpless or aged persons requiring permanent custodial care, or to any insane or feeble-minded persons, or to any persons who are not susceptible of rehabilitation.

SEC. 3. That in order to assist the State rehabilitation authority of the several States in the rehabilitation of physically handicapped persons, there is hereby authorized to be appropriated for the fiscal year ending June 30, 1920, and for every year thereafter, out of any moneys in the Treasury not otherwise appropriated, the sum of $1,000,000 to be expended in the manner hereinafter provided.

That so much, not to exceed 2 per centum of the appropriation for any fiscal year authorized under this Act as may be necessary for administering the provisions of this Act, shall be deducted for that purpose, available until expended. The remainder of the appropriation for each fiscal year shall be apportioned among the several States in the following manner: One-third in the ratio which the total population of each State bears to the total population of all the States, and two-thirds in the ratio which the urban population of each State bears to the total urban population of all the States, as shown by the latest available Federal census, not including Territories, outlying possessions, and the District of Columbia: *Provided,* That the minimum allotment under this Act shall be $5,000 to any State for any fiscal year, and

that the difference between this minimum and the amount that any State would receive on the population basis shall be deducted from the entire appropriation before the balance of the moneys available are apportioned among the other States.

SEC. 4. That any State desiring to avail itself of the benefits of this Act shall, by its State rehabilitation authority, submit, on or before the 1st day of June of each year, to the Federal Board for Vocational Education the plans of the work to be carried on in such State in the next following fiscal year, with all specifications and estimates; and that no moneys shall be alloted to any State unless and until said plans, specifications, and estimates conform with the provisions and purposes of this Act.

SEC. 5. That no allotment shall be made in any year to any State until at least an equal sum has been appropriated for that year by the legislature of such State; and that no portion of the moneys alloted under this Act shall be applied directly or indirectly to the purchase, erection, preservation, repair or rental of any building or buildings, or for the purchase or rental of land.

SEC. 6. That on or before the 1st day of July in each year the Federal Board for Vocational Education shall ascertain and certify to the Secretary of the Treasury as to each State whether it is entitled to any allotment under this Act

and the amount which each is entitled, respectively, to receive. That the Secretary of the Treasury shall semiannually on or before the 1st day of August and February pay, upon warrant of the Federal Board for Vocational Education, the amount to which each State is respectively entitled to the State treasurer of the State or to such official as shall be designated by the laws of any State to act as custodian of the funds of the State rehabilitation authority, and such official shall render on or before the 1st day of September of each year a detailed statement of all the amounts received and disbursed by the State rehabilitation authority under this Act during the previous fiscal year on forms prescribed by the Federal Board for Vocational Education.

SEC. 7. That whenever any portion of the moneys allotted to any State in any year under this Act has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted from the next succeeding annual allotment to such State.

SEC. 8. That if any portion of the moneys received by the designated official of any State under this Act shall by any action or contingency be diminished or lost or misapplied, it shall be replaced by said State, and until so replaced no subsequent moneys shall be allotted to said State.

SEC. 9. That if in any year a certificate of its allotment is withheld from any State, the amount thereof shall be kept

separate in the Treasury until the close of the next session of Congress in order that such State may, if it should so desire, appeal to Congress from the determination of the Federal Board for Vocational Education. If the next session of Congress shall not direct such sum to be paid, it shall be covered into the Treasury.

SEC. 10. That on or before the 1st day of September of each year the State rehabilitation authority of each State, which in the last fiscal year completed has received its allotment under this Act, shall submit to the Federal Board for Vocational Education a report on the work accomplished during that fiscal year, such reports to be available for perusal, consultation, and public information.

SEC. 11. That the Federal Board for Vocational Education is hereby charged with the proper administration of this Act and to this end is authorized to employ such assistants, clerks, and other persons in the city of Washington and elsewhere, to be taken from the eligible lists of the Civil Service Commission, and to incur such travel and other expenses as may be necessary.

SEC. 12. That the Federal Board for Vocational Education shall on or before the 1st day of December each year report to Congress on the administration of this Act; the work accomplished by the State rehabilitation authority of the several States during the last fiscal year; the disbursements which have been made in each State under this Act during that year; whether the allotment to any State has been withheld, and if so, the reasons therefor.

SEC. 13. Congress may at any time amend, suspend, or repeal any or all of the provisions of this Act.

66TH CONGRESS, 1ST SESSION. } **H. R. 7978.**

A BILL

To provide that the United States shall encourage and aid the States in making provisions for the rehabilitation of physically handicapped persons, and for their placement in remunerative employment.

By Mr. NOLAN.

JULY 29, 1919.—Referred to the Committee on Education and ordered to be printed.

66TH CONGRESS,
1ST SESSION.

H. R. 9353.

IN THE HOUSE OF REPRESENTATIVES.

SEPTEMBER 18, 1919.

Mr. FESS introduced the following bill; which was referred to the Committee on Education and ordered to be printed.

A BILL

To create a national university at the seat of the Federal Government.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be established at the seat of the Federal Government of the United States an institution of higher learning, to be known as the National University of the United States.

SEC. 2. That the purpose of said university shall be threefold.

First. To promote the advance of science, pure and applied, and of the liberal and fine arts by original investigation and research and by such other means as may appear suitable to the purpose in view.

Second. To provide for the higher instruction and training of men and women for posts of importance and responsibility in the public service of State or Nation, and for the practice of such callings and professions as may require for their worthy pursuit a higher training.

Third. To cooperate with the scientific departments of the Federal Government, with the colleges of agriculture and the mechanic arts founded upon the proceeds of the Federal land grant of the Act of 1862, with the State universities, and with other institutions of higher learning.

SEC. 3. That no student shall be admitted to the university unless he shall have obtained the degree of master of science or of master of arts from some institution of recognized standing, or shall have pursued a course of study equivalent to that required for such degrees.

SEC. 4. That the university shall confer no academic degrees.

SEC. 5. That the university shall be governed and directed by a board of trustees in cooperation with an advisory council.

SEC. 6. That the board of trustees shall consist of the Commissioner of Education of the United States and twelve additional members appointed by the President of the United States for a term of twelve years. The appointed members shall be arranged in classes, so that the term of one member

shall expire each year. The President of the United States may at any time remove any member of the board for neglect of duty or malfeasance in office.

SEC. 7. That the advisory council shall consist of one representtative from each State in the Union. The representative from each State shall be the president or acting president of the State university in case there be a State university in said State; if not, the governor of the State may appoint a citizen of the State, learned and experienced in matters of education, to represent said State in the advisory council.

SEC. 8. That the board of trustees shall make all statutes, by-laws, and general rules in accordance with which the affairs of the university shall be conducted. But all such statutes, by-laws, and general rules shall, before going into effect, be submitted to the advisory council for its consideration. If the advisory council shall, by a majority vote of all the qualified members, disapprove of any such statute, by-law, or general rule, it shall not go into effect until it shall have been reenacted by a two-thirds vote of the board of trustees: *Provided*, That if the advisory council shall take no action within six months after submission of such statute, by-law, or general rule, the said statute, by-law, or general rule shall go into effect: *Provided further*, That the advisory council may at any time take up the con-

sideration of such statute, by-law, or general rule, and if it disapprove of the same, the said statute, by-law, or general rule shall cease to be in effect from and after six months from the date of such action unless the board of trustees shall in the meantime have reenacted such statute, by-law, or general rule by a two-thirds vote: *And provided further*, That in case the advisory council shall disapprove of any statute or other action of the board of trustees the said board shall, before taking final action in the premises, give a formal hearing to a representative or representatives appointed by the council for the purpose of presenting the matter to the consideration of the board.

SEC. 9. That the board of trustees shall provide for the administration of the affairs of the university within the statutes thus enacted. It shall make all appointments and all assignments of funds. It shall issue all orders and instructions necessary to the management of the university. It shall provide suitable grounds and buildings for the work of said university; but in no case shall it incur financial obligations in excess of actual appropriation by Congress, or of actual income from tuition, fees, endowments, or gifts for special purposes. The actual administration of the university shall be intrusted to properly qualified agents of the board, who shall be responsible to the board for the performance of their duties. The board may delegate by statute

to a president of the university, or to such separate faculties or other officers or employees as it way provide for, such functions in the administration of the university as may seem to it wise; and it may reassign such functions at any time. It may create such boards or commissions as in its judgment may best serve the interest of the institution and may abolish them at will. But the advisory council may at any time protest against any order, vote, resolution, appointment, appropriation, or instruction made by the board of trustees. In such case said order, vote, resolution, and so forth, shall stand suspended until the board of trustees shall, by a two-thirds vote, reenact such order, and so forth.

SEC. 10. That the advisory council may at any time make recommendations to the board of trustees respecting any matter concerning the university, and it shall be the duty of the board of trustees to give formal consideration to all such recommendations and to take such action in the premises as may seem to it good.

SEC. 11. That no member of the board of trustees or of the advisory council shall receive any pecuniary remuneration for his services as member of said board of trustees or advisory council; but the necessary expenses incurred by members in attendance upon meetings of said board or advisory council shall be defrayed by the university.

SEC. 12. That the board of trustees and the advisory council shall elect their own officers and define their respective duties, and a majority of each shall constitute a quorum to do business.

SEC. 13. That the board of trustees shall meet in regular session four times each year, namely: On the first Wednesday after the first Monday in January, April, July, and October. Special meetings may be called at any time by the chairman and shall be called by him on request of five members of said board. One month's notice shall be given in case of all special meetings. The advisory council shall hold two regular meetings in each year, during or immediately following the regular meetings of the board of trustees in January and July. Special meetings may be called by the board of trustees, by the chairman of the advisory council, or upon the request of ten members of the advisory council. One month's notice of all special meetings shall be given.

SEC. 14. That the board of trustees may accept unconditional gifts, legacies, donations, and so forth, from private individuals for the benefit of the university; but no such gift, donation, or legacy shall be accepted with any condition unless the same shall be approved by the board of trustees, the advisory council, and the Congress of the United States.

SEC. 15. That the various museums, libraries, bureaus, observatories, and departments of expert research belonging

to the Federal Government shall be open for the use of graduate students without interference with the real function of such establishments.

SEC. 16. That the sum of $500,000 is hereby authorized to be appropriated for the uses of said university for the fiscal year 1914 and 1915.

SEC. 17. That the board of trustees shall, as soon as the members shall have been appointed, proceed to organize under this Act and carry out the intent and purpose of the same.

66TH CONGRESS, 1ST SESSION. } **H. R. 9353.**

A BILL

To create a national university at the seat of the Federal Government.

By Mr. FESS.

SEPTEMBER 18, 1919.—Referred to the Committee on Education and ordered to be printed.

66TH CONGRESS,
1ST SESSION.

H. R. 10710.

IN THE HOUSE OF REPRESENTATIVES.

NOVEMBER 19, 1919.

Mr. VESTAL introduced the following bill; which was referred to the Committee on Education and ordered to be printed.

A BILL

To promote Americanization by providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Interior, through the Bureau of Education, is hereby authorized and directed to cooperate with the several States in the education of illiterates or other persons unable to understand, speak, read, or write the English language, and with the Territories and possessions of the United States, except the Philippine Islands, in the education of illiterates.

SEC. 2. That for the purpose of cooperating with the several States in the education of illiterates or other persons unable to understand, speak, read, or write the English language there is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1920, $5,000,000, and annually thereafter until the end of the fiscal year ending June 30, 1923, the sum of $12,500,000, and an additional sum equal to the balance unexpended of the appropriation herein provided for the last preceding fiscal year.

SEC. 3. That of the amount authorized to be appropriated by section 2 for any fiscal year, $500,000 may be deducted and used for the publication of periodicals devoted to Americanization problems; for aiding in the correlation of aims and work carried on by local bodies, private individuals, and organizations; for studies and reports through the Bureau of Education; for salaries and necessary traveling expenses of officers, assistants, and other employees in the District of Columbia or elsewhere, as the board may deem necessary; and for all other necessary expenses connected with the administration of this Act during such fiscal year.

SEC. 4. That the balance of the amount authorized to be appropriated by section 2 remaining after making the deduction authorized by section 3 shall, for each fiscal year, be apportioned by the Secretary of the Interior among and

allotted to the several States in the ratio which the number of resident illiterates and other persons unable to understand, speak, read, or write the English language, sixteen years of age and over, bears to the number of resident illiterates and other persons unable to understand, speak, read, or write the English language, sixteen years of age and over, within continental United States, exclusive of the District of Columbia and the Territory of Alaska, according to the last published United States census: *Provided*, That the total sum allotted to any State shall not be less than $5,000 for any fiscal year.

SEC. 5. That no money shall be paid to a State until it shall, through its legislature—

(a) Accept the provisions of this Act;

(b) Designate an appropriate official to act as custodian of such money;

(c) Authorize its department of education or chief school officer to cooperate with the United States in the work herein authorized;

(d) Appropriate or make available for the purposes of this Act an amount equal to that allotted to the State by the United States;

(e) Require, under penalty, all residents who are citizens of the United States, sixteen years of age or over and under twenty-one years of age, and all residents of more than six months who are aliens, sixteen years of age or over and

under forty-five years of age, who are illiterate or unable to understand, speak, read, or write the English language, to attend classes of instruction for not less than two hundred hours per annum until they shall have completed a specified course approved by the Secretary of the Interior;

(f) Provide, as far as possible, subject to the approval of the Secretary of the Interior, for the education of residents who are citizens of the United States of the age of twenty-one years or more or resident aliens of the age of forty-five or more who are illiterate or unable to understand, speak, read, or write the English language;

(g) Require the preparation and submission to the Secretary of the Interior, annually, of rules and regulations designed to enforce the provisions of such State law and the rules and regulations of the Secretary of the Interior;

(h) Require the submission annually to the Secretary of the Interior a report which shall show the (1) plan for administration and supervision, (2) courses of study, (3) methods and kind of instruction, (4) equipment, (5) qualifications of teachers, supervisors, directors of education, and other necessary administrative officers or employees, (6) plans for the preparation of teachers, supervisors, and directors of education, and (7) receipts and expenditures of money for the preceding fiscal year.

Provided, That if the governor of any State, the legislature of which does not convene before the year 1921, shall accept the provisions of this Act and cause such cooperation with the Secretary of the Interior as herein provided, such State shall be entitled to the benefits of this Act, and the Secretary of the Interior may cause to be expended in such State, until the legislature of such State convenes and has been in session sixty days, so much of the sums allotted to that State for the fiscal year as he may determine necessary for the purpose of this Act: *Provided further,* That any appropriation or donation by a county, municipality, local authority, school, corporation, partnership, society, or individual available for the purposes of this Act under the direction of the State board of education or chief school officer of the State may be accepted by the Secretary of the Interior as an appropriation by the State.

SEC. 6. That none of the sums herein appropriated, or appropriated or made available by or in any of the States, Territories, or possessions to carry out the provisions of this Act shall be used for the education of persons of less than sixteen years of age, or, except as provided by section 3, for any purpose other than the payment of salaries of teachers, supervisors, or directors of education, or for the preparation of teachers, supervisors, and directors of education.

SEC. 7. That the Secretary of the Interior shall (a) withhold the unpaid portion of an allotment to any State whenever he determines that any portion of the sums allotted are not being applied for the purposes of this Act, or may (b) deduct from the next succeeding allotment to any State a sum equal to that portion of the previous allotment paid to the State and which he determines has not been expended for the purposes of this Act: *Provided*, That no such deduction shall be made until one year after the opening of the first legislative session convened in such State after the passage of this Act.

SEC. 8. That any portion of an allotment to any State which remains unpaid at the end of a fiscal year shall be treated as an unexpended balance of the appropriatiton of that year.

SEC. 9. That the Secretary of the Interior shall annually ascertain whether the several States are using or are prepared to use the money allotted to or received by them under this Act, and shall certify, on or before the 10th day of August of each year, to the Secretary of the Treasury (a) each State which has accepted the provisions of this Act and complied therewith; (b) the amount which each State is entitled to receive.

SEC. 10. That the Secretary of the Treasury, upon the certification of the Secretary of the Interior, shall pay on the

15th day of August, November, February, and May of each year to the custodian of such sums in each State the money to which it is entitled under the provisions of this Act. The money so received by the State shall be paid out on the requisition of the department of education or chief school officer for services already rendered or expenditures already incurred and approved by such department or officer.

SEC. 11. That the Secretary of the Interior shall make such rules and regulations as may be necessary to carry out the purposes of this Act, and may cooperate with any department or agency of the Government and request such agencies to cooperate with him and with the several States.

SEC. 12. That the Secretary of the Interior shall make a report to Congress before December 1 of each year of all operations, expenditures, and allotments under the provisions of this Act, and shall include therein the reports made by the several States on the administration of this Act and the expenditure of money allotted.

66TH CONGRESS, 1ST SESSION. } **H. R. 10710.**

A BILL

To promote Americanization by providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents, and for other purposes.

By Mr. VESTAL.

NOVEMBER 19, 1919.—Referred to the Committee on Education and ordered to be printed.

Minutes of the Meeting of the Committee on
International Educational Relations
held at the Harvard Club, New York,
October 29, 1920.

The Committee was called to order by Dean Herman V. Ames, the Chairman, at 8:10 p.m.

There were present the Chairman, Messrs. Capen, Monroe and Stokes.

The Council laid before the Committee the appeals made by Lady Mary Murray, Professor Walter Locke and others for cooperation in the efforts to aid the destitute professors and students of the universities of Central Europe. This matter was referred to the Committee on International Educational Relations by the Executive Committee of the American Council on Education for recommendation at its meeting September 25th.

It was voted to recommend to the Executive Committee:

1. That Mr. Hoover be conferred with as to the ways in which the faculties and students of American institutions can best participate in relieving the physical distress of faculties and students of the universities of the central powers in connection with the combined drive shortly to be made by welfare agencies for European relief work.

2. That the Executive Committee, after consultation with Mr. Hoover, take the initiative in bringing these matters to the attention of faculties of American universities and that it request the American University Union in Europe, the Institute of International Education and the American Association of University Professors to endorse and to sign whatever statement may be issued to the colleges and universities.

It was voted to recommend to the Executive Committee of the American Council on Education that the substance of an appeal signed by Felix Adler, James R. Angell and others, urging American publishing institutions to exchange publications with European countries with the utmost liberality, be transmitted with the endorsement of the American Council on Education to all the institutions associated with it.

It was voted to lay on the table, pending receipt of more definite information, the proposition for the formation of an Emergency Society in Aid of European Science and Art.

It was voted to express the Committee's appreciation of the success of the Council this year in bringing to the United States on the scholarships administered by the Council more advanced students than in former years and the Committee's belief that the students participating in the interchange between institutions in the United States and institutions in France should, to as large an extent as practicable, be advanced students.

The Committee adjourned at 10:00 p.m.

Respectfully submitted,

S. P. Capen,
Secretary.

Minutes of the Meeting of the Committee on
International Educational Relations
held at the Harvard Club, New York,
October 29, 1920.

The Committee was called to order by Dean Herman V. Ames, the Chairman, at 8:10 p.m.

There were present the Chairman, Messrs. Capen, Andrews and Stokes.

The Council laid before the Committee the appeals made by Lady Mary Murray, Professor Walter Lipoca and others for cooperation in the efforts to aid the destitute professors and students of the universities of Central Europe. This matter was referred to the Committee on International Educational Relations by the Executive Committee of the American Council on Education for recommendation at its meeting September 23rd:

It was voted to recommend to the Executive Committee:

1. That Mr. Hoover be conferred with as to the ways in which the faculties and students of American institutions can best participate in relieving the physical distress of faculties and students of the universities of the central powers in connection with the combined drive shortly to be made by welfare agencies for European relief work.

2. That the Executive Committee, after consultation with Mr. Hoover, take the initiative in bringing these matters to the attention of faculties of American universities and that it request the American University Union in Europe, the Institute of International Education and the American Association of University Professors to endorse and to sign whatever statement may be issued to the colleges and universities.

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It was voted to lay on the table, pending receipt of more definite information, the proposition for the formation of an Emergency Society in Aid of European Science and Art.

It was voted to express the Committee's appreciation of the kindness of the Council this year in bringing to the United States on the scholarship administered by the Council more advanced students than in former years and the Committee's belief that the students participating in the interchange between institutions in the United States and institutions in France should, to as large an extent as practicable, be advanced students.

The Committee adjourned at 10:00 p.m.

Respectfully submitted,

S. P. Capen,
Secretary.

November 9, 1920

Dear Dr. Capen:

Your favor of the 2nd I find on my return after an absence of some days. As As a member of the Executive Committee I vote to accept the recommendation of the Committee on International Educational Relations and to instruct the Director to act accordingly.

Very truly yours,

Dr. S. P. Capen,
818 Connecticut Ave.
Washington, D.C.

HPJ:JN

November 9, 1920

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Your favor of the 2nd I find on my return after an absence of some days. As a member of the Executive Committee I vote to accept the recommendation of the Committee on International Educational Relations and to instruct the Director to act accordingly.

Very truly yours,

Dr. S. P. Capen,
818 Connecticut Ave.
Washington, D.C.

MP1:TM

November 19, 1920.

To the President and Senate of
The University of Chicago:

At a special meeting of the Senate, held on Thursday, November eleven, at which the matter of federal legislation for education was the subject of discussion, the following action was taken:

A motion made and duly seconded, that a committee be appointed to formulate a resolution which will embody not only the attitude of the Senate toward the pending bills but also constructive suggestions on the question of national organization and aid to the cause of education, was unanimously carried.

The committee appointed by the President in accordance with this motion has held two sessions and begs leave to submit as its report the following draft of a statement which it recommends to the Senate for its adoption.

Respectfully submitted,

Albion W. Small
Andrew C. McLaughlin
Charles H. Judd.

In compliance with the request of the American Council on Education, the Senate of the University of Chicago has given consideration to the Smith-Towner Bill and the Kenyon Bill, now pending before the Congress of the United States, and to the summary of arguments for and against these bills published by the Council as a basis for a referendum. After such consideration the Senate submits, as its reply to the referendum, the following statement of the defects which it finds in the present bills and of the general principles which in its judgment should be embodied in federal legislation on education. The Senate further takes this opportunity of expressing to the Council its recommendation that active steps be taken by the Council and its officers to secure a thorough discussion of the whole matter by all educational institutions and by the committees of Congress to the end that a complete revision of the pending proposal be laid before Congress.

The following defects in the pending bills are noted.

The scope and character of federal participation in education are not adequately defined. Especially is the situation left wholly ambiguous with regard to the relation of education in the common branches to education in industrial and agricultural courses.

There is no consistent policy with regard to the relation of the federal government and the states. In

certain sections of the Smith-Towner Bill, as in sections 10 and 13, the principle of federal supervision is clearly recognized, while in section 14 a principle of exclusive state control of schools is enunciated.

The sums of money to be appropriated from the federal treasury are chosen without adequate background of information regarding the needs and capacities of the various states; and the principles of distribution of such sums as are named are unscientific and inadequate.

There is no consideration of the problems of higher education and no provision for the proper coordination of the different levels of American education into a coherent system.

In view of these defects in the pending bills, it seems legitimate to urge that the whole matter be recanvassed for the purpose of framing a substitute measure which will unite the interests of those who have been active in promoting the present bills, as well as of those who, through their representatives in the American Council on Education, have initiated the present discussion and referendum. As a contribution to such a movement for complete revision the following outline of general principles is submitted and advocated.

Whatever federal agency is set up for the promotion of education should be so organized as to give explicit recognition to the fact that the public-school system of the United States is a unit system, not a system administratively divided so as to separate general education from industrial education or higher schools from lower.

Federal participation in education is desirable in so far as it provides for the study and presentation of standards of education and provides agencies to promote the acceptance of these standards by communities

in all parts of the country. This principle contemplates the creation of an agency which is primarily scientific in character, after the analogy of the Department of Agriculture. The activities of such an agency may lead to far-reaching movements in American education, and it is wholly undesirable at this time to lay down negative principles which will limit the establishment of national standards. It is desirable that federal subsidies, if such are to be made, be based on the broad and thoroughly scientific consideration of the principles which govern, and are to govern, the securing of all types of school revenues.

Any federal educational agency created by Congress should be competent to present to Congress from time to time plans for the enlargement of the American system and should be competent to administer with authority such laws as Congress may enact pertaining to education. It should not be competent to issue rules and regulations, as ~~is the present~~ Board for Vocational Education, nor, on the other hand, should it be limited in its scope, as is the present Bureau of Education, to the mere collection of information. Above all, it should not have as its chief function the disbursing of appropriations to the states.

In short, a plan of national participation in education should be evolved which will operate to equalize educational opportunities and improve standards in all sections of the country. This plan should be based at every step on definite reports laid before Congress and should become operative to the extent, and only to the extent, to which Congress gives its explicit approval.

As in other matters, so also in the case of federal appropriations, action should not be taken in loose, general terms and monies should not be turned over to the states without full and explicit definition by Congress of the relation of federal expenditures to local expenditures, both with regard to the needs which are to be met and also with regard to the standards which are to be attained.

Appropriations other than those which provide for the maintenance of a scientific federal agency are at this time premature and should be detached

from the fundamental issue which is that of providing a proper agency to make investigations and recommendations to Congress.

The Senate of the University of Chicago, believing as it does in the great importance of the proposal that a federal educational agency of broad scope be created, and holding that adherence to the foregoing principles is essential to the adoption of wise measures, urges that the National Council on Education make the problem of promoting the full discussion of this matter one of its major undertakings and that it take steps to secure a full hearing before Congress and the President of the United States.

35

AMERICAN COUNCIL ON EDUCATION
818 CONNECTICUT AVENUE
WASHINGTON, D. C.

December 9th, 1920.

President Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

The Commonwealth Fund has appropriated $100,000 for four years for educational research. The program drawn up by a small committee, of which the undersigned was a member, has been approved by the Trustees of the Commonwealth Fund. The general direction of the research projects is to be placedin the hands of a small consulting committee, under the Chairmanship of Dr. Max Farrand, the Director of the Commonwealth Fund.

The officers of the Commonwealth Fund have asked me to serve as Secretary of this committee. It is not expected that it will meet frequently. While it is impossible to state in advance exactly how much time would be required of the person acting as Secretary, it seems likely that its demands will not be greater than those of one of the Council's more active committees. Nevertheless, before agreeing to the request of the officers of the Commonwealth Fund, I have felt that I should submit the question to the Executive Committee of the American Council on Education.

It seems quite likely that in the long run the activities of this committee may bear a very close relation to certain of the investigations projected by the Council. Quite possibly some of the Council's undertakings might receive aid from this source. For these reasons, it has seemed to me desirable that I accept the invitation to serve as Secretary of the Committee. I shall be grateful if you, as a member of the Council's Executive Committee, will let me know whether you would regard this action as warranted.

Sincerely yours,

S. P. Capen
Director.

SPC/R

December 11, 1920

Dear Dr. Capen:

Yours of the 9th is received. It would seem to me altogether desirable that you should act as Secretary of the Research Committee on the Commonwealth Fund.

Very truly yours,

Dr. S.P. Capen,
818 Connecticut Ave.
Washington, D.C.

HPJ:JN

Ack to Mann

Report to Bd.

E1

AMERICAN COUNCIL ON EDUCATION

26 JACKSON PLACE

WASHINGTON, D. C.

May

March 27, 1924.

American Council (285788) 4/4/23 100.

American Univ Union in Europe 297093 - (9/28/1923) 500.

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

My dear President Burton:

The American University Union in Europe, by action of its Trustees on February 27th last, has merged with the American Council on Education. As you have been informed by its Secretary, the work of the Union will be carried forward by the same group of men as heretofore, acting as a committee of the Council.

Responsibility for financing the Union has been assumed by the Council, with the backing of the Laura Spelman Rockefeller Memorial, which has agreed to match, dollar for dollar for five years, the Council's income from institutions. Therefore all membership dues paid to the Council will now add an equal sum to the funds available for the development of international educational relations.

The University of Chicago is now supporting both the Union and the Council. While the Council can make good use of a larger income, it seems sounder as a long range policy not to ask the institutions now supporting both to continue to pay double fees. Because your dues to the Council now bring from another source an equal amount for the support of the Union, you are contributing your full share by continuing your membership in Council.

The merger of the Council and the Union greatly increase the strength of the Council as the colleges' own agency for united action on national and international aspects of higher education. Your cooperation is appreciated and is now more than ever essential to significant progress. May we count on it?

Yours very truly,

C R Mann

Director.

CRM:H

RECENT ACTIVITIES OF THE AMERICAN COUNCIL ON EDUCATION.

Since the publication of the enclosed pamphlets descriptive of the work of the American Council on Education and of the Personnel Division, the following additional activities have taken shape:

The Council has been invited to sponsor a comprehensive study of the teaching of foreign languages in America under a grant from one of the educational foundations. A committee to carry on the study is being formed and will hold its first meeting on April 18-19. Plans for the investigation of the teaching of English are also developing well under a grant from the General Education Board.

The new Standards Committee, which is composed of one delegate each from the twenty-six national and regional standardizing agencies, has held its first meeting for a preliminary discussion of the problem. It has voted to hold a two-day session April 30th and May 1st with an organized program that will result in definite plans for the future activities of this committee in coordinating college standards throughout the country. The twenty members present at the meeting expressed enthusiasm for this work because this is the first comprehensive committee that has been organized by the educational institutions themselves to deal with this problem.

The Council has been approached from four or five different directions by individuals and foundations for the purpose of securing its cooperation in encouraging exchange of college students between the United States and foreign countries. These inquiries indicate that the Council is considered the most appropriate agency for guidance of these enterprises because it is established, maintained and controlled by the colleges themselves. There is considerable confusion concerning the administration of exchange scholarships because of the existence of several other agencies dealing with this matter.

As a first step in the consolidation of agencies interested in international educational relations, the American University Union in Europe has merged with the Council. A standing committee of the Council on the American University Union has been appointed to administer the London and Paris headquarters and promote the work of the Union along present general lines. Most of the members of this committee are former trustees of the Union. This international work has been underwritten by the Laura Spelman Rockefeller Memorial. For this purpose it has agreed to match dollar for dollar up to $35,000 per year the income of the Council from associations, institutions and donations during the next five years.

The University Center for Research, which functions as a committee of the Council, is studying the problem of stimulating and organizing research in education, economics and political and social science. There is a growing conception that a new type of national university may evolve through the cooperation and consolidation of the various research institutions now established in Washington. Such a national university would not consist of buildings and a campus and a teaching faculty like other universities. It would consist of a general staff for research which would be appointed and maintained by cooperative effort of all higher educational institutions for the purpose of bringing research in all fields to the service of the nation.

E, 1

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

September 16
1924

Tests

President E.D. Burton
Harper Library

Dear President Burton:

The American Council on Education and the National Research Council are sponsoring and furthering a co-operative experiment in developing tests for incoming Freshmen which will be of general administrative value, and will, in particular, measure probable success in college. The experiment is described in the accompanying statement by the Director of the American Council on Education. The tests to be used this autumn were prepared by Professor Thurstone, now of our own faculty.

The following institutions have already arranged to administer these tests to Freshmen this autumn:

Case School of Applied Science
Clark University
Coe College
College of St. Elizabeth
Connecticut College
Dartmouth College
Fairmount College
Harvard University
Loyola University
Maryville College
Marywood College
Miami University
Mount Holyoke College
Nebraska Wesleyan University
Ohio Wesleyan University
The College of Emporia
Transylvania College
University of Maryland
University of North Carolina
University of New Hampshire
University of Vermont

The foregoing list is correct as of August 21. Doubtless several other institutions have since that time arranged to administer the tests. Word has just reached me that Northwestern, Princeton, and the University of Minnesota have to give the tests.
The tests are to be given here in the School of Commerce and Administration.

In view of all these circumstances, I regard it as highly desirable that the tests be given to all entering Freshmen in Arts, Literature, and Science. The information resulting would be of help

The University of Chicago

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to us in our endeavor to deal intelligently with our students as individuals, and would provide material for research in the Department of Psychology; and it would seem in general much to be desired that the University should participate wholeheartedly in this important nation-wide experiment--particularly as the author of the tests is now a University of Chicago man.

I am inclosing also a statement by Professor Thurstone as to his idea of the value of the tests.

The cost of purchasing, administering, and scoring the tests for our expected 700 Freshmen in Arts, Literature, and Science, as nearly as Professor Thurstone and I can estimate it, would be $160.00.

My own office budget was so pared down that I do not see how I can undertake to carry this expenditure, which of course was not contemplated at the time the budget was made out. Can you and will you authorize the expenditure?

If the tests are given, it would be best to give them in connection with Freshman Week. If they are to be given then, the order for the tests should be placed this week.

May I therefore ask for an early answer?

If you approve, I will make out an appropriate requisition and send it to the Committee on Expenditures with a statement of your approval.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

President E.D. Burton--Page 2 9/12/24

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EHW/ES

AMERICAN COUNCIL ON EDUCATION
26 JACKSON PLACE
WASHINGTON, D. C.

July 21, 1924.

To College and University Presidents:

The American Council on Education has undertaken to serve as headquarters for the cooperative experiment in testing tests, described in the accompanying statement. Colleges and universities interested in this problem are cordially invited to participate. We shall appreciate your cooperation in this effort to develop and determine the reliability of new types of examinations and tests for college students.

Director.

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Director.

COOPERATION IN TESTING TESTS

A cooperative experiment has been organized for the purpose of developing tests that will be of general administrative value to college executives and will also measure probable success in college. As the first step, a combination test has been prepared, containing 8 tests that have been tried and are submitted as worthy of further trial, by Messrs. H. T. Moore, Dartmouth College, Carl C. Brigham, Princeton University, A. W. Kornhauser, Chicago University, L. W. Hopkins, Northwestern University, Donald G. Paterson, University of Minnesota, and Thelma Gwinn, University of Chicago. It has been edited by L. L. Thurstone, University of Chicago, and will be given to incoming freshmen at the above mentioned institutions this fall.

The American Council on Education has undertaken to act as headquarters for this cooperative experiment. It has therefore arranged to print the test form with instructions for its use, and to sell it at cost of production and mailing to institutions desiring to take part in the experiment. Copies of the test form will be available September 1, at $6.00 per hundred. The 8 tests cover 20 pages and require 2 hours to give them all. The time can be shortened at will by omitting some of the tests.

Besides directions for giving and scoring the tests, instructions will be furnished for correlating the findings of the tests with the regular college ratings of the students. Each institution can thus determine how well the tests predict success in its own college work. The American Council is planning to compile next summer the results from all institutions that send in reports. This compilation will determine the reliability of these tests as predictive of probable success in college and will serve as a basis for issue of an improved test for further try-out.

Psychologists and others who are experimenting with tests in colleges are invited to submit tests that have proved useful for consideration in making up future test forms. By this process it is possible to pool the significant experiences of all, and to secure adequate data for determining the reliability of new tests as aids to college administration and as measures of probable success in college.

Confidential

Psychological Examination

For High School Graduates and College Freshmen

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

SCORES	
Completion.....	
Arithmetic.....	
Art. Language..	
Proverbs.....	
Reading.....	
Opposites.....	
Grammar.....	
Estimating.....	
Reasoning.....	
TOTAL:	
PERCENTILE:	

Name.....
(Last Name) (Given names or initials)

.....

.....

.....

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

Completion

(Prepared by Prof. H. T. Moore, Dartmouth College)

You will have ten minutes in which to fill in as many of the missing words as you can. 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 (8) ..... is an unmarried (3) .....
2. An (6) ..... may be used to qualify a (4) ..... or an adjective.
3. A (6) ..... is any body, except a comet, that (8) ..... around the sun.
4. The word (8) ..... means distance measured in degrees (5) ..... or south of the equator.
5. An (4) ..... may be either a mere expression of profanity or a solemn appeal to God as part of a judicial proceeding.
6. An (5) ..... is a truth so plain that no demonstration can make it plainer.
7. An (9) ..... is an apparatus by which eggs are (7) ..... artificially.
8. (11) ..... is the government policy of employing both (4) ..... and silver as the standard of value.
9. A (12) ..... is a person who walks in his sleep.
10. An (6) ..... is a person having a congenital lack of pigment in the skin, the hair, and the eyes.
11. A (8) ..... is music sung or played in the open air at night, especially under the windows of ladies.
12. A (6) ..... is any body having the characteristic properties of loadstone.
13. A (6) ..... is a hollow cone with a tube at the point, through which liquids may be poured from one vessel into another.
14. A prophylactic is a medicine which serves as a (12) ..... against disease.
15. By (5) ..... is meant the path described by a heavenly (4) ..... in its revolution around another body.
16. (8) ..... is that which is in circulation as a medium of (8) ..... including coin, government notes, and bank notes.
17. Homeopathy differs from (9) ..... in that its remedies produce results which are similar to those produced by the disease itself.
18. By (7) ..... is meant the complete absence of government.
19. An (8) ..... deposit is one that has been washed from one place to another by flowing water.
20. The interior of a curved surface is (7) .....

21. A (10) ..... is a place where medicines can be bought at a nominal (5) .....
22. (7) ..... was the medieval chemical science, the great object of which was to transmute the baser (6) ..... into gold.
23. A (5) ..... is a gross violation of law, as distinct from a misdemeanor, or slight offense.
24. An (5) ..... is one who acts for, or in place of another, having been entrusted with the business of another.
25. A (6) ..... is a story popularly taken as historical, though not verifiable by historical record.
26. (10) ..... is the science of the beautiful in nature and art.
27. An (8) ..... is a remedy to counteract the effects of a poison.
28. (11) ..... is second only to heredity in its effects on character.
29. An (8) ..... is a representation by means of a figurative story of something metaphorically suggested, but not expressly stated.
30. An (11) ..... is an error in the order of time, especially one by which an event is placed too early.

Arithmetical Reasoning

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

1. A rectangular bin holds 300 cubic feet of lime. If the bin is 10 feet long and 5 feet wide, how deep is it?

   Answer: .....ft.

2. A firm builds a warehouse four stories high. The interior dimensions of the building are 50 by 200 feet. How many square feet of floor space have they provided for themselves?

   Answer: .....sq. ft.

3. If 4 three-ton trucks require 3 trips apiece to remove a pile of scrap, how many similar trucks making only one trip each would be required to remove half the pile?

   Answer: .....trucks.

4 A invests $5,000 and B $3,000. They buy three houses of equal value. Each one takes a house for himself, and they sell the remaining house for $8,000. How should the money be divided?

   Answer: $.....to A and $.....to B.

5. How long would you keep 4 electric lights going on the amount of current required to keep 3 similar lights going 2 hours?

   Answer: .....hrs.

6. The following rule is given for computing a railroad fare in cents. "Multiply the number of miles by 4 and subtract from the product one-tenth of the number of miles." If it is 180 miles to New York, how much does a ticket cost?

   Answer: $.....

7. If 144 cubic feet of water are drawn from a tank which is 12 feet long, 6 feet wide, and 10 feet deep, how much is the surface of the water in the tank lowered?

   Answer: .....ft.

8. An aeroplane flew three miles in seventy-two seconds. How many miles an hour is that?

   Answer: .....mi. per hr.

9. A commission house which had already supplied 1,987 barrels of apples to a hotel delivered the remainder of its stock to 28 restaurants. Of this remainder each restaurant received 47 barrels. What was the total number of barrels supplied?

   Answer: .....barrels.

10. What will be the expense for a cement sidewalk on the two sides of a corner lot 50 ft. by 100 ft. if the walk is 5 ft. wide and costs 10 cts. per square foot?

    Answer: $.....

You may use this space for figuring.

11. A case which measures on the inside 3 feet by 3 feet by 2 feet is filled with cardboard boxes, each 9 inches by 4 inches by 3 inches. Find the number of boxes that can be put into the case.

    Answer: .....boxes.

12. At 8 P. M. the barometric pressure was 30.6 and at 9 P. M. the pressure was 31.2. Assuming a constant rate of increase in barometric pressure, at what time was the pressure 31.0?

    Answer: .....o'clock.

13. A certain division contains 2,000 artillery, 15,000 infantry, and 1,000 cavalry. If each branch is expanded proportionately until there are in all 19,800 men, how many will be *added* to the artillery?

    Answer: .....men.

14. In six separate races over a given course the times of the winning horses were 1 min. 16⅕ sec.; 1 min. 15⅘ sec.; 1 min. 13⅗ sec.; 1 min. 12⅖ sec.; 1 min. 11⅕ sec.; 1 min. 10⅘ sec. Find the average time for the six races.

    Answer: .....min. .....sec.

15. Mr. Smith owns a one-fourth interest in a taxi line and Mr. Jones owns the rest. Mr. Jones received $980 more a year than does Mr. Smith. How much does each receive?

    Answer: $..... for Smith and $..... for Jones.

16. If a quarterly dividend on bonds worth $13,000 is $195, what is the annual rate of interest?

    Answer: .....per cent.

17. A freight train left Albany for New York at 6 o'clock. An express left on the same track at 8 o'clock. It went at the rate of 40 miles an hour. At what time of day will it overtake the freight train if the freight train stops after it has gone 56 miles?

    Answer: .....o'clock.

18. How many hours is it from 8 A. M. May 27 to 10 P. M. July 3? May has 31 days and June has 30.

    Answer: .....hrs.

19. A contractor offers to lay asphalt pavement at $3.60 per square yard. The street is 50 feet wide. How much must the lot owners on both sides of the street be assessed for each foot in the width of their lots?

    Answer: $..... per ft.

20. A boy bought a pair of shoes for $4.00 and gave a $10.00 bill in payment. The shoemaker had a neighbor change the bill, and gave the boy his change. The neighbor returned the bill, saying it was counterfeit, and the shoemaker gave him good money for it. What was the shoemaker's loss?

    Answer: .....

You may use this space for figuring.

Artificial Language

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

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—em
me—emon
he—ek
him—ekon
that—tar
is—tob
please—planto
satisfy—sauto
live—logo
forever—vern

RULES

1. Plurals are formed by adding "e". Only nouns and pronouns have plurals.
   Example:
   we—eme
   them—ekone

2. Past time is expressed by placing "ath" before the verb.
   Example:
   pleased—athplanto

3. Future time is expressed by placing "bol" before the verb.
   Example:
   will please—bolplanto

4. Nouns are formed by substituting the ending "ur" for the "o" ending of the verb.
   Example:
   pleasure—plantur

5. Adjectives are formed by substituting the ending "al" for the "o" ending of the verb.
   Example:
   pleasant—plantal

6. Adverbs are formed by substituting the ending "ob" for the "o" ending of the verb.
   Example:
   pleasantly—plantob

SAMPLES

(*a*) He pleases me.
Ek planto emon.

(*b*) Eme logo plantob.
We live pleasantly.

(*c*) He is living.
Ek tob logal.

(*d*) Logur athplanto ekone.
Life pleased them.

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.
   ....

2. Ek athlogo sautob.
   ....

3. I will satisfy them.
   ....

4. Logur tob plantal.
   ....

5. That satisfied them.
   ....

6. Eme bollogo vern.
   ....

7. Satisfactory lives pleased.
   ....

8. Planture logo vern.
   ....

9. That will please them.
   ....

10. Sautal logure athplanto emon.
    ....

11. He lived pleasantly.
    ....

12. Tar logur athsauto ekon.
    ....

13. Satisfactions live forever.
    ....

14. Plantur tob logal sautur.
    ....

15. Pleasant lives satisfy forever.
    ....

16. Tar plantur athsauto ekon.
    ....

17. Life that satisfies is pleasant.
    ....

18. Logur tar planto tob sautal.
    ....

19. That pleasant life satisfied me.
    ....

20. Ek athlogo sautob: tar athplanto ekon.
    ....

Proverbs

(Prepared by Thelma Gwinn Thurstone, University of Chicago)

Example: Which one of the twenty proverbs below has the same meaning as the following?
"Sail when the wind blows." Proverb number 3

TWENTY PROVERBS

1. Ashes fly in the face of him that throws them.
2. Half a loaf is better than no bread.
3. Strike while the iron is hot.
4. Not heaven itself upon the past has power.
5. A beaten dog is afraid of the stick's shadow.
6. The same knife cuts both the bread and the finger.
7. Where there isn't any water one can't sail ships.
8. She who is the wife of one man cannot eat the rice of two.
9. Even a mountain may be worn away by the tread of many feet.
10. He that hath no children doth bring them up well.
11. We are all Adam's children but silk makes the difference.
12. Many captains and the ship goes to the rocks.
13. He who comes from the kitchen smells of its smoke.
14. The heaviest rains fall on the leaky roof.
15. Marble is not less hard or less cold for being polished.
16. Might is right.
17. The honey is sweet but the bee has a sting.
18. The losing horse blames the saddle.
19. One coin in the money box makes more noise than when it is full.
20. The shoemaker's wife and the smith's mare often go barefooted.

Which one of the twenty proverbs above has the same meaning as the following?
"Spilt water cannot be gathered up again." Proverb number .....

Which one of the twenty proverbs has the same meaning as the following?
"Justice is ever on the victor's side." Proverb number .....

Which proverb has the same meaning as the following?
"A good horse cannot wear two saddles." Proverb number .....

Which proverb has the same meaning as the following?
"He who cannot sleep finds his bed badly made." Proverb number .....

Which proverb has the same meaning as the following?
"If you always live with those who are lame you will yourself learn to limp." Proverb number .....

Which proverb has the same meaning as the following?
"Great boast, small roast." Proverb number .....

Which proverb has the same meaning as the following?
"There is always a bee to sting a weeping face." Proverb number .....

Which proverb has the same meaning as the following?
"Fine feathers make fine birds." Proverb number .....

Which proverb has the same meaning as the following?
"We may change our skins without changing our vices." Proverb number .....

Which proverb has the same meaning as the following?
"A good horseman is the man on the ground." Proverb number .....

Which proverb has the same meaning as the following?
"The stone may hurt the dog but not as much as the hand that threw it." Proverb number .....

Which proverb has the same meaning as the following?
"The water that bears the ship is the same that engulfs it." Proverb number .....

Which proverb has the same meaning as the following?
"Little and often fills the purse." Proverb number .....

Which proverb has the same meaning as the following?
"Too many cooks spoil the broth." Proverb number .....

Which proverb has the same meaning as the following?
"She went to sleep hungry altho her husband is a baker." Proverb number .....

Reading

(Prepared by Mr. A. W. Kornhauser, University of Chicago)

Read paragraph No. 1 and the five sentences below it. Then place a check mark (√) on the dotted line in front of each sentence which contains an idea that is in the paragraph or can be derived from it.

When you have finished with the sentences below paragraph 1 go to paragraph 2 and so on.

The paragraphs and sentences may be reread as often as is necessary.

You may check any number of sentences under each paragraph.

Paragraph 1. It is easy to imagine an economic order wherein each person produces the very things which he consumes—bakes the bread he eats from the flour he has ground from wheat he has raised. Such an order might be called an autonomous economic order. But the actual system is far different. Most of the goods which each of us consumes are, speaking literally, produced by others, while most of those which each produces are consumed by others. In short, the present order is not autonomous, but cooperative. Herein is the most important single characteristic of that order.

..... 1. An outstanding feature of the present industrial organization of society is the almost complete independence of each unit in the system.

..... 2. An autonomous economic order in which each consumer produces those things which satisfy his own wants, is the goal toward which we are rapidly moving.

..... 3. Few, indeed, of the articles which we use in our daily lives are the product of our own individual labor.

..... 4. The fact that many individuals cooperate in supplying economic goods, far from being an incidental feature of the existing industrial order, lies at the very root of the system.

..... 5. In those countries where the industrial system is most highly developed, the system is ordinarily least cooperative and most autonomous.

Paragraph 2. The interplay of human motives and the interaction of human beings is the fundamental fact of social life, and the permanent results which this interaction achieves and the influence which it exercises upon the individuals who take part in it constitute the fundamental fact of social evolution. These results are embodied in what may be called, generically, tradition. Tradition is, in the development of society, what heredity is in the physical growth of the stock. It is the link between past and future, it is that in which the effects of the past are consolidated and on the basis of which subsequent modifications are built up.

..... 1. It is unjustifiable to speak of a social inheritance whereby tradition is passed from generation to generation, in the same way as we speak of physical inheritance from father to son.

..... 2. Each new age, as each new individual, must build anew, from the ground up, uninfluenced by the restraining ties of the past.

..... 3. An understanding of the process of social evolution involves at least some knowledge of the interaction of individuals and the products of their reciprocal relations.

..... 4. Tradition perpetuates the finer and more sentimental contributions of the past and has little to do with the permanently valuable products of preceding generations.

..... 5. The influences of individuals on each other and the results of their activities constitute the permanent heritage upon which all new advances are based.

Paragraph 3. The employer is in business for profits. Industrial profits come from the work of the hired hand. The smaller the wages the larger the profits. The employee works for wages. Wages represent the product of his labor after deduction of the employer's profit. The smaller the profit the larger the wages. The employer must strive to maintain or increase his profits under penalty of industrial extermination. His personal views and feelings cannot alter the situation. The employee must strive to maintain or increase his wages under pain of physical destruction. His personal inclinations do not count. Sometimes this antagonism of interests expresses itself in petty bargaining and commonplace haggling, and at other times it assumes the form of violent conflicts: strikes, boycotts, and occasional dynamite explosions and, on the other hand, lock-outs, blacklists, injunctions, and jails.

..... 1. The interests of capital and labor are essentially one and it is only an overreadiness to fight that occasions the larger part of our deplorable industrial strife.

..... 2. Almost too obvious to require demonstration is the simple fact that the more productive an industry becomes the greater is the reward for both employer and employee, and hence that there can be no natural conflict between the two.

..... 3. After all, the antagonism of interests between workers and employers is dependent upon the attitudes of the men concerned; a kind and well meaning employer has it within his power to give his employees any reasonable wage they may desire.

..... 4. In a real sense the interests of employer and employee are fundamentally opposed. Since the product of industry is divided between employer and employed it is evident that the larger the share the employer takes, the smaller is labor's portion.

..... 5. The individual employer on the one hand and the individual workingman on the other, are forced by the very nature of the situation to strive for profits and wages respectively, and the problem is little influenced by personal inclinations.

Paragraph 4. Man is the tool-using animal, and the machine, that is, the power-driven tool, is his peculiar achievement. It is purely a creation of the human mind. The wheel, its essential feature, does not exist in nature. The lever with its to-and-fro motion, we find in the limbs of all animals, but the continuous and revolving lever, the wheel, cannot be formed of bone and flesh. Man as a motive power is a poor thing. He can only convert three or four thousand calories of energy a day and he does that very inefficiently. But he can make an engine that will handle a hundred thousand times that, twice as efficiently and three times as long. In this way only can he get rid of pain and toil and gain the wealth he wants.

..... 1. All animals below the human being differ from man in the relatively unimportant place that tools play in their lives.

..... 2. The main characteristics of all the tools used by man are to be found in nature.

..... 3. Man has learned how to supplement his own relatively feeble strength with engines that operate with vastly greater efficiency and power.

..... 4. With all his creation of tools and of immense energy-converting machines, man has not succeeded in lightening noticeably his burden of pain and toil.

..... 5. Even when we view man simply as a machine it is fair to say that the human body constitutes about the most nearly perfect mechanism in existence.

Paragraph 5. The classification of facts and the formation of absolute judgments upon the basis of this classification—judgments independent of the idiosyncracies of the individual mind—essentially sum up the aim and method of modern science. The scientific man has above all things to strive at self-elimination in his judgments, to provide an argument which is as true for each individual mind as for his own. The classification of facts, the recognition of their sequence and relative significance is the function of science, and the habit of forming a judgment upon these facts unbiassed by personal feeling is characteristic of what may be termed the scientific frame of mind. The scientific method of examining facts is not peculiar to one class of phenomena and to one class of workers; it is applicable to social as well as to physical problems, and we must carefully guard ourselves against supposing that the scientific frame of mind is a peculiarity of the professional scientist.

..... 1. It is a fact of considerable significance that only the specially trained mind of the true scientist is capable of assuming a sound scientific attitude toward the world.

..... 2. The scientific frame of mind leads not merely to the collection and classification of facts but it involves, to some extent, at least, the interpretation of the facts and the basing of the judgments upon them.

..... 3. Scientific investigation is objective—in the sense, that is, that its interpretations and judgments are relatively uninfluenced by the subjective or personal prejudices and inclinations of the scientist.

..... 4. There is no reason why a thoroughly scientific attitude may not be taken by competent minds toward even our vital social and political problems.

..... 5. Scientific judgments in actual practice never stand as true or false upon their own merits, but are always influenced by the character or authoritativeness of their originator.

Paragraph 6. Science in general, however defined in its abstract phases, is in its practical aspects simply the organized technic of human knowledge by which the community and the individual alike sustain themselves in the face of natural forces. Scientific research is the germinating vital principle by which this technic is constantly developed to meet more fully the shifting conditions of life, and to master more perfectly the forces of the environment. To eliminate it would be tantamount to the final stagnation of human progress and the production of a condition of substantial equilibrium, a withdrawal of the fruitful operations of intelligence, and a reduction of human behavior to purely stereotyped and habitual forms. Scientific research is, accordingly, in no sense an extrinsic luxury of the mind, nor does it merely reflect the play of intellectual curiosities; it is of the very life-blood of human progress, the embodiment of the inner principle of intelligence itself. The maintenance of appropriate and fruitful conditions for its growth is therefore in the final analysis a matter of absolutely fundamental significance for humanity, and in a democratic order of society, it requires peculiar nurture because it appeals to the full appreciation of only the highly intelligent, and consequently stands in constant danger of being underestimated, with resulting loss of adequate financial and social support.

..... 1. The primary value of scientific research is the same as that of the creation of works of art; both add first of all to the finer and higher intangible values of life.

..... 2. The masses of men have little understanding of, and regard for, the importance of scientific research. Consequently, in a democratic country the growth of scientific work is likely to be retarded.

..... 3. The real responsibility for the healthy advancement of science rests with the research workers themselves, for it is their science; society is only secondarily concerned.

..... 4. The crying need at present is not for the furtherance of scientific research but for the making available to the popular mind the results already achieved by science.

..... 5. Science is not a mere theoretical interest remote from daily life; on the contrary, it enters into, or in fact constitutes, the very essence of our ability to meet the complexities of life.

Opposites

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

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 bent, 2 cold, 3 hot, 4 sad" contains two words ("cold" and "hot") that are opposite in meaning, so that the figures 2 and 3 are entered in the column headed "Opposite." The second and third groups have also been marked correctly.

				SAME	OPPOSITE
1 bent	2 cold	3 hot	4 sad	.....&.....	..2..&..3..
1 white	2 safe	3 black	4 raw	.....&.....	..1..&..3..
1 rapid	2 hard	3 large	4 great	..3..&..4..	.....&.....
1 wet	2 dry	3 thin	4 easy	.....&.....	.....&.....
1 flat	2 tired	3 smart	4 level	.....&.....	.....&.....
1 corpulent	2 opulent	3 torpid	4 affluent	.....&.....	.....&.....
1 lavish	2 jaunty	3 gradual	4 demure	.....&.....	.....&.....
1 partial	2 careful	3 jubilant	4 exultant	.....&.....	.....&.....
1 animated	2 vivacious	3 tarnished	4 caustic	.....&.....	.....&.....
1 formidable	2 tangible	3 preferable	4 alarming	.....&.....	.....&.....
1 captivating	2 belligerent	3 pacific	4 universal	.....&.....	.....&.....
1 capacious	2 petrified	3 obligatory	4 restricted	.....&.....	.....&.....
1 agile	2 lithe	3 hirsute	4 previous	.....&.....	.....&.....
1 bombastic	2 obnoxious	3 astute	4 modest	.....&.....	.....&.....
1 maudlin	2 obvious	3 mawkish	4 oblique	.....&.....	.....&.....
1 lingual	2 raucous	3 overt	4 manifest	.....&.....	.....&.....
1 delectable	2 mutable	3 reflexive	4 permanent	.....&.....	.....&.....
1 literate	2 choleric	3 irascible	4 ambidextrous	.....&.....	.....&.....
1 illegible	2 agnostic	3 amenable	4 refractory	.....&.....	.....&.....
1 punctilious	2 brusque	3 translucent	4 insensitive	.....&.....	.....&.....
1 legitimate	2 disparate	3 unequal	4 metric	.....&.....	.....&.....
1 enigmatic	2 extraneous	3 loquacious	4 intrinsic	.....&.....	.....&.....
1 laconic	2 dulcet	3 epigrammatic	4 titanic	.....&.....	.....&.....
1 gratuitous	2 sanctimonious	3 rhythmic	4 obligatory	.....&.....	.....&.....
1 anomalous	2 efficacious	3 jugular	4 usual	.....&.....	.....&.....
1 jovial	2 nascent	3 incipient	4 nauseous	.....&.....	.....&.....
1 capricious	2 spectral	3 speculative	4 corporal	.....&.....	.....&.....
1 pertinent	2 prismatic	3 congruous	4 juridical	.....&.....	.....&.....
1 infantile	2 infinitesimal	3 amorphous	4 shapeless	.....&.....	.....&.....
1 nugatory	2 efficacious	3 gregarious	4 transcendental	.....&.....	.....&.....

Grammar

(Prepared by Thelma Gwinn Thurstone, University of Chicago)

Some of the sentences in the following list contain mistakes in grammar, punctuation, spelling or rhetoric. Some of them are correct.

Make a plus sign (+) before each sentence that is correct.

Make a minus sign (−) before each sentence that is incorrect.

The first two sentences are already marked as they should be.

−..... I seen him when he done it.

+..... John and James are coming.

..... She sat the plant in the window.

..... Ought we not to start?

..... Who do you think will go?

..... He does that work equally as well as I.

..... It is hard always to be on time.

..... I am returning the book to you like you directed.

..... The bluff raises very steeply from the edge of the river.

..... He has no doubt but what you told the truth.

..... The youngest of the two daughters is still at home.

..... My wife and I shall go.

..... How much further on this road shall we go?

..... The train had already gone when we arrived.

..... The dress looks beautiful on you.

..... The number of books in the library are very large.

..... The man whom I expected to meet did not come.

..... I don't know that I can finish it.

..... I saw him go into the house.

..... I remember of his saying that.

..... "Will you help" he asked?

..... I wish I was in Dixie.

..... He hasn't scarcely time to finish the job.

..... The law goes into affect January 1.

..... Please take this here package to the desk.

..... Whom do you mean?

..... This is the place whence we started.

..... Take the fan from the desk.

..... I saw her at church some months since.

..... She let the papers lie where they were.

..... That evidence is altogether unconvincing.

..... There is a sale of womens' shoes to-day.

..... Write the names of those whom you think should go.
..... The club meets regular the first day of the month.
..... We use only the best materials.
..... She told it to no one except Mary and me.
..... Don't never forget to put the date on these slips.
..... He is somewhat better today than he was yesterday.
..... Will you loan me your eraser?
..... Men like you and him have a good influence.
..... The king favors her rival more than her.
..... It is superior in every way than the old edition.
..... The balance of the crowd is coming later.
..... He has an independent income beside his salary.
..... I have forgotten it's name.
..... This room is only open to those who hold tickets.
..... Employees cannot leave their desks open.
..... Her brother is a better student than she.
..... It is just as it should be.
..... Would you rather let Mary go than me?
..... I certainly would have liked to hear her.
..... You will never succeed without you study.
..... Each of the boys was ready to start.
..... It may be true although it doesn't sound true.
..... Except for you and me the company remained silent.
..... It will pass providing all vote.
..... We stored eight tons of coal in the basement.
..... The covers of the book is worn.
..... I don't believe I shall be able to go.
..... A new order of ideas and principles have been instituted.
..... The fire was built and the potatoes baked.
..... He had no love or confidence in his employer.
..... I took you to be her.
..... The offices were closed in respect of the president.
..... Each of the boys were ready to start.
..... Will you send this memoranda to Mr. Jones?
..... Whoever tries hard enough will get what he tries for.

..... We should have expected to find him.
..... Several pair of shoes were among the things stolen.
..... We are all ready to go.
..... If anybody in the audience has a question, will they please raise their hand?
..... I think that, after you have read it, that you will agree with me.
..... I don't know but what you are right.
..... The cause of his failure was his imprudence.
..... I had to wait on him for nearly an hour before he arrived.
..... It is very late to begin now.
..... The play is over with.
..... He would have come, but he was not well.
..... The book deals with points of general interest.
..... She does not type very well.
..... Then everybody but you and he agrees to the plan.
..... These two books are both alike.
..... We haven't anything like that.
..... I have drank two glasses of water.
..... I heard that you were not expecting us.
..... A new shipment of sweaters and blouses have come in.
..... It is good enough for me.
..... I cannot go unless he sends me the money.
..... He lay still to make us think he was asleep.
..... Between you and I and the gatepost, I expect he will lose his job.
..... You have less letters to answer today.
..... How much each one of you manage to accomplish!
..... Whom are you trying to call?
..... The reason I am late is I was detained by business.
..... A new order of ideas and principles have been instituted.
..... The cows were milked, and the horse fed.
..... When I was six years old, my grandfather died.
..... I did not anticipate his coming.
..... There is an access of moisture in the air to-day.
..... The telegraph pole is fifty feet long.
..... He came near being run over.
..... That is one of the physical factors that is extremely difficult to control.

Estimating

(Devised by Prof. L. L. Thurstone, University of Chicago)

You will be asked to give twenty estimates about facts that you probably do not know. Try to make your estimates as reasonable as possible. Try to find something in your experience, in your reading of newspapers, or in your general knowledge, that enables you to give an intelligent estimate or guess.

For example: If you are asked to estimate the number of children in the United States who were under five years of age in 1920 you would recall that the entire population is about 100,000,000. You might guess the average length of life to be, let us say, 50 years roughly. The first five years of life would therefore include very roughly one-tenth of the population, and you would consequently give about 10,000,000 as an intelligent guess of the number of children who are under five years of age. This answer is nearly right.

If you are asked to estimate the number of automobiles in the United States you might recall the approximate range of the highest automobile license numbers that you have seen in your state; you would recall roughly the population of your state, make any reasonable corrections to the ratio, and estimate the total number of automobiles for the entire country on that basis. Or you might simply say that, according to your general observation, there seems to be one automobile for every ten persons in the population, and you would guess, accordingly, about ten million machines. That would be nearly right.

Proceed in the same manner for all the questions, making your estimates as reasonable as you can with whatever information you may be able to recall.

If you cannot reason out a question, make some guess anyway. Make it look as reasonable as possible even though you may not be able to substantiate it. Do not use statistical tables.

1. Estimate the number of men in the police force of New York City in 1921.

.....Men

You may use this space for figuring.

2. Estimate the number of new books published in the United States in 1921. (This means number of new titles, not number of books printed).

.....Books

3. Estimate the number of firms manufacturing furniture in the United States in 1919.

.....Firms

4. Estimate the altitude of Mount McKinley, the highest mountain in the United States.

.....Feet

5. Estimate the number of prisoners in all prisons of the United States in 1920.

.....Prisoners

6. Estimate the number of persons who died of pulmonary tuberculosis in New York City in 1921.

.....Persons

7. Estimate the number of foreign born men of voting age in the United States in 1920.

.....Men

8. Estimate the number of Bell Telephones in the United States in 1922.

.....Telephones

9. Estimate the number of marriages in the United States in 1916.

.....Marriages

10. Estimate the number of divorces in the United States in 1916.

.....Divorces

11. Estimate the cost of the Brooklyn Bridge. Ignore cost of the land.

$.....

12. Estimate the number of persons engaged in farming in the United States in 1922. Include farmers' families in your estimate.

.....Persons

13. Estimate the amount of sugar consumed in the United States in 1921.

.....Pounds

14. Estimate the number of wage earners in the printing and publishing of newspapers and periodicals in the United States in 1919.

.....Persons

15. Estimate the total railroad mileage in the United States.

.....Miles

16. Estimate the total of the personal incomes in the United States in 1920 as determined by the income tax returns.

$.....

17. Estimate the number of persons in the United States with incomes over $5,000 in 1920.

.....Persons

18. Estimate the number of persons in the United States with incomes over $500,000 in 1920.

.....Persons

19. Estimate the number of persons killed in railroad accidents in the United States in 1921.

.....Persons

20. Estimate the number of incorporated manufacturing concerns in the United States in 1920.

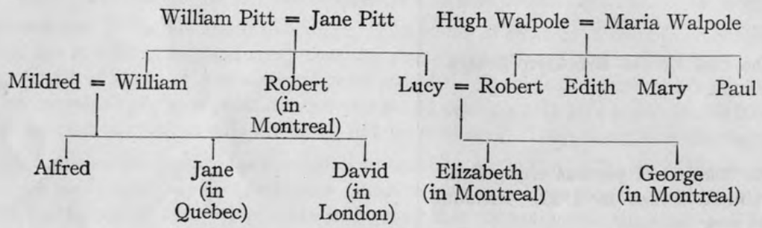
.....Firms

You may use this space for figuring.

Reasoning

(1–3) In the following problems, underline the word or words indicating the correct answers. Nothing is to be written.

The following chart gives the complete pedigree of the families concerned:



What relation was Elizabeth to Mildred?

Answer: Cousin Step-daughter Step-niece Niece

What relation was Robert Pitt to Robert Walpole?

Answer: Cousin Uncle Step-brother Brother-in-law

How many grand-daughters in Canada had Maria Walpole?

Answer: One Two Three Four

All of the above persons lived in England unless otherwise stated.

(4–7) Each of the following sentences is absurd but could be made reasonable by the change of a single word. Find such a word and underline it.

Sample: I have three brothers—Paul, Ernest, and myself.

He trudged through the pouring rain until he reached the house, stopped on the porch to wipe the dust from his shoes, and then entered quickly.

Mary started from the house and George from the gate simultaneously, but Mary walked so much less rapidly than George, that she had nearly reached the gate before she met him.

A band of savages wearing nothing but smudges of war paint overpowered him, filled their pockets with plunder and disappeared in the forest.

The one-armed, one-eyed man fell upon the dusty road, but rose, brushed off his knees and his elbow with the slender fingers of his hand, and walked gaily off.

In the very cold climates north of the Arctic Circle the oranges do not blossom until late in July.

The small child was much lighter than the man, but since her end of the see-saw was shorter, she kept him balanced in the air.

The legs of the chair were so uneven in length that only two of them rested upon the floor.

With his ear against the keyhole of the closed door between them, he distinctly saw the blush come over her face when the words were spoken.

(8–9) In the following problem, underline the word or words indicating the correct answer. Nothing is to be written.

In a certain territory 80 per cent of the inhabitants were against German rule, and 60 per cent were against French rule.

Were there any who were against both French rule and German rule?

Answer: Yes No One cannot say without further details.

Were there any who were not against either?

Answer: Yes No One cannot say without further details.

(10) In the following problem, underline the word or words indicating the correct answer. Nothing is to be written.

My nephew writes: "I have just walked here from Milford Forest, where I had the misfortune yesterday to break a limb. I was thrown from my horse into the hedge; and the stirrup caught my right ankle."

Can you guess from this which he probably broke?

Answer: His right arm His left arm His right leg
His left leg It is impossible to guess without further details.

(11–12) In the following problem underline the word or words indicating the correct answer. Nothing is to be written.

All the trains from this platform stop first at Ayton; but after that some go to Beaton and Seaton; and others branch off to Deaton and Eaton. There are no other stations. The fare to Eaton and Seaton is fifty cents; elsewhere, twenty-five cents.

Brown had a twenty-five cent ticket; and, although in a hurry, did not get in the first train, which was going towards Eaton.

Where do you think he is traveling to?

Answer: Ayton Beaton Seaton Deaton Eaton
Either Ayton or Beaton Either Beaton or Deaton
It is impossible to say without further information.

(13–14) In the following problem, underline the word or words indicating the correct answer. Nothing is to be written.

The witness said: "I heard my bedroom clock strike three-quarters of an hour after the first drop of rain came down on the roof. I was too sleepy to count the strokes of the clock, but I am sure it struck an even number." The sky was clear until at least two hours after midnight; and the witness' clock stopped at a quarter to six that morning.

When did the first drop of rain fall?

Answer: 8.15 A.M. Quarter to four Quarter past four
3.15 A.M. 5.45 A.M. 3.45 A.M.
Impossible to say without further details.

(15–18) Fill in the blank spaces with conclusions which can be correctly drawn from the given facts. Write only one word in each space.

Given facts	*Conclusions*
A is higher than G B is equal to E	Therefore A is.....than D
D is lower than G C is higher than G	Therefore F is.....than B
G is lower than B B is higher than H	Therefore H is.....than E
A is lower than H F is equal to H	Therefore D is.....than C
E is higher than G	

(19–20) A man went to a farmer to buy 3 pints of milk. The farmer had nothing but a 5 pint pail and a 7 pint pail with which to measure. Without guessing at the amount he succeeded in measuring out exactly 3 pints of milk with these two pails. Below are listed the different things he did. Mark them from 1 to 5 in the order in which he did them

..... Poured from the 5 pint pail into the 7 pint pail until it was filled.

..... Filled the 5 pint pail

..... Emptied the 7 pint pail

..... Filled the 5 pint pail

..... Emptied the 5 pint pail into the 7 pint pail

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

Sept. 16, 1924

MEMORANDUM CONCERNING PSYCHOLOGICAL EXAMINATIONS FOR COLLEGE FRESHMEN

During the last few years many psychologists and educators have been experimenting with psychological tests to determine their scientific and administrative value. The results have shown quite uniformly that although the tests are far from perfect in predicting college work they are superior in value to high school records. This is one of the reasons why so many colleges are doing active work with psychological tests for their freshmen. So far the most successful plan for admission seems to be the use of a combination of high school records and psychological tests.

One of the principal advantages to be derived from the use of psychological tests for freshmen is for these subsequent interviews. When a student does poor work in college and is found to score high on the psychological tests, his adviser can infer that his failure in college is not due to lack of mental ability. His adviser will then look to other factors as the cause of his failure in college. On the other hand when a student does poor work in college and is also found to be low in the psychological tests, his failure is ordinarily due to lack of the requisite mental alertness. These facts are of great importance for the deans and student advisers.

The present program of psychological tests is divided into nine parts. This enables the student adviser to notice exceptional ability or marked limitations in different mental abilities as far as one can analyze them. Thus when a student scores high in the linguistic tests and relatively low in the mathematical tests, he has revealed a characteristic in his mental makeup. Such facts are also of great value to his advisers.

These nine tests were assembled with the pooled judgment of psychologists in different colleges who have taken a prominent part in the scientific work in this field. The plan is to provide an annual edition of these tests as a service for the colleges. The tests will be improved

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

Sept. 15, 1924

MEMORANDUM CONCERNING PSYCHOLOGICAL EXAMINA-

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every year on the basis of their performance the previous year. There is also reason to expect that research funds will be available for the American Council on Education which will enable us to make a comparative analysis of the records from all the participating colleges. Twenty thousand copies have been printed by the Council in response to requests for this service.

In view of the fact that the University of Chicago is taking an increasing interest in personnel service for its students and in personnel research, we shall probably be expected to participate in this extensive study of psychological tests. I shall be glad to take the responsibility for conducting the tests and for scoring and tabulating the results if the necessary appropriation can be made to cover the cost of the test pamphlets and the necessary clerical work.

L. L. Thurstone

Dept. of Psychology

Chairman National Council Committee
on Personnel Research

every year on the basis of their performance the previous year. There is also reason to expect that research funds will be available for the American Council on Education which will enable us to make a comparative analysis of the records from all the participating colleges. Twenty thousand copies have been printed by the Council in response to requests for this service.

In view of the fact that the University of Chicago is taking an increasing interest in personnel service for its students and in personnel research, we shall probably be expected to participate in this extensive study of psychological tests. I shall be glad to take the responsibility for conducting the tests and for scoring and tabulating the results if the necessary appropriation can be made to cover the cost of the test pamphlets and the necessary clerical work.

L. L. Thurstone

Dept. of Psychology

Chairman National Council Committee
on Personnel Research

Mr Laing
Nomination
Wis
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AMERICAN COUNCIL ON EDUCATION
26 JACKSON PLACE
WASHINGTON, D. C.

February 9, 1925.

Pres. Ernest DeWitt Burton,
University of Chicago,
Chicago, Illinois.

My dear Mr. Burton:

In accordance with the agreement between the Institute of International Education and the American Council on Education, the Board of Trustees of the Institute will consist of sixteen persons, two elected each year from a list of five submitted by the Executive Committee of the American Council to the Trustees of the Institute. The Council must secure the list of nominations from the universities and colleges.

Will you therefore please send to me before February 15th five nominations for the Board of Trustees of the Institute of International Education?

A list of the present members of this Board is appended. The two whose terms have expired are: Mrs. Aurelia Reinhardt and Mr. E. H. Outerbridge.

Yours very truly,

David A. Robertson

DAR:H

Assistant Director.

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M/R:H

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PRESENT MEMBERS OF THE BOARD OF TRUSTEES OF THE

INSTITUTE OF INTERNATIONAL EDUCATION.

Herman V. Ames

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Aurelia Henry Reinhardt

Anson Phelps Stokes

PRESENT MEMBERS OF THE BOARD OF TRUSTEES OF THE

INSTITUTE OF INTERNATIONAL EDUCATION.

TELEGRAM

E 10a

February 17, 1925.

David A. Robertson,
26 Jackson Place,
Washington, D.C.

Regret delay Nominate F. P. Keppel, Livingston Farrand, Ray Lyman Wilbur, Harold H. Swift, Robert A. Millikan

Ernest D. Burton