

STANFORD UNIVERSITY

COLLEGE APTITUDE TEST

Name *Kaniji Domoto*

Date of Examination *MAR 16 '29*

Your score on the College Aptitude Test when compared with those of the annual applicants for admission to Stanford University places you in the section indicated by the check mark:

Upper third
Middle third ✓
Lower third

You should bear in mind that in taking this test you were competing with a selected group of high-school graduates. Nearly all of these individuals, according to scholarship ratings, have stood in at least the upper third or upper half of their classes.

High ratings on this test alone do not guarantee admission to Stanford University; nor do low ratings necessarily bar from entrance. Final acceptance for admission is based on relative excellence in a number of factors of which this test rating is but one. Low rating in one item may be offset by relatively higher standing in other respects.

J. P. MITCHELL
Registrar

(For further explanation see other side)

Form 40—2000—1-28

COLLEGE APTITUDE TEST

The tests used at Stanford presuppose the completion of a secondary school course in the environment and with the background of a normal American community. The examination endeavors to estimate in various ways and from various angles what sort of "deposit" has been left by the educational process, not so much as a fund of information (though this is involved to some extent) but in the way of alertness, resourcefulness, quickness of perception, ability to reason and draw conclusions, and the like. Whatever the examination discloses, the scores obtained have been found fairly reliable in predicting probable success or non-success in college studies. Persons obtaining median scores (middle third) are rated as good college material, and under reasonably favorable circumstances may be expected to do thoroughly satisfactory college work. Persons obtaining high scores presumably have the intellectual ability to achieve real distinction in scholarship. Persons obtaining low scores (if not too low) may hope to offset the implied disadvantage through greater diligence and perseverance. For foreign students, and others trained under very different environmental conditions, the scores obtained may have little meaning. High scores do not take the place of character, industry, or seriousness of purpose, and are no guarantee of success without the exercise of the other necessary qualities.

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