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A Proposed Personnel Program for the Small College

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A PROPOSED PERSONNEL PROGRAM FOR THE SMALL COLLEGE

A Thesis Submitted In Partial Fulfilment Of

The Requirements For The Degree Of

Master Of Arts In

Loyola University

by

Mrs. Howard Egan

July 1, 1939

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INTRODUCTION

When analysing the large subject of college personnel service, one finds that there are many phases which would readily lend themselves as topics for research studies. For example, one might gather, interpret, and compile valuable data for such varied aspects of college personnel as:

- (1) college personnel technic ;
- (2) the value of tests in a personnel program ;
- (3) the history of the college guidance movement ;
- (4) a comparative study of the personnel procedures being carried out in large and small colleges .

Again, one might concern himself with a study on the qualifications of a personnel director; on the relative importance of the objectives of college personnel work; or on the economic value to a school of a coordinated personnel program.

But after reviewing the literature in the field, and after conferring with several educators whose particular interests lie in the direction of student guidance problems and procedures, the writer was of the opinion that no phase of college personnel service offered greater possibilities as a theoretical research subject, nor wider appeal as a sociological-educational

tional problem, nor more abundant practical application than the subject ultimately chosen for this thesis: A Proposed Personnel Program for the Small College.

The procedure followed in gathering the data for the present study was this:

(1) to explore the literature concerned indirectly with college student guidance: the history of the vocational guidance movement; the organization of vocational guidance in the high schools of the United States; the personnel methods employed in the army; personnel service in industry;

(2) to explore the literature concerned directly with college personnel service;

(3) to send letters of inquiry and requests for descriptive pamphlets, folders, bulletins, and forms to the directors of personnel in representative colleges and universities throughout the United States;

(4) to hold personal interviews with personnel directors in Chicago schools.

Despite the care which the writer endeavored to exercise in the compilation of the data thus secured, several difficulties presented themselves. She found, for example:

(1) that the objectives of college personnel work have been only vaguely defined;

(2) that a very limited number of schools have any written data concerning the programs being carried out by them;

(3) that the movement is so new that many directors hesitate to estimate the results which they have obtained;

(4) that much of the printed material issued by college and university personnel departments does not do justice to the services really being offered;

(5) that personal interviews-- the best method of obtaining information for this type of study-- could be obtained in relatively few instances;

(6) that the intangible values which accrue from a student personnel service can never be estimated and never recorded.

Hence, recognizing these limitations, but at the same time appreciatively utilizing the valuable materials available, the writer presents, in Chapter I, a statement and explanation of the Aims or Objectives of College Personnel Service. In Chapters II and III, a survey is made of the guidance activities being carried out in fourteen representative colleges and universities in the United States. And in Chapter IV the proposed program is presented.

As explained in the thesis proper, the program proposed is but one of many which might be applied to a small college which possesses the characteristics assigned to it in this study.

Hence it is only in the spirit that each bit of research, no matter how faulty or inadequate from one or more angles, may contribute a slightly different point of view to the particular subject to which it applies, that this thesis is presented.

July 1, 1929

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CHAPTER I

THE OBJECTIVES OF COLLEGE PERSONNEL SERVICE

Within the past decade there has appeared a veritable wealth of literature concerned either directly or remotely with practically all phases of the increasingly important, though perhaps not generally comprehended, subject, "College Personnel Service."

From time to time the directors of personnel in various institutions of higher learning have outlined or detailed, according as circumstances permitted, the activities being carried out in their respective departments (13:232-3); (34:162-4). Again, students of educational movements have intermittently given their appraisal of this endeavor which may still be considered more or less of an innovation (28:209-11). Many authors, too, have presented us with information regarding the place of psychological (55:156-82); vocational interest (5:156-9), (10:159-62), (49:107-21); and achievement tests in a guidance program. Still another group of educators has supplied us with facts dealing with college personnel technic (21:338-44). Much has also been written concerning the giving of occupational information to college students (4:294-6); concerning the practice of faculty advising (14:79-81); the maintenance of a complete system of personnel record cards

(63:14-52); and concerning the factors influencing the college man's choice of a career (1:170-3).

In truth, after exploring the literature in this field, one seems to be justified in concluding that there is really only one large phase of college personnel work which has not been specifically dealt with, and that is the phase which may be termed Objectives of College Personnel Service.

It must be admitted, of course, that some authorities in their writings have implied what these aims are; others have generalized concerning them; while still others have definitely included one or more while discussing the problem from one of its many angles. Yet so far as the writer has been able to ascertain, there is no one book or article which definitely purposes to set forth the aims, as such, of this great educational movement- College Personnel Service.

But because the facts contained in subsequent chapters in this thesis can perhaps best be understood, analysed, and evaluated if the aims or objectives are first presented as a working premise; and because (as previously stated) no person or committee has, as yet, codified these aims, the writer has endeavored to tabulate them. These aims, either in part or in their entirety, apparently represent the aims as conceived by the directors of college personnel programs; for they are the objectives in accordance with which college personnel depart-

ments are functioning or which, at least, they are striving to attain.

Hence, employing the phrase "college personnel service" in its broadest denotation, the following may be considered a statement and brief explanation of, and a justification for, the salient objectives of this significant educational endeavor:

I. TO GIVE THE STUDENT THE BEST POSSIBLE EDUCATIONAL AND VOCATIONAL GUIDANCE

The problem of dissociating the objectives, functions, practices, and procedures of educational guidance from those of vocational guidance in the college is a rather difficult one, inasmuch as both phases of guidance are ultimately concerned with directing the student through school so that he will receive the maximum of good from his whole educational environment. However, in this thesis we shall consider vocational guidance as restricting itself to such aspects of college or university life as aim to lead directly to the occupational choice of the young man or woman; and we shall consider educational guidance as restricting itself to the consideration of the student's academic ability and, in the light of his educational possibilities, to the consideration of the adjustment between the student and the educational opportunities of the school (61:94-5).

EDUCATIONAL GUIDANCE

Ezra Cornell, founder of Cornell University at Ithica, New York, said that his "institution should be a place to which anybody could come to study anything" (61:95). This is indeed a generous statement made by a man with an unusually generous educational attitude,- an attitude which perhaps at that time was wholly tenable. But the decades which have elapsed since the founding of that great university have brought with them so many changes in the economic, social, and educational order that schoolmen can no longer hold fast to such an ideal- if an ideal it be. Indeed, especially since the close of the World War, when the newly created wealth could and did send men and women to college in large numbers, there has been definite and concerted action on the part of colleges and universities to limit enrolment. Moreover, the changed attitude of the new "educational clients" has necessitated the introduction of new methods of dealing with them. This situation is so well presented by Harry R. Wellman in his December, 1926, Report to the President and Board of Trustees of Dartmouth College, that some of his words are quoted here:

With the termination of the World War "the general point of view regarding college education had changed and the new men coming to college, accepted college as a part of the social structure rather than as an opportunity for higher education. Undoubtedly there were many men who had previously come to college without reverential regard for its educational opportunities. Nevertheless, there was a large per-

centage of these men who came to college because of sacrifice wither on the part of their parents or because of a real desire in the men themselves to secure an education even though it had to be gained by loans and by personal efforts. The newer clientele of the American college is more largely composed of men coming to college without the benefit of the college-home background.

"Whether or not the college-home background is considered or proved desirable, the fact remains that the entire college body to-day is more social in its aspirations than anything else. Undoubtedly, there are probably many men intelligently and perhaps intellectually inquisitive, but in no large sense does this group dominate.

"This situation means that the American college, institutionally, must establish more contact points with the students, if the social phase is to be diluted and the college is to be permitted to furnish the education and training for which it was founded and endowed" (60:1).

As one means of coping with this educational situation as summarized by Wellman, we find advocated in many institutions of higher learning an educational guidance program,-- a program which has sound objectives and which, in its results, seems to be justifying the interest displayed, and the energy expended, in its application.

Although the varied practices used by personnel directors in carrying out their educational guidance programs are more or less intimatley known, we shall attempt to list the more salient ones, and shall strive to show some of the outstanding advantages claimed for these practices:

(1) Perhaps one of the most universally accepted and used educational guidance devices is the giving of psychological tests to freshmen. Computing the student's intelligence quotient therefrom, these tests may thus serve as one of the bases for sectioning classes; for discouraging the continuance in school of those who will undoubtedly prove a failure in their college work; for endeavoring to secure endowment, scholarship, or other funds for bright students who would otherwise be forced to drop school.

(2) Still another practice is that of making personality rating scales for all students. Since personality is considered a vital factor for success in all walks of life, the data secured in this manner may help to show the student how his attitude is affecting others, and it may be an incentive to improve himself in this regard.

(3) A third practice employed in educational counseling is that of distributing Handbooks containing information about student life, scholarships, methods, and policies of the university to all prospective and new students. This helps to orient the student, and thus creates the proper morale which is so necessary for successful school achievement (51:353); (46:181-4).

(4) The practice of appointing faculty counselors and advisers for all students, has gained favor. In a large in-

stitution where the director of personnel cannot handle all student interviews personally, these men and women give their sympathetic and interested advice to young men and women encountering scholastic difficulties.

(5) The giving of diagnostic tests so that the correct curriculum may be chosen is still another guidance endeavor. Too frequently time, effort, and money are wasted because subjective and ill-founded student desire is taken as a basis for choice of subject and curriculum. Although diagnostic tests for all subjects are not available, and although those which do exist are not absolutely accurate, it is a field which promises to become continually more valuable for educational guidance purposes.

(6) In order to minimize the often times justifiable complaint of parents that very little (if any) official information concerning their children's progress or lack of progress in college ever reaches them, a personnel service rendered in many schools is that of sending periodic reports to the father, mother, or guardian. If, for example, a student is failing, if he is doing exceptionally brilliant work, if he is suspended or dismissed, it is only fair that this information should reach the home, and that a consequent personal conference between personnel director, parent, and student be held whenever it is possible or deemed necessary (22:767).

(7) Since the failure of many college students results either directly or indirectly from their lack of knowledge concerning study technic and from their inability properly and economically to budget their time, a very beneficial practice, educationally, is the giving of a series of lectures on "How to Study" to all new students. A scientifically arranged sample "time-budget" is often placed in the hands of all students, and a thorough check made against it in order that every hour of the student's day may be most advantageously utilized.

(8) The personal record card, which contains such items as name, nationality, date of birth, address, high school scholastic achievement, occupation of parents, religion, and so forth, is usually one of the major educational guidance devices employed. This card serves as the general index,-- the concise "scholastic profile" of the college student.

Schools differ as to the emphasis which they place upon the eight educational guidance practices outlined; they differ as to the manner of employing them; and they differ in the results obtained. Again, there may be schools which include even a greater number of guidance practices in their general program. However, it is hoped that the brief summary given here will at least be indicative of the scope of activities aimed to help the college student in his scholastic

striving. So, leaving this phase of guidance, we shall turn our attention to the other phase mentioned previously in this chapter,- that of

VOCATIONAL GUIDANCE

Perhaps no authority on the subject of vocational guidance,- whether that guidance be for elementary or high school, college or university students,- has defined the term quite so well as John M. Brewer. In the very beginning of his widely read and admittedly excellent book, The Vocational Guidance Movement. Its Problems and Possibilities, Brewer says:

"The common meaning of the two words in the phrase vocational guidance suggests that we are concerned with helping persons to choose, prepare for, enter into, and make progress in occupations" (6:1).

Just how generic these four aims of vocational guidance (as established by Brewer) are, is not fully realized until one begins to compare his aims with those advocated by other authorities in the field. Then, only, does one recognize and appreciate the fact that the five aims as presented by Kitson (24: 259); the seven "purposes" of guidance as adopted by the National Vocational Guidance Association (40:72-3); the nine aims as outlined by Leigh (26:34-7); and even the

sixty-five principles as detailed by Payne (38:44-8) are really reducible to the aims established by Brewer in his concise, though significant, paragraph, just quoted.

For the sake of clearness, then, and because each of the four aims of vocational guidance suggested by Brewer has its own special and individual justification for being an aim, it might be well to discuss each separately, in the order given by the author.

Brewer holds that we must have as a first objective of vocational guidance:

To Help The Student CHOOSE An Occupation

It is generally conceded that the need for vocational guidance programs in institutions of higher learning will be somewhat lessened when the public and private school systems have improved that service in the secondary schools. And we may justifiably anticipate marked progress on this level because, from the time it was first offered in the Boston Public School system in 1909 (38:34) up to the present time when hundreds of secondary schools of varying degrees of size, efficiency of organization, and diversity of purpose have eagerly accepted it, it has proved to be a salutary measure of highest importance.

However, regardless of how intensively and extensively

such guidance may be given in the grades through the senior year in high school, the need to help students in colleges and universities will always exist. In substantiation of this statement the following words of President Angell concerning the students in the literary college of his great university, Yale, are quoted:

"It is an extraordinary circumstance that so large a portion of our students come up to the spring of their senior year with little or no plan for the future, with no decision as to the field of work which they will enter and frequently with little or no knowledge of what opportunities are offered by the world of affairs to the college graduate. This is peculiarly striking in an institution where approximately a third of their classmates are partly or wholly self supporting. As time goes on, the day arrives when they simply must have a job and so they jump at the first one which comes along, regardless of the likelihood that they can succeed in it. Now a certain amount of the rough and tumble at the outset of life is doubtless a good thing for many types of men, and it is certainly impossible by any device now available to predict with confidence what calling any given individual will find satisfying and in what he will succeed. Nevertheless, our present procedure in the whole matter is highly irrational and deserving of radical alteration" (32:28).

This quotation from Angell's speech has its counterpart in a paragraph from Kitson's The Psychology of Vocational Adjustment. On pages five and six of this work the author stresses the importance of college personnel work, especially as it pertains to the student's choice of a vocation.

Kitson maintains that:

"Important as they are in elementary and high schools, the problems of vocational adjustment press still more insistently upon institutions for higher learning and they ought to receive especial attention in this sphere. For here are the cream of the nation, persons with the best intellects, best home background, and best chances of fitting themselves for wide service. With all these advantages this group needs vocational guidance of the most expert kind. Young men and women enter colleges and universities in great numbers with no settled vocational aim. Some of them get an aim and some of them change their aim as they progress in their college course. For one of the great benefits of a college training is that it broadens one's view of the world, giving glimpses of vocations previously unknown. But there are a large number who do not get a vision" (24:5-8).

That "to help the student choose a vocation" is indeed a justifiable aim of all college personnel work may perhaps be more fully appreciated after the results of a few studies on this phase of the question are presented. For example, as far back as 1910 Keppel questionnaired the members of the 1908-09-10 classes of Dartmouth College and Columbia University. Of the 519 members who answered his inquiry, 216 replied that they had entered college with a definite occupational choice and had not deviated from that choice after entering. Hence, even granting the highly improbable assumption that none of the 216 reconsidered the question while

in college, the fact remains that slightly more than 58 per cent were confronted with the task of choosing an occupation while pursuing the college course. More than that: nearly 300 of the graduates who were questionnaired entirely neglected to answer Keppel's inquiry, and the dozens of students who entered these classes but were eliminated before reaching their senior year were not questionnaired at all. And is it not safe to assume that among these two groups the percentage of those who had made no occupational choice was probably much higher than among that group of 519 who replied? (33:282)

In 1923-4 another study on this same phase of college personnel work was made by Walter L. Harris. In an unpublished report called The Problem of Vocational Guidance and Placement in the University of Michigan, Harris presents data showing that of 801 freshmen (about one half the class) who entered the College of Literature, Science, and Arts in September, 1923, 36.8 per cent had not chosen an occupation. In all likelihood, many among the 63.2 per cent who claimed to have decided upon their life's career before entering the University of Michigan changed their plans during the college course, thus augmenting the total number of those who faced the question of an occupational choice while in college. Moreover, basing his estimate on other information secured

from these same 801 freshmen, Harris deduced that only ap-

proximately one half of those who reported a definite choice "had thought the matter through and had adequate information about their proposed vocations" (32:282-3). This same study reveals the fact that 10 per cent of the seniors began their last semester without having reached a decision as to their occupational choice (32:17).

Other studies have been made which show:

(1) that even students who have decided upon a general vocation such as engineering or medicine must, in this era of specialization, choose one of the various branches such as civil, electrical, or chemical engineering in the case of the engineering group; or they must choose between general practice, pediatrics, psychiatry, surgery, or some specialized branch of medicine in the case of the latter group.

(2) that frequently students who choose a vocation have positively no sound basis for their choice.

(3) that an irrational choice involves a subsequent waste to the individual (64), to the employer (46:142), and to society at large.

Thus one might continue to present a vast amount of data in support of the contention that "to help the student choose a vocation" is a justifiable aim of vocational guidance. But with the hope that the foregoing facts will prove sufficient,

we shall proceed to a discussion of Brewer's second aim which is:

To Help The Student PREPARE FOR An Occupation

Granting that a college freshman has, either unassisted or through the guidance of a relative, friend, or teacher, chosen that vocation which appears to be best suited for him (all circumstances considered), a very vital question is evoked: How shall he best prepare himself for his future life-work?

In answer to this query, let us take a hypothetical case: that of John Smith who, let us assume, has chosen a vocation quite unusual for a man.- that of college librarian.

It is entirely possible that John might be well informed on the correct preparation which he should have in order to fit himself as a trained librarian; or it is possible that his parents, other relatives, friends, or acquaintances could suggest the best vocational procedure for him. But is it not more probable that a trained vocational counselor, versed in the requirements of the leading professions; possessing the technical skill to interpret the intricate schedule of courses included in present day college and university catalogs; having ready access to all of the data concerning the student's mental and physical health, his

personality ratings, his scholastic records, and so forth, would be much better equipped than any of John's relatives or friends to guide him with reference to the best preparation for his chosen vocation? In other words, a warrantable conclusion seems to be that through the college personnel department these and many other pertinent questions which might arise concerning John's vocational preparation could best be answered:

(1) Should he take a four-year Liberal Arts course and then a rapid, though intensive, Library Training course?

(2) Should he take two years of Arts and two years of Library work?

(3) Should he endeavor to do part-time work in a library all during his college career?

(4) Should he spend his summer vacations working in a library?

(5) Should he secure all of his apprenticeship in the same library?

(6) What phases of library work should be included in his training?

The fact cannot be reiterated too often that the proper and adequate preparation for a definitely chosen occupation is extremely important. Not only does it save time, money, and energy, but the psychological effect upon the student of achieving his goal unhampered by transfer from one wrongly

selected school to another, from one department of a college to another, or from one apprenticeship to another is: that he will begin his life-work (all things being equal) contented, optimistic, well poised. He will be his own best friend, an asset to his family and employer, and a generally useful member of society (32:24-46, passim).

As a third aim of vocational guidance Brewer indicates that we should have in mind:

To Help The Student ENTER INTO An Occupation

Assuming that a personnel director has successfully aided a young man or woman to choose and prepare for an occupation while in college, should he feel that his work is accomplished and his duty fulfilled? Or is he justified in believing, as do many authorities on the subject, that our rather immature college seniors need to be sanely and efficaciously directed into occupations? The following paragraph presents Kitson's view on the subject:

"Upon graduation they (college seniors) take the first job available, and they drift, sometimes for years, in a sea of mediocre positions. True, their drifting is probably not so aimless or so frequently disastrous as that of people without a college education. And with their superior natural abilities, these college-bred men and women make relatively successful vocational adjustments. But they make a great many blunders and waste a good deal of time, some of which could be saved by organized means of vocational adjustment" (24:5-6).

Kitson is supported in his contention by such authorities on vocational guidance as Proctor (41:258-9), Davis (11:152-62), and Myers (32:165-84),— all of whom lay great stress upon the importance of placement in any thorough-going school program.

Still another aspect of placement or entering into an occupation concerns itself with the sources of information which are used by college students in an endeavor to find positions after graduation. These are quite generally known to be: the school, the church, employment bureaus, friends, advertisements, and personal application. The intriguing question now arises, "In what proportion are these sources used?" Such a dearth of data exists in relation to this phase of the problem, that it appears to be necessary to leave the realm of the college graduate and turn to a study made by Burdge of 245,000 sixteen-, seventeen-, and eighteen-year-old employed boys of New York State.

Table 1.— HOW 245,000 BOYS OBTAINED EMPLOYMENT

Groups	Friend	Advertisement	School	Church	Emp. Bur.	Applied
Greater New York	27.9%	5.7%	1.8%	0.2%	1.7%	62.7%
Cities over 25,000	22.6	0.2	0.7	0.1	0.3	76.1
Cities under 25,000	24.9	0.3	0.3	0.1	0.2	73.4
Villages over 5,000	27.3	0.1	0.2	---	0.4	73.0

This table (7:194) shows that the school factored only to

a minimum degree in the placement service rendered these boys. Considering the nature, aims, the functions of the public and private schools of the great democracy in which we live, does it appear logical that the school should have been instrumental in assisting only so small a percentage of youths- an average of one per cent- in entering their chosen field of work? Or does it seem more logical that a definite department of the school, through the information, the sympathetic understanding, the vision, the tact and contact of its personnel should undertake to guide the student in that very difficult and oft-times dangerous transfer from school to employment?

And now we come to the fourth and last aim of vocational guidance as conceived by Brewer. It is:

To Help The Student To MAKE PROGRESS In An Occupation

Ordinarily the term "job shifting" is identified in our minds with such corresponding stigma as "economic instability", "personal loss", "social maladjustment", and so forth. Ordinarily, too, the person who "shifts jobs" is apt to be characterized as a "floater", a "drifter", a "nondescript". True it is that authorities like Reed (42:1-90 passim) and Burdge (7:1-30) cite innumerable cases of boys and girls, young men and young women who change jobs on the slightest provocation, and with no assurance that the new work will offer them even that degree of opportunity which the old one possessed. They

thus become somewhat of a menace in the industrial life of the community.

Yet a change in occupation is certainly not always an evil per se nor in its consequences. In fact, the losses entailed in shifting from one occupation to another are trivial compared with those which ensue when a person remains in an unsuitable position. Throughout his book, Employment Psychology, Link (27:5-52 passim) cites hundreds of cases of employees in various fields of activity who were in no way suited to the work they were doing. And Professor Donald Laird of Colgate University, Henry Ford, and Thomas Edison are only three of the many outstanding men who go so far as to content that a four or five-hour work-day would be universally possible at any time without disturbing the industrial order if men were placed in jobs for which they are best fitted.

But what bearing has all this on our thesis that the college personnel department is justified in its endeavor to help students make progress in their vocations? Our answer is: that since research studies and daily examples in the industrial, commercial, and professional world indicate that a vast amount of occupational maladjustment exists, and since the schools of to-day are attempting to educate American youths so that they may more readily fit into the social order, does

it not seem reasonable to say that the college personnel director,- equipped with complete personal data concerning the student, and with complete occupational information concerning the world of work,- should follow the student into his chosen field? There, according as the problem presents itself, the counselor may suggest:

- (1) That the student continue his education by means of correspondence or night-school courses.
- (2) That he concentrate on a specific phase of his work.
- (3) That he change to another city where the opportunities in his line of work are greater.
- (4) That he diversify his vocational interests.
- (5) That he accept lower wages temporarily in anticipation of more abundant future remuneration.
- (6) That he leave work entirely for a short period and continue his studies in a professional or technical school.

These six suggestions are merely indicative of the many suggestions which a capable and efficient personnel director might, with beneficial results, give a graduated student who, having entered the school of life, finds that it is by no means a primrose path!

And now, as we turn from a consideration of the first major objective of college personnel service,- that of giving the student the best possible educational and vocational guidance,- we find that as a second major objective we have:

II. TO PROMOTE THE PHYSICAL AND MENTAL HEALTH OF THE STUDENT

Although until recent years a school health program implied only one thing,- the physical health of the young man or woman matriculated,- it now has become more extensive in scope. In other words, not only the physical but also the mental health of students is considered to be of vital concern to educators. Both phases might be treated conjunctively inasmuch as they bear a correlative relationship; but for practical purposes we shall treat them more or less as distinct and apart in this thesis.

PHYSICAL HEALTH

The inclusion of a physical health education program in the school's activities has encountered less opposition than perhaps any other major educational endeavor. This may be attributed to the fact that the benefits derived from such instruction are more apparent and tangible than in the case of various other forms of instruction. Or it may be that the general public has a rather clear concept of the multiple values

of good health. Or perhaps the processes to be carried out in attaining the objectives of a comprehensive health education program are attractive to the boys and girls, the young men and women in all grades and types of schools to-day.

Undoubtedly the placing of "Health" as the first among the seven cardinal principles of education by the Commission on the Reorganization of Secondary Education of the National Education Association re-directed the attention of what we may arbitrarily call "the educational world" to the importance of the principles of health living. Undoubtedly, too, the reports which emanate as a result of joint meetings of medical associations and educational associations have a widespread influence on stimulating renewed efforts towards health for the school population. At any rate, whatever the cause or source of its popularity, there exists in the United States to-day practically no school which does not include some phase of health education in its curriculum,- whether it be a simple course in Hygiene, whether it be a highly integrated program of health education of the most inclusive type, or whether it be a program of any degree of completeness between these two extremes.

As one studies the objectives of physical health education as outlined by educators and educational committees, a really remarkable degree of similarity manifests itself, albeit the linguistic utterance of those objectives shows variance. Any

one of a number of articles and books might, therefore, be cited as containing an adequate statement of the aims of a health program; but since a more or less unanimous approval has been given to the following expression of aims as outlined by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, we may accept them as a standard. The Report of this Joint Committee states that health education has as its aims:

"1) To instruct children and youth so that they may conserve and improve their own health.

2) To establish in them the habits and principles of living which, throughout their school life and in later years, will assure that abundant vigor and vitality which provide the bases for the greatest possible happiness and service in personal, family, and community life.

3) To influence parents and other adults through the health education program for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of health in the family and community as well as in the school itself.

4) To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race" (2:149).

An analysis of these objectives,- a thought as to the possibility of their attainment and the desirability of their achievement,- leaves us in no quandary as to the reason why the personnel directors of large and small colleges and universities should be insistent on promoting and developing old, and initiating new, phases of physical health education in their institutions. Naturally, the policy to be adopted in each school will undoubtedly vary according to conditions found in that school. Indeed, for one institution it may be the wisest policy, all things considered, to build up a health program around physical education which, according to Alltucker, "comprises the big brain-muscle activities such as play, athletics, dancing, and swimming" (2:149). For another school the health service department may serve as the nucleus around which to center the physical health endeavors. This latter comprehensive service consists in applying protective measures to conserve and improve the students' health, and includes such varied activities as:

- (1) Medical and physical examinations.
- (2) Follow-up program and correction of remedial health defects.
- (3) Regular health inspection.
- (4) School sanitation.
- (5) First aid and safety provision.
- (6) Immunization against infectious diseases.

(7) Hygiene of instruction: length of school day, ventilation, etc.

(8) Health of teachers, janitors, etc. (3:149).

Thus, any number of means might be employed to promote student health; but no matter how meager or how rich the program, a guiding principle to be observed in the administration of physical health activities is that "physical education is a phase of general education, and as such, its objectives must be interpreted in terms of the objectives of education as a whole" (35:248-9).

This rather cursory discussion has, hopefully, augmented the reader's belief in the advisability and even the necessity of inculcating into the minds of students the desire for health; it has, hopefully, helped to justify the personnel director's concern over the inauguration of a group of activities which will result in "a sound body" for the student; and the next part of our health discussion will, hopefully, help to convince educators that Locke's epigrammatic plea for "a sound mind in a sound body" is also a worthy objective of college personnel service.

MENTAL HEALTH

Closely allied to the problem of the physical well-being of the college student is that of his mental well-being; but de-

spite the importance which far-seeing and progressive educators have attached to this aspect of school life, only a limited number of institutions of higher learning have introduced anything like a comprehensive mental health program into their general scheme of health education activities. Writing on this problem under the title, "Psychiatry and University Men", Dr. Sydney Kinnear Smith, psychiatrist at the University of California, says:

"American universities and colleges have been among the last of our educational institutions to avail themselves of the knowledge included generally under the head of mental hygiene. Elaborate student-health programs have been worked out and extended in many of our universities, in which the other forms of medical service have been represented, but until recently the psychiatrist, or even the psychologist, has not been included" (47:38).

This serious defect has been remedied in a very small number of colleges and universities within the past few years, the leading institutions in the movement being: Vassar College (43:559-680), (54:225-40), (48:522-6); the University of Minnesota (30:48-54); The University of California (47:38-47); Dartmouth College (47:38), (50:129-36); Smith College (29:241-52); Yale University (23:489-95), (63:512); West Point (47:38); and Harvard (47:38).

But considering the large number of colleges which exist in the United States in comparison with the limited number

which have initiated mental health activities, we can appreciate the stress which still has to be placed upon the dissemination of information as to the benefit to students and ultimately to society at large of a thoroughgoing mental hygiene program before even a majority of schools adopt such a program.

However, perhaps too much condemnation should not be directed against schools for their seeming tardiness or indifference in this respect because, after all, it is only twenty years since any organized effort was made to bring the tremendous problem of the mentally abnormal and emotionally unstable person before the public. It was not until May 6, 1908, that two women and twelve men (aroused to activity through Clifford Beers' absorbingly interesting book- A Mind That Found Itself-, and through his own personal enthusiasm) met at New Haven and organized the "Connecticut Society for Mental Hygiene", the first definitely organized machinery for dealing with mental diseases (3:319-92); (62:507-8). During these twenty years an enormous amount of good might have been done for the emotionally unstable youth in our colleges and universities. But it is to the credit of the administrators of American schools that in the thicket of the ever-enlarging educational duties and responsibilities of these men, some of them have allowed themselves to become interested in this new mental hygiene movement, and to give it a favorable hearing.

Now in the midst of this discussion, a pertinent question undoubtedly comes to our minds: Is the problem of mental and emotional instability really sufficiently momentous and acute to warrant the directors of student personnel to include, as one of the objectives of their program: the insurance, so far as possible, of the mental health of the young men and women intrusted to their care?

For factual data in support of an affirmative answer to this interrogation, let us turn our attention to a summary of a few of the research studies made in this field:

Writing in the July, 1938, issue of Mental Hygiene, Dr. Austin Fox Riggs and Dr. William Terhune present a resume of the psychiatric activities at Vassar College. In brief, they tell us that:

- (1) One hundred and eighty-five girls and six teachers have been referred to the mental-hygiene department in the course of the past five years. (This number represents one-tenth of the student population).
- (2) Only twenty-nine of these were not definitely maladjusted, but they nevertheless clearly needed help.
- (3) Forty-four girls were definitely psycho-neurotic, the majority being seriously disturbed.
- (4) Four of the students had definite suicidal tendencies (43:559-68 passim).

The results of another group of studies are presented by Angus W. Morrison, M.D., Associate Professor of Nervous and Mental Diseases at the University of Minnesota, who says:

"There are no definite statistics as to what percentage of the faculty or student body as a whole have emotional difficulties, since most of the work has been done on selected groups or on those who have had more or less outstanding nervous symptoms. In a study of 190 freshmen, Dr. Diehl and I found that at least 6 per cent of these boys and girls had definite, outstanding mental problems. In a group of 20 unselected men from a total class enrollment of 250 in the Graduate School of Business Administration of Harvard, Peck found 13 normal personalities, two definite neuroses, and five minor personality disorders. Blanton states that a study of 1,000 unselected junior and senior students showed that fully half had emotional difficulties, while 10 per cent had maladjustments of so serious a nature as to warp their lives and, if untreated, possibly cause mental breakdowns. Ruggles, Williams, and others have emphasized that the percentage of boys and girls struggling with definite problems of adjustment is much larger than is generally realized" (30:49-50).

Dr. S. K. Smith, to whose writings reference has been made, corroborates the above-mentioned findings (47:38647 passim). He whole-heartedly endorses a comprehensive and cooperative mental health program, for he believes that such a program will aid the university or college in promoting higher education, including "the systematic development and cultivation of the normal powers of intellect, feeling, and conduct, so as to render them efficient in some particular form of living or for life in general" (30:48).

Our concluding remark on this subject which, of necessity, has been briefly treated, will be a quotation from an article by Dr. Milton A. Harrington, Psychiatrist at Dartmouth College. Writing on "Mental Hygiene in the College" in the Journal of Personnel Research for April, 1926, Dr. Harrington says:

A mental hygiene program "is not aiming to prevent the occurrence of some mysterious far off thing called insanity with which we personally never expect to be afflicted. It is aiming to correct in so far as may be the defects from which we all suffer and to give man greater mastery over the forces of his own mind and so to raise him to a higher level of efficiency. It is aiming to give him more abundant health with the greater degree of happiness and contentment that such health brings" (20:470).

Having discussed two of the major objectives of college personnel service, we come to a third, which may be stated thus:

III. TO GIVE THE STUDENT THE BEST POSSIBLE ETHICAL, RELIGIOUS, AND SOCIAL GUIDANCE

Despite the fact that a man or a woman devoid of a good ethical character; destitute of a sound belief in the saving graces of religion; and maladjusted to his social environment can by no means be considered as deriving the most good out of

life nor of rendering to society its just due, this third objective of college personnel service is seemingly quite frequently disregarded by directors. A great many, however, lay particular stress upon it.

The writer, in personal conference with one of the outstanding leaders in college personnel work in the United States, asked him for his interpretation of the reason why this aim is so often omitted. In summary, his reply was this:

(1) Colleges and universities which are conducted under religious auspices do a great deal of ethical and religious guidance in a direct way, but not through the medium of the personnel office.

(2) College and universities which are non-sectarian feel that they are not equipped to give religious guidance. They undoubtedly do, indirectly at least, give ethical and social guidance.

(3) Generally speaking, students are more reticent about baring their thoughts on questions of morals and religion than on questions of education, health, or vocation; hence guidance in the former is so difficult to give effectively.

(4) Many directors feel that ethical and religious guidance can best be administered in the home and in the church.

(5) Since the personnel departments would be over-burdened if they endeavored to guide the student in all of his needs,

those in charge feel that their service should be limited to those phases which they can handle most adequately: health and educational and vocational guidance.

(6) So far as social guidance is concerned, the directors of personnel believe that through giving the services they do, and through the general environment of the college, the young men and women receive all the social guidance they need to enable them to live as law-abiding, cooperative, useful, and altruistic citizens of our American democracy.

And now we come to the fourth and last major objective of college personnel service:

IV. TO CARRY OUT DEVELOPMENT AND RESEARCH PROJECTS
WHICH WILL MAKE FOR MORE EFFECTIVE PERSONNEL
SERVICE

Inasmuch as the giving of personnel service to college students is of comparative recent date and must therefore, by virtue of its immaturity, still be considered as in the experimental stage, practically all personnel departments have, as an outstanding objective in their work, the development of all those practices and procedures which appear to have value. As a consequence, it is commendable that studies are being constantly carried on by committees, by individuals, and by entire

departments in order that these and other personnel aids shall be brought to the height of their effectiveness and to the full extent of their applicability:

- (1) Personality and character rating scales.
- (2) Personality tests.
- (3) Aptitude tests.
- (4) Mental alertness tests.
- (5) Personnel statistical methods.
- (6) Personal record cards.
- (7) Study and work charts; time budgets.
- (8) Outlines for the study of occupations.
- (9) Monographs on occupations.
- (10) Admission blanks and interview blanks.

In the field of personnel research, each college or university appears to be engaged in a number of projects, each project usually being of specific importance to the particular school concerned. In order to indicate the diversity of problems attacked in these research endeavors, we list the following which are now in process of completion in various schools:

- (1) A comparative study of the scholastic attainments of athletes as against those not engaged in athletics of any kind.
- (2) A comparative study of the scholastic attainment of fraternity and sorority members as against students having no fraternal affiliations.

(3) A comparative study of the effect on scholarship of students who must spend four and five hours a day in commuting to and from school as against those who live close to the campus.

(4) A comparative study of the effect on scholarship when three girls or three boys room together as against students who occupy a room alone.

(5) A study of the effect on scholarship when students are partially or wholly self-supporting.

(6) A study of the factors affecting student achievement: family difficulties, social situation while in college, previous training, health, and so forth.

(7) A study of the geographical distribution of students.

(8) A study of the effect on scholarship of those who have chosen a vocation early in their college career as against those who seem to be "drifting".

(9) A comparative study of the results obtained when employing adult student advisers as against employing faculty advisers.

The whole system of personnel service is so new that the directors frankly admit the necessity for wide study and research in order to help ascertain what the most feasible and effective practices shall be. A very hopeful and salutary outlook results from the attitude of mind which prevails among those interested in this great educational endeavor: each is

eager to be helpful to the other, and to give over the results of his research and development projects to whomever may use them. Aided by the optimism, by the fair- and openmindedness of the directors, and by the increasingly cooperative spirit of faculty and administration, the many personnel problems which await solution should, because of these auspicious accompanying factors, be fairly easily solved.

We shall now leave Chapter I in which, to summarize, we have discussed the major aims or objectives of college personnel service according to the outline below; and we shall proceed to Chapter II in which we shall examine the procedures being carried out in seven representative colleges and universities in the United States.

Outline Of The Objectives Of College Personnel Service
Discussed In Chapter I

- I. To give the student the best possible educational and vocational guidance.
- II. To promote the physical and mental health of the student.
- III. To give the student the best possible ethical, religious, and social guidance.
- IV. To carry out development and research projects which will make for more effective personnel service.

THE ORIGINAL COPY OF THIS THESIS CONTAINS ALL
OF THE TABLES, CHARTS, AND FORMS TO WHICH
REFERENCES ARE MADE.

CHAPTER II

A SURVEY OF THE PERSONNEL PRACTICES IN SEVEN REPRESENTATIVE COLLEGES AND UNIVERSITIES HAVING A SCHOOL POPULATION UNDER 3000 STUDENTS

In order to better to appreciate the varied means which may be employed to reach the objectives of personnel service as detailed in Chapter I, and in order to demonstrate the relative importance which different colleges and universities place upon these objectives, this Chapter and Chapter III will be devoted to a review of the personnel procedures being carried out in fourteen institutions of higher learning. The seven schools whose programs are reviewed in this Chapter have a student enrollment of less than 3,000 students, while the seven schools surveyed in Chapter III have more than 3,000 young men and women in full-time attendance. It is hoped that such a review will aid in determining the feasibility and the adequacy of the proposed personnel program which will be presented in Chapter IV of this thesis.

Various motives prompted the selection of these particular schools for the purpose of study:

- (1) Several of them are pioneers in the realm of college

personnel, while some of them have just recently instituted a program.

(2) Others are valuable for the comprehensiveness of their personnel endeavors, while a few indicate the worthwhileness of even a rather meager program.

(3) One or two are interesting inasmuch as they lay such decided emphasis upon some one objective of personnel service to the exclusion, almost, of all other objectives.

(4) Some are worthy of study because they represent what big universities are doing, while others represent what the small college is doing in the field of guidance and research.

Hence, viewed from the various angles indicated, we may at least hope that in the perusal of the following personnel programs we shall be brought into contact with a set of programs sufficiently diversified and numerically adequate to enable us to feel that a review of more would add nothing essential to our perspective of the subject at hand. These programs, then, are offered in evidence of what some institutions of higher learning are doing in behalf of the educational, vocational, physical, mental, and social progress of their students.

DARTMOUTH COLLEGE

Hanover, New Hampshire

Under date of January 31, 1929, Director Francis J.A. Neef of the Bureau of Personnel Research, in reply to an inquiry from the writer concerning the present status of personnel work at Dartmouth College wrote:

"The enclosed reprint of a report of the Personnel Bureau published some years ago will give you a fairly complete idea of our general set-up and procedure. Minor changes have been made in the staff" (66).

The Report which Director Neef mentions has already been referred to, and quoted from. The history of the movement and the details of the personnel services have not, however, been given; hence the following review is made of the Report by Wellman:

At the close of the World War in 1918, when faculty absentees were returning to Dartmouth, and a new brand of college men (interested in securing a social label rather than an education) milled about the campus in a disorganized manner, the President (Hopkins) recognized the need for re-establishing the temporarily lost "contact points" between faculty and student body. To meet the exigency, he appointed a committee of eleven men to act unofficially in this capacity, and with the

cooperation of class officers, effective work was accomplished. With this as its genesis, the Bureau of Personnel Research was created in 1923, and in the fall of that year Professor R.W. Husband was appointed Director.

Applying and correlating, so far as they were practical for school purposes, the methods which had been employed so skillfully and advantageously by the Personnel Division of the Army, the fundamental procedures established by Husband in his preliminary work in 1923 still serve as a standard for all college personnel work being done in the United States to-day (60:1-3).

The present Committee in charge of personnel work (ten members in all) believe that the needs of the student "resolve themselves into four main divisions: physical and mental health, educational and vocational advice and assistance" (60:3).

A summary of the activities of the Bureau of Personnel Research as they are conducted with the various classes, is given in the subsequent paragraphs. The aim of the Bureau is, of course, to serve the students of Dartmouth College in the four fields just indicated.

Freshman Year:

(1) A compulsory fifteen minute interview is held early in the year with each freshman for purposes of orientation.

(2) A physical examination is given each first-year student soon after college opens in the fall.

(3) A complete family history is secured.

(4) Psychological tests are given early in the college year.

(5) Malnutrition classes are held for seriously underweight or overweight students.

Sophomore Year:

(1) A twenty minute interview is required of each sophomore for the purpose of extending general aid and curriculum advice.

Junior Year:

(1) Interviews are not compulsory, but advice is gladly given when sought.

(2) Juniors in need of, or desirous for, summer positions are aided in securing work.

Senior Year:

(1) Questionnaires concerning vocations and future plans are sent to the senior students early in the fall.

(2) Later in the year these students are interviewed by members of the personnel staff and receive advice concerning their work after graduation.

(3) Vocational contacts are provided, and group meet-

ings are held from time to time for men interested in teaching, law, medicine, religion, and so forth (60:3-5).

Besides the specific services rendered the students in each particular class in college, the following general procedures are carried on for the benefit of all of the students:

(1) Psychological tests are administered whenever the Department of Psychology directs, and in accordance with the specifications of this department.

(2) The Recreational Department requires regular periods of recreational activity in various lines of sport from all freshmen and sophomores.

(3) Dr. Harrington, the Psychiatrist, gives attention to the mental hygiene of students referred to him (60:3).

When writing about the mechanical details connected with personnel service, Wellman places particular stress upon the necessity for maintaining a complete system of personnel records. On pages five and six of his Report he says:

"The greatest danger in all personnel work is the giving of dangerous advice based upon good intentions. x x x Intelligent personnel work cannot be done by sheer personality, good will, or by wishing to be of service to the student of the community. The primary necessity for good personnel work is authentic records in terms of the student's entire accomplishments, whether they be in the class-room, on the campus, in the lunch room, or in the field dur-

ing vacations. Such records become indeed records of performance.

*The personnel officer has a complete record of every student. x x x Every personnel officer is required to use these complete records and to offer advice based only in these records" (60:5-6).

Chart I shows the various functional divisions of the personnel work as carried out at Dartmouth College.(See page 43)

EARLHAM COLLEGE

Richmond, Indiana

On February 7, 1929, the writer addressed a letter of inquiry,- a quasi questionnaire,- concerning the personnel procedures at Earlham College to Dean Harry M. Wright. A week later the Dean sent back not only the answers to the questions indicated, but also a very enlightening letter regarding details of the personnel department of his college. He likewise included a personnel record card such as is used for each student.

Perhaps the best manner of presenting the various items of the program inaugurated for the four hundred Earlham students is to quote almost entirely from Dean Wright's letter in which he says:

"The administration of the work is under a Committee of which I am chairman. The dean of men, the dean of women, and the vocational advisers are ex-officio members. Three other members of the faculty are appointed by the faculty, making in all a committee of seven. The student deans and vocational adviser are, of course, the most active working members of the group.

"We keep files available to us all, a personnel record card for each student, a copy of which I am enclosing. During the last year we have added to this card an identograph picture.

"All official advising of the freshman is done by the dean of men and the dean of women. They correspond with the applicant before his arrival at the college and take an active part in the program with him during our Freshman Week, serving as official adviser in making out his course of study. Then they follow him up with interviews at intervals throughout the freshman year, and it is with their approval that any change is made in his schedule and program. We find this concentration of the advising of the freshman in the hands of the student deans very satisfactory and fruitful--satisfactory in that it gives homogeneous treatment of the problem of advising, and fruitful in that the concentration of freshman counseling gives us a picture of schedule and educational problems that we otherwise would not have.

"At the time of each monthly report of freshman grades a regular schedule of interviews between the student deans and freshman instructors is held, at which time the problems of the freshmen as seen by the instructor are placed in the hands of these officials.

"We have found that disciplinary problems on the campus cannot, in our opinion, rightly be separated from the general personnel work. This committee, therefore, has general charge of disciplinary affairs.

"Through the member of the faculty who gives part time to vocational advising we do what we can particularly for seniors in the way of guidance.

In this we make use of certain vocational tests, particularly some that have been published by Stanford University. We do not have a definitely organized employment bureau for securing employment and following up the students in such. The vocational adviser referred to does, however, through his correspondence with industrial concerns and educational agencies, assist in placing many students. Also, our registrar's office serves in a similar way in placing graduates in teaching positions" (71:1-3).

Form 1, page 46, represents the personnel record card which is used for each student at Earlham College. The chief points of the interview are written on the back of the card, while the identograph picture is undoubtedly pasted or clipped on the front of the card. Thus whatever data the personnel department gathers concerning the student's personality, his educational and vocational interests and aptitudes, his health, his economic status, and so forth, are combined and recorded on the one compact card. These data are later used as a basis for the best possible guidance the director and his assistants are able to give.

GRACELAND COLLEGE

Lamoni, Iowa

Graceland, a Junior College located at Lamoni, Iowa, has an enrolment of about two hundred and fifty students.

In order to help realize the contention that "each student

should achieve at the level of his ability" (22:765), under the direction and leadership of Lenzo Jones a student personnel service was inaugurated at Graceland in 1925. The students and faculty responded heartily to the activities entered upon, and by 1927 the Director of Personnel, Jones, could see that his work was bearing fruit.

In the fall of that year, the faculty of the college was called together two days previous to freshman registration. Committee meetings and four round-table discussions were held, one of these being concerned with "the personnel bureau and its services". The essential procedures (explained in that meeting, and summarized by Jones in the December 15, 1928, issue of School and Society) which have been developed at Graceland are as follows:

(1) Faculty cooperation: "The administrators, the faculty, the students and the parents have so interwoven their efforts that a school spirit both joyous and efficient have been developed" (22:767).

(2) Freshman days: Freshmen report to the campus two days in advance of the upper classmen, during which time they are registered, given entrance and physical examinations, and inducted into the ideals and spirit of the school, - "all under the guidance of and in contact with the faculty and the officers of the student organizations" (22:767).

(3) "Level of ability" determination: The "level of ability" of each student is determined by his T-Score upon a composite raw score of seven tests given each freshman during the early weeks of the school year. The following tests are used at Graceland:

- a. Iowa Placement Examination: Mathematics Aptitude, Series M.A. 1 Revised, A.
- b. Iowa Placement Examination: Mathematics Training, Series M.T. 1 Revised, A.
- c. Iowa Placement Examination: English Aptitude, Series E.A. 1 Revised, A.
- d. Iowa Placement Examination: English Training, Series E.T. 1 Revised, A.
- e. Iowa Comprehension Test: Series D-1.
- f. Iowa High School Content Examination.
- g. American Council of Education Psychological Examination, 1927 edition.

The seven tests contain a total of 841 items, and require five hours and eighteen minutes of working time.

(4) A Class in Methods for Freshman Students: The class in methods is entitled "The Business of Being a College Student". It is attended by all freshmen, and meets one hour per week for the purpose of dealing "with the essential problems incident to student success in college" (23:767).

(5) Letters to Parents: Personal letters are sent to the parents of students immediately following enrolment; at the end of the first nine weeks at which time grades are enclosed and the student's success is commented upon; at the end of the first semester; and in special cases.

(6) Student Interviews: "Get-acquainted" interviews with each freshman are held at the beginning of each school year; other personal conferences are held with students who are encountering scholastic, moral, philosophical, or general individual adjustment difficulties.

(7) Time Budgets: Methods of budgeting time are presented to the freshmen.

(8) Class Attendance and Absences: Remedial means are provided when the daily records of class attendance filed in the Director's office indicate difficulties in this sphere.

(9) Rooming Quarters: Quiet hours for study and rest are scheduled and well observed in the dormitories and rooming houses, the majority of which are supervised by resident members of the faculty.

(10) Health Supervision: All students are given a physical examination during freshman days; physical training is required; and intramural contests are sponsored. A resident nurse and a college physician are retained.

(11) Extra-curricular Activities: A rich program of religious, literary, musical, athletic, forensic, and dramatic

activities is provided, and each student participates in some form of extra-curricular activity.

(12) Student difficulties: These are adjusted through the central personnel office. The diagnostic chart and personal interviews are used as a basis of procedure, and the various college activities are employed as a channel for remedying these difficulties.

HAMLIN UNIVERSITY

St. Paul, Minnesota

R.B. Nell, Dean of Administration at Hamline University, addressed the following letter to the writer on February 9, 1929:

"Your letter of January 29th is at hand in which you inquire about our Personnel organization. I am enclosing a copy of the forms which we use here, and you will find in an early issue of SCHOOL AND SOCIETY the program which we are carrying out. I think the blanks are self-explanatory" (67).

Up to the present time, no issue of School and Society has contained the article to which reference was made by Dean Nell. It is very probable, however, that within the next few months we may find an accurate and detailed account of Hamline's personnel procedures in some educational periodical. Until then, we shall make use of the materials at hand; we shall turn our

attention to an interpretation of the six blanks sent by Nell, and endeavor to deduce therefrom what facts we can concerning the guidance activities carried out in that institution.

Evidently the personnel department is eager to obtain as much information concerning prospective students as possible, because personnel cards are sent to: (1) the applicant himself; (2) to the parents or guardian; (3) to the high school principal or superintendent; (4) to a Hamline representative in the community who is acquainted with the student applying for entrance.

Beginning with Hamline University Personnel Card 1 (Form 2, page 53) which is sent to the prospective student, what pertinent data are secured for use by the personnel department?

Items under paragraph I are more or less generally asked by all colleges, excepting those questions concerned with easiest and hardest subjects. Here an attempt is made to ascertain educational aptitudes. Paragraph II endeavors to find out the student's definite purpose in attending college, and to discover special talent. The answers to questions in paragraph III will evidence the educational and vocational interests of the student, while the underlining of the Sports and Games in paragraph IV will help to establish: (1) the degree and diversity of athletic interest which the student possesses; (2) his physical fitness. The Reading Interests information

included in paragraph V will betray the type, the depth, and the intensity of his literary bent. The prospective student, through paragraph VI, is first of all made to focus his attention upon the fact that he possesses a wide variety of personal characteristics, and is then required to grade himself carefully upon the twenty-five traits outlined. A further investigation into the youth's vocational interests and aptitudes is made through paragraph VII.

If carefully and conscientiously answered, the questions on Card 1 should present the personnel director with a rather comprehensive picture of the applicant's general educational and vocational interests and aptitudes.

Hamline University Personnel Card 3 (Form 3, page 53) is sent to the parents or guardian.

In general one might say that the purpose of paragraphs I and II of this inquiry is to secure a brief history of the social, economic, and educational status of the parents or guardian, thus aiding the personnel director in his survey of the student's home background. Paragraph III includes a few questions concerning the education and vocation of the applicant and his brothers and sisters. In paragraph IV, twenty-three questions are asked, all designed to eluce answers concerning such varied items as:

(1) personality traits.

(2) hobbies.

(3) vocational and educational interests.

(4) social viewpoints.

The Personnel Card 3 (Form 4, page 53) addressed to the high school principal or superintendent, first takes up the educational qualifications of the student. Next the group of twenty-three questions mentioned on Card 2 is asked. Paragraph III covers educational and vocational interests and accomplishments, family background, social and church interests of the student.

The Reading Interests and Personal Characteristics which appeared on Card 1 are here repeated. A space is left for any Remarks which the principal may see fit to add.

Personnel Card 4 (Form 5, page 53) which is addressed to the Hamline University representative in the community acquainted with the student contains questions which, if adequately answered, would present a splendid general picture of the prospective student, and would greatly aid the personnel director or dean in his final decision regarding the acceptance or rejection of the applicant to Hamline University.

The Interview Card (Form 6, page 53) contains the eight items: Home Environment, Health, Psychological Tests, Academic, Social Relationships, Athletics, Personal Characteristics, General Remarks. It is undoubtedly filled in as soon as the

interviewer has concluded his initial conference with the new student and has received the data concerning the student's health, tests, and so forth from the other departments cooperating.

The Transfer Card (Form 7, page 53) for a student transferring to or from Hamline University is filled out and then filed in the crib together with the other personal data. It, too, is aimed to help the administration and faculty of the University develop their "students in intellect, personality, and character" (Hamline University Personnel Card 2).

LASALLE-PERU-OGLESBY JUNIOR COLLEGE

LaSalle, Illinois

In 1923 the Bureau of Educational Counsel was established to give personnel service to the students of the township high school at LaSalle, Illinois, and a year later the work was extended to include the students of the township Junior College.

In a Report on the Bureau's work covering the years 1923-1926, Director Elma Olson states that the main objective is "the careful study of the individual student. x x x General emphasis falls on the study of behavior, the development of personality, and the adjustment- or better, the foreseeing and

preventing- of emotional conflicts common to adolescent life. The principal aspects of the program include educational, vocational, health, social, and ethical guidance. Although the work is essentially educational and ethical in scope, advanced mental hygiene is the chief instrument of research and psychiatric social work is the technique employed" (36:11).

The general procedure employed to attain the objectives established is described in detail on pages thirteen to fifty-one of the Report. The following is merely a summary of the rather unique type of work being carried on:

First Contact:

The first-year college students who have had the benefit of the Bureau's personnel service during all or a part of their high school course are not given the psychological tests. To those who enter from some other high school, the Alpha group intelligence test is administered, and the Stanford-Binet examination is used for special individual testing. Occasionally vocational interest tests are given (36:13-4; 37). The following have been used:

Miller's Mental Ability Test

Miner's Analysis of Work-Interests

Thurstone's Vocational Guidance Tests

Stenquist's Mechanical Tests (Blank and Box) (36:14).

Second Contact:

The second contact of the Bureau with the student is the personal interview. This takes the form of a thirty-five to forty-five minute discussion concerning "scholarship, health, hygiene, interests, plans, and behavior. Before the student is seen, information is at hand that allows for an easy approach and successful motivation" (36:14). This information consists of a "face sheet" bearing a short history of essential facts concerning the student, his parents, and siblings; the scholarship record card; and the personality blanks.

Form 8, page 59, is a duplicate of the Personality Blank given the teachers for the purpose of having them check the characteristics which they believe best describe the student indicated. "The comparative results of these checks are a rough index as to the type of personality revealed by the student in his everyday school contacts" (36:14).

The interviewer attempts to convey the feeling of sympathetic interest, and thus hopes for a ready response on the part of the student. Leading questions in each field are asked, the natural approach being a discussion of the student's scholarship and topics relevant to it (36:17). Thereafter, although no rigid order is followed, the interviewer endeavors to group her inquiries consecutively around these topics: hygiene, interests, plans, and behavior.

"The student's manner and his response to the interview are noted on the record along with any unusual characteristics displayed. These comments are helpful not only in identifying student attitudes, but also in adding important material to the personality study" (36:21).

Third Contact:

The third personnel contact is a group attack through mental health lectures. "Visiting psychiatrists and psychologists assist the director in presenting a series of related talks stressing aspects of personality and behavior" (36:37). "The main aim of the talks is to cause the students to think in terms of personality and behavior- to make them personality-conscious" (36:21). The psychiatric aspects of the subject are given by specialists from the Illinois Institute of Juvenile Research (Chicago). A course in the psychology of personality is given by the director, as a result of which fifty-two percent of the class voluntarily consulted one or another of the assisting psychiatrists in the interest of their mental health.

It is believed by the members of the Student Personnel Department of the LaSalle-Peru-Oglesby Junior College that through the combination of the special procedures (i.e., the three contacts) with the regular school practices, they are in position to render valuable guidance service to their students.

As indicated before, they believe this service to present five aspects: educational, vocational, health, social, and ethical.

Through educational guidance the Personnel Department endeavors to adjust student and curriculum so that ultimately the student may learn to recognize his special abilities and welcome that type of education which will most successfully develop him (36:29).

Through vocational guidance the directors of the Bureau aim at "the best ultimate adjustment of the student to that part of the vocational world where he will accomplish most ^{both} for himself and for society" (36:31).

Through health guidance the Bureau emphasizes the maintenance of health on the part of those who enjoy good health, and supplies medical attention and follow-up for those who are below par physically.

Through social guidance the Personnel Department attempts to effect the continuance of a happy balance of relationship (to the social environment) for those whose adjustment is fairly normal, and to bring "into line those tangent to their social milieu" (36:33).

And lastly, through ethical guidance the student is led to assume an interest in the problems of human nature, and learns something of the relationships between the human mind and the

world in which it functions (36:34-5).

A diagrammatic representation of the administrative and functional divisions of the interesting guidance service of this township junior college is found in Chart 2, page 63.

MIDDLEBURY COLLEGE

Middlebury, Connecticut

George H. Myers, in the Twenty-Third Yearbook of the National Society for the Study of Education presents a resume of the guidance activities in various colleges and universities. In this study he has included the guidance projects at Middlebury College, in outline form. The writer attempted to find more detailed data concerning this particular institution; but since such an attempt was fruitless, the bare resume of Myers is included at this time. It is, at least, indicative of the nature and the number of personnel activities carried out at Middlebury.

At this college the vocational guidance program is directly in charge of the Dean of the College. It is the feature of the personnel work which is stressed most thoroughly at Middlebury.

The program includes:

- (1) The collection of information about prospective students.
- (2) The required study of Occupations in the freshman year.

(3) Lectures for freshmen given by department heads.

(4) The publication of a bulletin, "Programs for College Students".

(5) Lectures by men of prominence in various important occupations.

(6) A special vocational guidance section in the library.

(7) An undergraduate committee for assisting in the choice of vocational speakers and subjects.

(8) Assistance of the college paper.

(9) A personal rating system.

(10) Contacts with business and industry.

(11) Counselling.

(12) An appointment bureau.

(13) Following up and securing the cooperation of the graduates of the college.

(14) The keeping of records (31:148-9).

WITTENBERG COLLEGE

Springfield, Ohio

Under date of February 19, 1939, Mr. Maurice J. Neuberg, Director of the Personnel Department at Wittenberg College, sent the writer an advance copy of his article entitled, "Guidance

at Wittenberg College" which is to appear in The Vocational Guidance Magazine soon (33:1-4). As indicated by the title, Mr. Neuberg has described the guidance activities of his college, the salient features of which are summarized as follows:

In the second semester of the 1927-28 school year, a Personnel Department was established for the purpose of aiding Wittenberg College students to develop themselves to the utmost of their capacities. Neuberg was appointed Director, and at present he devotes half-time to his personnel duties, and half-time to teaching. He has one full-time assistant, and is given additional help when occasion demands.

"The work of the Personnel Department is divided into five main divisions: (1) Educational Guidance, (2) Vocational Guidance, (3) Placement, (4) Assistance to the Deans, and (5) Research" (33:1).

(1) Educational Guidance

Two groups-- the freshmen and seniors-- receive the vast majority of this guidance.

The Freshmen are given intelligence tests and English achievement tests at the beginning of the first semester. The results of these tests are tabulated and given to the student advisers as a basis for class-work load. For instance, about seventy of the 350 freshmen who enrolled in the fall of 1928 were found to be deficient in English and among the lowest

third in the intelligence tests. They were put in non-credit-carrying remedial English classes, and even the brightest were not allowed to carry more than fourteen class-room hours per week.

The Seniors are advised in the second semester regarding their selection of schools for professional and graduate study, and attempts are made to secure scholarships in large universities.

(2) Vocational Guidance

As indicated in Mr. Neuberg's article, this service divides itself up into:

a. Counsel in the Personnel Office

All students are privileged and urged to consult the Director regarding vocational choices. During the second semester of 1927-28, eighty students were counselled, of whom about thirty were aided in choosing a vocation on a scientific basis.

b. Courses in Vocational Choice

A course entitled "Vocational Choice" is offered primarily for sophomores to assist them in selecting their majors and minors. Three semester hours of credit are given.

Mr. Neuberg conducts the course in the following manner:

"After private consultation with the instructor each student makes a detailed study of one profession which is of pri-

mary interest to him. During the period in which the student is analyzing the occupation in which he is interested, the writer is working out a "profile" of that individual. The data for such a profile is collected through intelligence, interest, and aptitude tests, achievement marks, personality ratings, a blank form constructed for that purpose by the writer, and weekly interviews" (33:3).

c. Vocational Guidance Shelf

The college library maintains a special shelf of literature on vocational guidance and occupations, accessible to the general student body, but most used by consultees.

d. Interviews with Freshmen

All freshmen who indicated no vocational preference on the application blanks for admission are interviewed for the purpose of inducing them "to think seriously on some definite vocation" (33:3). Mr. Neuberg also "delivers a lecture to all Freshmen on the nature and need of a definite vocational philosophy" (33:3).

(3) Placement

Since Wittenberg College maintains a separate Teacher Placement Bureau for the seniors intending to teach, the Personnel Department concerns itself with the problem of placing the other last-year students. These register for those posi-

tions for which they are best fitted, and interview the Director or his assistant. Wittenberg alumni and other interested people help the Department in establishing business contacts for the prospective employees.

(4) Assistance to the Deans

"Those students who in the judgment of the deans need psychological analysis, vocational counsel or special tests, are sent to the Personnel Department. The results are returned to the dean concerned accompanied by definite recommendations" (33:4).

(5) Research

The data collected through the revised application blanks, permanent record card, and time schedules are being studied for the purpose of improving the technic of handling various guidance problems.

CHAPTER III

A SURVEY OF THE PERSONNEL PRACTICES IN SEVEN REPRESENTATIVE COLLEGES AND UNIVERSITIES HAVING A SCHOOL POPULATION OVER 3000 STUDENTS

HARVARD COLLEGE

Cambridge, Massachusetts

Although Harvard College (the Arts and Science Department of Harvard University) is generally conceded to have a well-defined personnel program, the writer found it exceedingly difficult to obtain detailed information concerning it.

There appeared two articles-- one in the February 24, 1923, issue of School and Society, and another in the December 29, 1923 issue of the same periodical-- relative to the vocational guidance activities at Harvard. Inasmuch as they throw some light (1) on the attitude of the students on this phase of the personnel work; and (2) on the means employed to meet the situation, we may summarize the articles thus:

In response to a feeling which had existed among Harvard undergraduates and graduates "that the college owes to its students the means of finding out about the opportunities offered by the various occupations, and of securing information

about the peculiar conditions, rewards, and penalties of each occupation on the basis of which they can make a rational choice" (56:209), a course of six lectures was arranged. Beginning in March, 1923, one specialist in each of the fields of business, medicine, teaching, law, ministry, and engineering addressed the student body, and President Lowell gave a final address on the general subject of the relation between a liberal education and the choice of a career. So far as was possible, the lectures were supplemented by individual conferences between interested students and the lecturer or some other man of prominence in his profession (56:209).

From the contents of the December 29th article (which is an excerpt from the Harvard Alumni Bulletin comment), we learn that the lectures on the professions were not entirely satisfactory because of their ultra-inspirational nature. The article recommended that the vocational guidance committee at Harvard prepare a brief compendium on a certain number of vocations; direct students to the best sources of information on books and pamphlets; and advise them to whom to go for personal counsel (25:776-7).

Wishing to gather more data concerning Harvard's personnel procedures, the writer addressed a letter of inquiry to Dean A.C.Hanford. In his reply dated February 7, 1929, the Dean wrote in part:

"I am enclosing copies of two pamphlets which I hope will be of assistance to you in your study. The Dean's office, with two Assistant Deans for the Freshman Class, one for the Sophomore Class, and one for the Juniors and Seniors, also does a great deal of personnel work, although there is nothing unusual about our methods. They involve mostly common sense and an interest in students and their problems together with complete records about each student. We also have a students' employment office" (65).

One of the pamphlets enclosed by Dean Hanford is called "General Examinations and Tutors in Harvard College". Its contents furnished no pertinent data on their personnel service. However, the pamphlet entitled "Freshman Advising at Harvard" (a Reprint from the Harvard Alumni Bulletin of January 13, 1938) very adequately explains the origin, evolution, and present status of the educational guidance activities with freshmen at Harvard College. Judging from the stress placed upon this personnel practice, one may safely deduce that it is considered a most important- if not the most important- feature of their student guidance procedures.

"The first step toward freshman advising at Harvard seems to have been taken in 1887", but nothing tangible was done until "on June 11, 1889, President Eliot appointed the first Committee of Advisers for Freshmen, there being originally fourteen members, with Professor G.A. Bartlett as chairman" (18:1).

With varying degrees of success, and under a multitude of circumstances, the Board of Freshman Advisers performed their duties until on March 31, 1925, Professor G.H. Chase made the following motions which were carried:

"That in place of the present large group of Freshman Advisers a smaller Board of Freshman Advisers, not to exceed fifty in number, be established," and

"That the Dean of Harvard College be authorized to approve statements of expenses submitted by a member of the Board of Freshman Advisers to an amount not exceeding \$100 in any year". Under these votes the present Board was established in the spring of 1925, and it began its work of advising in September, 1925.

The membership of the Board was set at fifty in view of the fact that an Adviser cannot satisfactorily take care of more than about twenty men, and with the freshman class limited to 1,000, fifty Advisers are needed (18:3-4).

The complete plan of freshman advising at Harvard may be found in detail on pages 4 to 8 in the pamphlet; but since many of the data are superfluous to the present study, only the more important features are here outlined;

- (1) Each Division or Department of the College is represented on the Board of Freshman Advisers.
- (2) Students are allowed their choice of adviser whenever such a plan is feasible.
- (3) Information blanks are sent to prospective freshmen, their parents, and teachers prior to acceptance at Harvard.

(4) The entrance examinations are recorded through the office of the Board of Freshman Advisers.

(5) The advisers are by far the busiest people during Freshman Week in the fall, as they take an active part in all things which will aid the freshman to adjust himself to his new environment.

(6) Each freshman interviews his adviser during Freshman Week.

"The office of the Board of Freshman Advisers is on more or less active operation throughout the College year. It notifies the Advisers regularly of freshmen who have withdrawn for any reason; of all cases of discipline; of men put on trial or probation; or relieved from trial or probation status; of transfer students assigned to tutors, and of serious cases of illness in the Stillman Infirmary. The Records Office sends out the November, mid-year, and April grades of all freshmen. In November and December a very careful check-up is made of each freshman's status in relation to the language requirements, and full information on this is sent to each Adviser" (16:7).

In commenting upon the success of the activities of the Board of Freshman Advisers, Robert DeC. Ward writes:

"The Board of Freshman Advisers is now nearing the close of its third year. Its establishment has abundantly justified the Faculty vote under which it came into existence. x x x That this Board has performed its work with a very large measure of success, as evidenced by many expressions of approval and of satisfaction

on the part of parents and students, and by numerous letters of inquiry received from other colleges and universities, is wholly due to the conscientious, whole-hearted, and willing devotion to their task of all the Advisers. x x x The members of the Board find in their added burden the joy of human contacts; the satisfaction of being of real help to young men in the complexities and difficulties of the first year in College, and the conviction that they are doing a service which, although usually unappreciated, is nevertheless of fundamental and lasting importance to Harvard" (18:708).

NORTHWESTERN UNIVERSITY

Evanston, Illinois

The Department of Personnel for the College of Liberal Arts of Northwestern University was established in 1922, with L.B.Hopkins (now President of Wabash College) as its first Director. Upon his resignation, Dr.D.T.Howard was placed in charge of the student service carried on by this division of the University.

Through a personal interview with Dr.Howard and five members of his staff on April 18, the writer obtained the following information concerning Northwestern's very complete personnel service:

The Director is responsible to the President of the University only. He has no administrative powers excepting those specifically asked for. His is a staff office, the members having advisory powers preeminently.

The work of the Personnel Department divides itself into two main branches which are kept fairly distinct. One of these is Service, the other is Research.

SERVICE

The contacts of the Department are, of course, with the students mainly, but there is at all times a cooperative contact with the faculty and administration.

The specific purpose of the Personnel Department at Northwestern University is to ascertain the needs of the student- whatever they may be- and to satisfy these need insofar as the facilities at Northwestern allow (73).

In order to realize this purpose which Northwestern couches in the phraseology: "Before all else...the individual: his welfare, his opportunity for self-development" (39), a very comprehensive student service has been developed. It is rather difficult to do justice to the work of Dr. Howard's department, but the following may serve as a delineation- inadequate though it is- of the personnel procedures in vogue at the Evanston institution of higher learning:

(1) Admission Blanks

To each applicant for admission to Northwestern University, a set of blank forms is sent which are to be filled out by the proper persons indicated on the cover of Admission Blank I A. These forms include Admission Blanks I A and I B, to be filled out by the student applying for admission; Record of Secondary Scholastic Work to be filled out by the High School principal; Personal Qualification Blank; and Physician's Statement.

(2) Guide Books

A guide book for Freshman Week is sent to each prospective freshman student so that when he comes to Northwestern for Freshman Week and its activities, he will have a definite schedule to follow. Information stands are also scattered here and there about the campus for the purpose of offering aid to all newcomers.

(3) Entrance Examinations

To all new students in the College of Liberal Arts, the School of Speech, and the School of Engineering, the American Council of Education Examination is given each year.

To all freshmen entering the College of Liberal Arts and the School of Speech, the Iowa Placement Revised A English Examination is given.

To all freshmen entering the College of Liberal Arts

the Columbia Research Algebra Test is given.

To all 3rd and 4th quarter freshmen, a Foreign Language examination is given.

The results of these tests are rapidly scored and sent to the Admission Office and to the Faculty ⁴Advisers. A test record card is kept for all students who have ever taken tests.

(4) Student Interviews

"Every student in the College of Liberal Arts is interviewed by a member of the Personnel Department staff. Notices of these interviews x x x are sent to twenty students a day. x x x "Follow-up" cards are kept for those students who need special attention" (15:1). The interviews are conducted by young, recent graduates of Northwestern University who are imbued with the spirit and traditions of Northwestern, and who understand the difficulties and perplexities which sometimes confront these students (73).

When a student presents himself at the Personnel Office for his first interview, a tiny four-page folder entitled, The Personnel Department is given him (39). It is a brief description of the purposes of the Department.

While waiting for the interviewer, a Rating Scale of Furtherance-Hindrance Factors Affecting Scholastic Achievement

is given the student to fill out. This is a device employed to get the student in the correct psychological mood for the interview, and at the same time it will present valuable information for the personnel records.

Immediately following the interview, the interviewer sets down whatever facts and impressions he has gained from contact with the student. In the upper left-hand corner of this Interview Sheet (Form 9, page 79) is a list of the departments to which the personnel office, through its interviewers, may refer students. Taking them up in the order given on the Sheet, we shall briefly describe the cooperation between the Personnel Department and each of the departments listed:

(5) Medical Clinic

Each new student at Northwestern University is required to take a medical examination. All other students are privileged to use the medical clinic whenever they desire. Deans and other faculty members may suggest to the Personnel Department that a student be sent to the clinic.

(6) Psychological Clinic

A part-time psychologist is employed to give assistance to anyone who is encountering mental difficulties. Usually the student is not aware of the fact that he is interviewing a mental-health specialist, because if he were the stigma which is foolishly attached to mental ill-health might render him so

reticent and un-cooperative that he would refuse to answer the psychiatrist's questions.

(7) Physical Education

Corrective measures are attempted for physical defectives.

A new clinic on speech defects has recently been established and is at the disposal of all Northwestern University students suffering with speech ailments.

(8) Employment

A full-time employment manager has charge of aiding senior students in securing permanent full-time employment, and all students in securing temporary and permanent part-time positions. Inasmuch as Northwestern University has splendid outside contacts, the work is somewhat lightened for Mr. Hafemeister, the manager of this division of personnel.

Four specific forms are employed to record the negotiations of this office (Form 10, page 81).

(9) Loans

The University has several types of Loan Funds which it apportions through the Personnel Office. Chief among these are the Loan Fund of the Board of Education of the Methodist Episcopal Church, the Upper-Class Beneficiary Grant, and the Northwestern University Student Aid and Loan Fund.

(10) Scholarships

Through the Personnel Department, the students may also apply for such scholarships as: the F.C. Austin Scholarship, the Freshman Scholarship, and the Joshua Nolan Scholarship.

(11) Educational Advice

This may be obtained from members of the Personnel Staff, from the Deans, or from Faculty Advisers.

(12) Vocational Counsel

No large development in this sphere has been attempted at Northwestern, because the need for it does not exist (73). The majority of students seem to come to the Evanston institution with a future business or professional contact already established, or at least already in mind.

Dean Robnett, Dean of Women, does some advising on vocational choice whenever she finds a young woman student who seems to need or to desire it.

(13) Personal Counsel

This may be secured from any interviewer. Any faculty member is always willing to advise students also.

(14) Social Orientation

An attempt is made to have each student a member of some sorority, fraternity, or other social organization.

A most thorough and detailed record is kept of the activities of every student on campus. Wide use is made of the heads of social organizations to orient the new students during Freshman Week.

(15) Religious Advice

Inasmuch as Northwestern University has a Divinity School, it is splendidly equipped to give religious counsel to its students.

(16) Dean of Men and Women

There is a close contact between the Personnel Department and the two Deans so that the best possible service may be rendered the student who seems to be disoriented or maladjusted.

(17) Miscellaneous

Other service which are cleared through the Personnel Department at Northwestern University are the keeping of records concerning students excluded from school because of poor scholarship; re-instatement petitions; final disposition of the case, and so forth.

Any instructor who desires special information concerning a student may obtain full particulars by merely mailing a card to the Personnel Department. This card is conscientiously filled out and returned to him.

Finally, the American Council on Education, Cumulative Record Folder for College Students is filled out, and in it are kept the Interviewer's Record, the Admission Blanks, the Physician's Statement, the Furtherance-Hindrance Sheet, the Test-Score Record Card, and so forth.

RESEARCH

In the way of research, the Personnel Department attempts to conduct whatever studies are presented by the President, by the Deans, or by other Administrative Heads which have for their purpose the promotion of the welfare of Northwestern students.

The Department also carries on projects which aim at the perfection of personnel technic (73).

PURDUE UNIVERSITY

Lafayette, Indiana

Mr. J. E. Walters, Director of Personnel, has compiled a Bulletin entitled, "Description of Procedures of the Personnel System for the Schools of Engineering, Purdue University, Lafayette, Indiana" (57:455-97). It is a reprint of an article

contained in the Journal of Engineering Education (New Series, 18, No.5, January, 1928), the main concepts of which may be summarized as follows:

"Historically, the Personnel Service at Purdue was originated by Dean A.A.Potter of the Schools of Engineering in 1931. x x Personnel and employment problems are given major consideration not only by the engineering faculty and personnel staff but also by the President and Trustees of the Institution" (57:455).

The organization of the Service, unique in that it includes a Student Personnel Committee, is diagrammatically presented in Chart 3, page 86.

"The purposes of this committee are to meet and discuss personnel matters with the Director of Personnel; to give the student viewpoint relative to the Personnel Service; and to make the Personnel Service more effective and useful to the students" (57:456-7).

Mr. Walters, on page 458 of the article, outlines the six activities of the Personnel Service at Purdue in this manner:

- (1) Personality Development
- (2) Occupational Guidance
 - a. Before Admission
 - b. Summer Employment
 - c. Harmonizing of Preference and Fitness
- (3) Placement

- a. Of Seniors
 - b. Of Graduates
 - c. Of Students During Summer Vacation
- (4) Adaptation of Graduates
- a. Through Progress Blanks
 - b. Through Personal Visitation and Coordination
- (5) Maintenance of Records
- (6) Development, Research, and Miscellaneous

Considering the six personnel service activities at Purdue in the order presented by Walters, we shall discuss first:

Personality Development

The Personnel Department at Purdue lays great stress on the development of personality of its engineering students, and has endeavored to maintain an effective program for the accomplishment of this purpose.

Even before registration- immediately after an application for admission to Purdue is received- the prospective "freshman fills out a personnel information blank which includes detailed personal information concerning himself; his parents; his high school record and activities; a list of five former employers, business men, or professional friends; information concerning his health; his occupational preference; and a detailed self analysis of his personality" (57:459).

He is asked to analyze himself and then to rate his own personality, by means of a rating scale, on these ten characteristics or traits:

Address and manner	Industry
Attitude	Initiative
Character	Judgment
Cooperative ability	Leadership
Disposition	Native capacity (57:460-7).

During the latter part of his freshman year at Purdue, each student fills out an information blank and a reference blank. He gives the names of five teachers, five students, and five other people who know him well enough to rate him on the characteristics of his personality. A rating scale is sent to them to be filled out and returned. If the general average of the ratings received is low, the personnel director calls in the student during the early part of his sophomore year and shows him how his personality is affecting others, as indicated by the fifteen returns. The student is urged to analyze himself; his personality is discussed with him at length; and practical methods of improvement are pointed out, advised, and followed up by reports from the student (57:469).

The personality development procedures are repeated in the junior year and, if necessary, during the senior year.

While the personality program is operating, the scholar-

ship, health, character, and engineering aptitudes of the student are also being carefully watched. At Purdue, the youth's development is considered to have four sides: (1) the mental, (2) the religious, (3) the physical, and (4) the social or personality development. The following neat little device is used to show each student how his development may be measured in each of the four fields:

The inner square represents the average amount of physical, mental, religious, and social development which the average person possesses. Complete development would be represented by the outside square, while a hypothetically unequal development would be represented by the dotted line. The aim of each student should be, of course, to attain a balanced one hundred per cent development in all four lines (57:471-3).

Occupational Guidance

The procedures carried out for the purpose of giving vocational guidance to Purdue students are here enumerated:

- (1) Sending a leaflet on "Engineering as a Career" to all high school seniors in Indiana in 1926-27.
- (2) Giving lectures on "Engineering as a Career" to all high school seniors in the vicinity of Lafayette.
- (3) Directing the attention of the student toward his occupational choice by means of data included on the personnel information blank filled out before registration.
- (4) Assisting undergraduates to secure summer employment in their preferred line of work.
- (5) Asking seniors to make out a report designed to help the Placement Office in establishing occupational contacts for them.

Placement and Follow Up

"The actual placement of Purdue Engineering Seniors is accomplished by (1) visits of representatives of engineering and industrial concerns, working by means of talks before classes, lectures, and pamphlets and interviews; (2) letters from companies wanting men, and surveys of positions available, followed up by lists of seniors sent out by the Director of Personnel or Heads of the Schools; (3) visits to companies by the seniors" (57:483).

Adaptation of Graduates

This phase of personnel work is accomplished in the following manner:

(1) "A progress report blank is sent to the employer of every engineering graduate about fifteen and thirty months after graduation. If this report is unsatisfactory, an effort is made to communicate the findings to the engineering student in a tactful manner and with suggestions for improvement"

(57:492).

(2) The monthly alumni publication of Purdue contains a page or two of positions available for Purdue Alumni.

(3) The Director of Personnel devoted practically the whole summers of 1926 and 1927, and several weeks during the winter of 1926-27 to visiting industrial concerns where recent Purdue graduates are employed. He consulted with both employer and employee, and succeeded in ameliorating many fundamental difficulties whenever and wherever such existed (57:493).

Maintenance of Records

Complete and up-to-date personnel records of every engineering student at the University Schools of Engineering are in possession of (1) the Personnel Office; and (2) the Head of each of the various Schools of Engineering.

A confidential record is maintained for those students who prefer it (57:495-8).

Development, Research, and Miscellaneous

Recent development and research conducted by Purdue's

personnel Office has been confined almost exclusively to the improvement of a mind-body-character-personality development rating scale; to the making of a personality test; and to personnel statistical method.

Besides this, a survey of over one hundred personnel systems was made.

A personnel conference room has been established.

Bulletins on Personality have been issued.

Mental hygiene has been stressed in conference with students (57:496-7).

STANFORD UNIVERSITY

Stanford University, California

Being stimulated through reading Terman and Cowdery's article, "Stanford's Program of University Personnel Research" in the Journal of Personnel Research for November and December, 1938 (53:263-7), to ascertain the development and present status of personnel procedures and research at Stanford, the writer addressed a letter to Professor Edward K. Strong, Jr. As Chairman of the Vocational Guidance Committee at that institution, under date of February 6, 1939, Professor Strong replied:

"There is an article in the Journal of Personnel Research, published two or three years ago by Terman and Cowdery, which gives a picture of what at that time we would like to have set up here at Stanford, that might be of use to you. We have not progressed as far as there pictured, however. At the present time we make it possible to take certain tests through Dr. Cowdery in the Registrar's Office. This last year we have added my interest test; and, we are now starting another phase of personnel work in which we hope to supply students with well worked out bibliographies relative to the various occupations of interest to college students.

"In other words, we now have Dr. Cowdery concerning himself with the analysis of students, and we have a Mr. Wrenn concerning himself with the analysis of occupations. We hope next year to bring these two together in such a way as to stimulate a much larger number of students coming in for conference.

"I think one of the biggest problems in this whole field is to transfer the feeling of responsibility from the Committee on Vocational Guidance to the individual student. I believe it is more important to make students realize the necessity and know where they are going than it is to introduce nice little devices for doing this or that. We have not, yet, I am frank to confess, made very much headway here" (89).

In spite of the fact that Professor Strong truthfully admits the partial failure of Stanford University in making the progress in guidance anticipated by Terman and Cowdery in 1922 and 1923, it should be neither irrelevant nor inopportune to

include a summary of their article at this time; for it anticipates possible future activities in the field of college personnel at Stanford, as well as portrays some of the procedures already being carried out. Briefly, then, the article contains this information:

In March, 1931, Professor Terman, addressing the University Faculty Forum, urged the adoption of intelligence tests at Stanford as an economic measure. Figures showed that about \$105,000 above the tuition fees was being spent annually on carrying poor students prior to their disqualification, and \$230,000 was being spent on probation students. A few months later the Academic Council voted to require the Thorndike Intelligence Examination of all new undergraduate students, and in the fall of 1933 the results of the tests given up to that time were presented by the Committee for Investigation of Student Ability. The report closed, recommending that:

- (1) The Thorndike test be required of undergraduates before matriculation.
- (2) Matriculation be denied candidates scoring below 50.
- (3) The intelligence test score be taken into account when filling the quota from candidates exceeding this minimum.

These recommendations were adopted and put into effect in the spring of 1934, and the scholarship of the students became markedly higher thereafter.

In 1925, Mr. Cowdery was appointed Director of Personnel Research, and was given free reign to make of the position what he could. In writing of his proposed work, Cowdery said at that time:

"Plans for the first year include x x x the inauguration of special aptitude tests and the continuance of the work already begun on the statistical evaluation of various items in the application credentials and on the diagnosis of vocational interests" (53:265).

"The test of vocational interest which is being investigated is a modification of the test proposed by B. V. Moore, Freyd, and Yeakum.

" x x x One task of the immediate future is to revise and extend the interest test so that it will differentiate among a larger number of vocational interest types, and to devise other measures of vocational interests in order to render the diagnosis more certain" (53:265).

"It is planned to begin at Stanford next year the application of certain special ability tests, including such as the Seashore tests of musical ability, the Thurstone tests of engineering aptitude, the MacQuarrie test of mechanical aptitude, and the Zyrve test of scientific ability.

" x x x As rapidly as they become available, tests of mathematical ability, of literary appreciation, of aptitude for linguistics, law, history, journalism, and business management will be put to use" (53:266-7).

In the same article, Terman and Cowdery predict that before many years aptitude tests will be given in all leading colleges and universities. In fact, they say, the testing service may go even farther and "include also tests of character and personality" (53:267).

Thus, having outlined the hoped-for personnel procedures at Stanford, the authors- Terman and Cowdery- conclude their discussion by defining the province of a college personnel department in the following manner:

"Like the research division of a large industry, the personnel department of a university should, without the handicap of executive or instructional duties, be constantly engaged in testing materials, processes, and products with which the University is concerned. It must be able to supply many kinds of needed facts regarding student personnel, and a balanced interpretation of those facts, to the committees and administrative officers who can most effectively put them to work" (53:267).

Now besides the more or less strictly educational guidance procedures explained by authors, Stanford is also concerned with vocational guidance practices. This latter program is placed in charge of a faculty committee consisting of five members, including the dean of men and the dean of women.

To disseminate vocational information, the following means are used:

1. Establishing in the University library a section of books, pamphlets, and bibliographies relating to vocations.
2. Providing occasional talks on particular vocations.
3. Holding vocational conferences on opportunities other than teaching open to women.
4. Arranging individual conferences between students and members of the faculty.
5. Publishing the "Bulletin of Vocational Information" (31:149). This is a 200 page bulletin covering fifty-four occupations.

UNIVERSITY OF CHICAGO

Chicago, Illinois

According to W.C.Cowley, who was kind enough to grant the writer an interview at the University of Chicago Vocational Guidance Office, the personnel program at the University is not in any sense a unified one.

"Our personnel service, which name I apply to every service rendered the student over and above instruction, emanates from a total of thirty varied units or agencies", said Mr.Cowley in substance (72).

The two most important of these units are the Educational Guidance division under Dean C.S. Boucher of the Undergraduate Colleges, and the Board of Vocational Guidance and Placement, of which Cowley is the Executive Secretary. The twenty-eight other personnel services are rendered through such divisions as:

- (1) the Housing Committee
- (2) the Social Committee
- (3) the Men's and Women's Club House Committee
- (4) the Dormitory Heads
- (5) the Recorder's Office
- (6) the Examiner's Office
- (7) the Physical and Mental Health Division
- (8) the Intelligence Department

Since we are all sufficiently familiar with the work undertaken by committees and divisions bearing these and similar names either at the University of Chicago or at some other institution, we shall merely state a few of their outstanding services, without explaining the procedures they follow. Through these committees, then, besides a myriad of other services, the University:

- (1) Gives intelligence and personality tests to its students.
- (2) Gives each freshman a physical health examination at the time of admission

(3) Attempts corrective measures for the physically deficient.

(4) Gives clinical and house-to-house service to students within a certain radius of the University at a very nominal fee.

(5) Employs a part-time psychiatrist to consult with those who are encountering mental conflicts and difficulties.

But of all the University's personnel divisions, the Board of Vocational Guidance and Placement is considered to be the best organized. In order to acquaint their alumni with the services offered by the Board, Cowley's explanatory and descriptive article entitled "The University Establishes a New Administrative Office" appeared in the University of Chicago Magazine for March, 1929.

Although this guidance and placement service established at Chicago in 1927 (as explained by Cowley) does not differ essentially from that of many other colleges and universities, it is nevertheless interesting to note the degree of efficiency which it has already attained. Hence we shall give a short summary of the paramount features of the service rendered under Cowley's direction:

"Four administrative responsibilities have been assigned this new department: the placement of teachers, the placement of recent graduates in business, the placement of students in part-time positions while in residence, and the vocational guidance of undergraduates who have not decided upon their careers"(9:251).

(1) Educational Placement

"To bring the right teaching job and the right alumnus or student together is what one means by educational placement", according to Cowley's article (9:25). The method employed to give this type of service is as follows: all students in residence and alumni are registered with the Board, and may use the placement service at any time during their teaching careers. Permanent records are kept in the files until ten years after the last date that word is received about a registrant. A attempt is made to let "the educational world" know that the Board is ready and willing to help schools and colleges find people for instructional and administrative purposes.

Besides serving the students and alumni and other institutions, the Board serves the faculty by saving them from the bulk of detail work involved in finding positions for students. In short, writes Cowley, "We are a service bureau serving everyone concerned with teachers placement" (9:252).

(2) Business Placement

A program of business placement, similar to that of teacher placement, is being developed at Chicago. Arrangements have already been made with at least twelve concerns outside of Chicago to send representatives to the University for the purpose of meeting students who are graduating and seeking em-

ployment. Moreover, it is being published among the Chicago employers that a large number of University of Chicago students are available for business positions every year.

(3) Part-time Placement

In order to take care of the 3,000 students who, during each school year, come to the Placement Office seeking part-time work, one man and one woman on the Board's staff devote a major part of their time to helping students make contacts. Both temporary and permanent part-time positions are handled, a total of 300 students being placed each month.

(4) Vocational Guidance

Cowley estimates that one-half of the undergraduate men, and two-thirds of the undergraduate women at Chicago come to the end of their senior year with only a vague idea of their occupational goal in life (9:253). This condition has stimulated the Board members to serious thought regarding the necessity for helping the student "to analyze his aptitudes, abilities, emotional predilections, limitations, and motivations" (9:253), and having done so, to help him "plan a career which will take advantage of his abilities and avoid his weaknesses" (9:253). However, since a comprehensive vocational guidance program involves the maintaining of a capable and efficient counselor, the utilization of modern psychological techniques,

and the employment of good vocational monographs; and since these three essentials are so difficult of obtainment, the Board of Vocational Guidance and Placement of the University of Chicago voted not to undertake vocational counseling until July 1, 1930.

"When we begin our program, however, on July 1, 1930," writes Cowley, "we expect to establish a clinic which will go slowly at first, but which in time will flourish as an effective organization influencing not only students' careers after they leave college, but also their work while in residence" (9:254).

This, in general, constitutes the work of Chicago's newest administrative unit: The Board of Vocational Guidance and Placement. Realizing the important public and alumni relationships work performed by it, and seeing its innumerable ramifications, the Board members continually strive "to achieve an efficiency which will earn the cordial support of the alumni body and the continued confidence of employers seeking University of Chicago graduates" (9:255).

UNIVERSITY OF MINNESOTA

Minneapolis, Minnesota

"The Minnesota Student Personnel Program Committee" is the name given to a group of eight faculty members of the Univer-

sity of Minnesota who were appointed to study personnel problems at that institution. Donald G. Paterson, Professor of Psychology, acts as Chairman of the Committee. He, together with the seven other men and women, prepared a list of ten Projects dealing with the present status of the student personnel activities at Minnesota "and the indicated next steps for the initiation, extension, improvement, and coordination of these varied activities x x x " (37:4).

Prescinding, temporarily, from all data contained in the report save the present procedures carried out at Minnesota, we may briefly describe the personnel program thus:

(1) A Student Personnel Record Card containing items deemed to be educationally significant (drawn up by a Sub-Committee of the Committee on Educational Research in 1934) has been used for all incoming freshmen since that date. The data included on the record card are secured at the time of the Psychological Examination (37:9).

(2) College Aptitude Tests, High School Scholarship Ratings, and Placement Tests are used as educational guidance projects, and have proved their manifold worth.

(3) In order to provide for individual differences, the University is offering "a wide variety of educational opportunities through its professional, semi-professional, and technical

courses, and the pre-professional courses, several vocational curricula and numerous elective combinations in the college of liberal arts" (37:14). A liberal range of courses is also open to freshman and sophomore students who are not candidates for a degree.

(4) An "Educational Guidance Committee for Freshman Week" functioned during Freshman Week in 1926 and again in 1927. Ten faculty members advised students; twenty-six vocational information books were supplied by the Library for student use; one hundred and twenty students sought advice.

(5) The Vocational Adviser for Women holds individual conferences, and cooperates with the W.S.G.A. Vocational Committee in arranging vocational information round-tables (37:18).

(6) The Committee of Faculty Counselors in the College of Science, Literature, and the Arts, composed of fourteen members (seven of whom devote one-third of their time to counseling work), has thus far dealt principally with "potentially good students" and with probation students (37:19).

(7) The University Employment Service has a full-time director who, during 1925-26 placed approximately 1,750 students, the combined earnings of whom were about \$118,000 (37:27). The Y.M.C.A., the Office of the Dean of Student Affairs, the Dean of Women, and the Farm Campus Y.M.C.A. also

help in placement work.

(8) The Student Health Service at Minnesota consists of:

a. Entrance Physical Examinations.

Every student who enters the University for the first time must submit to a careful and thorough physical examination. The summary of any physical defects, handicaps, or abnormalities found serves as a basis for advice in correcting or overcoming them; as a means of classifying students for athletics, physical education, special corrective gymnasium work, and for limited scholastic programs.

b. Dispensary Service.

Over 250 students report to the out-patient department for advice or service every day.

c. Nutrition Service.

Since a definite relationship exists between malnourishment and inferior work by students, a staff physician devotes part-time to this phase of health work. It is hoped that through his efforts he will alleviate the physical fatigue which results in mental fatigue and in the consequent poor scholarship of many students.

d. Health Examination.

Individualized health examinations include a

thorough physical examination and a careful analysis of the student's habits of living, thinking, and acting. They are designed particularly for seniors and a group of probation students in the College of Literature, Science, and the Arts.

e. Mental Hygiene.

Dr. A. W. Morrison devotes about one-half of his time to psychiatric work, and Dr. Theodora Wheeler comes from Rochester (Minnesota) for one full day's service each week. The 1929 budget provides for a full-time neuro-psychiatrist.

UNIVERSITY OF OREGON

Eugene, Oregon

In the fall of 1928 the University of Oregon inaugurated a three-fold program of student guidance which includes:

- (1) an entirely new and very different plan of organization for freshman and sophomore work.
- (2) a personnel bureau designed to effect a close and helpful contact between student and faculty administration.
- (3) a much more rigid scholarship requirement to remain in

the university than was formerly in vogue.

The first aspect of the program- the reorganization of freshman and sophomore work- operates chiefly in the College of Literature, Science, and the Arts. Under this scheme "with a single stroke the university abolished the former plan of 'majoring' in special fields during the freshman and sophomore years, and instead students choose a field of interest from one of four special fields groups" (19:623).

"The entire lower division curricula has been apportioned among the four groups, which are called as follows:

- (1) Language and Literature
- (2) Social Science
- (3) Physical Science
- (4) Biological Science

In each of these groups, survey courses have been devised for the first year, and option courses for the second year. During the first two years each student takes either survey or option in three of the four groups, and the fourth course is also permissible. Thus the student will enter his junior year with a thorough background, and will be capable of choosing his major interest in which to specialize for his life work" (19:624).

The advantages claimed for this freshman-sophomore curricula reorganization plan are:

(1) that it helps the student who comes to the university with no definite vocational interest to choose a vocation.

(2) that it allows the student who presumably has chosen a vocation to change his preparation should his interests change.

(3) that it allows for a division of the students into small sections for instruction and into smaller groups for conference.

(4) that at the end of the first two years it permits the student to be given a junior certificate or, if he prefers, a certificate of graduation from the lower division. This scheme will doubtless attract many who desire a liberal education but who might regard a four-year course as too costly or too formidable (19:624;625).

Under the second phase of the University of Oregon's reorganization program are included general and individual student problems, handled by a "research bureau" and by a "personnel council", respectively.

President Arnold B. Hall has divided the research bureau into three distinct branches: psychological, educational, and statistical. The bureau, cooperating directly with a research committee and with the registrar's office, handles all general student problems which "can be attacked through statistics,

tables prepared from college or even from high school records, and from examinations given periodically" (19:624).

The personnel council proper, the members of which deal directly with students, is composed of the dean of women, the dean of men, the psychology department, the placement or employment service, the university health service, the school of physical education, the registrar, and representatives from the university at large. Through the combined efforts of this group of men and women (each of whom is appointed by the President and responsible to him), the individual conflicts and difficulties of a student are scientifically yet sympathetically considered, attenuated and, if possible, solved. In this category of individual problems fall such items as dropping courses from, or adding courses to, the student's schedule; poor grades; poor health; social maladjustment; employment; placement; and vocational adjustment. "Every effort will be made to keep the student interested, aware of his responsibilities, and to give him the feeling that he is at the university to get the utmost good out of his studies" (19:625).

The last phase of the University's threefold program concerns itself with stricter scholarship requirements. Freshmen and sophomores who are on probation for poor scholarship are required to carry, and successfully pass, twelve hours or be dropped from the University. Juniors and seniors are allowed

no probation whatsoever, and the student failing to make ten hours will be dropped.

Commenting broadly upon the new procedure at the University of Oregon, Godfrey says:

"It is pointed out that, in the long run, the new departures are not likely to make any material change in the number who receive instruction at the university. A rising standard of university achievement has always been a challenge to students of superior ability who come in increasing numbers, and the periods following the stiffening of scholarship requirements have been, at the University of Oregon, marked by material increases in enrolment" (19:825).

In this presentation of the personnel procedures employed in fourteen colleges and universities, no attempt has been made to criticize adversely or constructively, to evaluate, or to compare. Such a study, if adequately completed, would in itself be of sufficient proportions for a Master's thesis.

The material in Chapters II and III is offered:

(1) to indicate the varied services which it is possible for a school to render its students through the medium of the personnel office.

(2) to show the progress which has already been made in this field by progressive educators in spite of the recency of the movement.

(3) to emphasize the fact that it is a service adaptable to all sizes of institutions.

(4) to serve as a background for the evaluation of Chapter IV.

In order to substantiate point (3)- that personnel services can be rendered no matter how large or small the college or university- Table 2 is presented.

Table 2.- SCHOOL POPULATION OF THE 14 COLLEGES AND UNIVERSITIES WHOSE PERSONNEL PROCEDURES HAVE BEEN REVIEWED IN THIS THESIS

Name of School	Number of full-time Students	Number of Teachers
Dartmouth College	2373	231
Earlham College	392	38
Graceland College	250	
Hamline University	378	44
Harvard College	8110	1244
LaSalle-Peru-Oglesby Junior College	80	
Middlebury College	628	
Northwestern University	5557	615
Purdue University	3765	303
Stanford University	3459	506
University of Chicago	5628	765
University of Minnesota	11815	768
University of Oregon	3019	283
Wittenberg College	1081	88

(58:744).

CHAPTER IV

THE PROPOSED PROGRAM

As indicated by the title, the specific purpose in writing this thesis is to present a personnel program of a practical nature-- a program which might aid the administrators of small colleges who, interested in the movement, are desirous of establishing a guidance program to meet their own individual needs.

In Chapter I the writer endeavored to explain, to evaluate, and to justify the Aims or Objectives of personnel service. These aims, which study showed were not considered by personnel directors to be of equal significance nor given the same relative prominence in the various programs examined, are briefly repeated here:

- I. To give the student the best possible educational and vocational guidance.
- II. To promote the physical and mental health of the student.
- III. To give the student the best possible ethical, religious, and social guidance.
- IV. To conduct research studies in the field of personnel work.

In Chapter II a survey was given of the programs actually being carried out in seven representative colleges and universities having a school population less than 3,000 students. And in Chapter III the writer reviewed the services being given through the personnel office in seven institutions whose enrollment is greater than 3,000 students.

In other words, as a preparation for the proposed program to be presented in this chapter, an endeavor was made to analyze the aims of personnel work, and then to show what a variety of means was being employed in order to attain the aims indicated.

The title of this thesis reads, "A Proposed Personnel Program for the Small College". Obviously the writer does not entertain the idea that the program which she will present in the subsequent pages is to be considered impeccable. It merely represents one of many programs which could be proposed. She nevertheless presents it after serious thought and careful study, with the hope that it may at least direct the attention of a few educators towards the practices which might be employed in an educational endeavor which promises such beneficial results to both students and faculty when judiciously executed.

Obviously, too, the proposed program is to apply to a specific type of school: a small college. As arbitrarily con-

ceived by the writer, the small college to be dealt with in this thesis will have the following qualifications:

- (1) It shall have an enrolment of not more than five hundred full-time students.
- (2) It shall be a co-educational school.
- (3) It shall be staffed by approximately thirty-five teachers.
- (4) It shall be a four-year Liberal Arts College.
- (5) It shall be located in a non-metropolitan area.
- (6) It shall be populated by the general run of American youths.
- (7) It shall be a non-sectarian institution.
- (8) It shall be a boarding school.

PRELIMINARY PROCEDURES

SECURING THE COOPERATION OF THE FACULTY

As mentioned previously in this study, the introduction of personnel service into the educational activities of colleges and universities is of comparative recent date. As a result, there would unquestionably be found a considerable number of faculty members in practically every school who were only vaguely acquainted with the aims, the procedures, and the benefits of personnel work. And since it is a truism that the most serious opposition invariably emanates from those who do not

understand the motives underlying, the technic to be employed in, and the benefits to be derived from, the administration of a new and specific institutional policy, it would seem reasonable that the initial step to be taken by the president of a small college who had determined upon the introduction of a student guidance program, would be to plan and execute a campaign whereby the faculty members would be educated to the fruitfulness of such an innovation.

Various methods and means could be employed to effect this "education" of the faculty:

(1) The president, himself, might in faculty meetings present a survey of the personnel procedures being employed in some well-known schools like Dartmouth, Northwestern, and Purdue.

(2) He might engage the personnel director of some college or university which had passed through a successful era of personnel administration to give a talk or a series of talks to his faculty.

(3) The president might assign the study of a definite phase of personnel work to each of the thirty-five faculty members. Then, in faculty meeting, short reports could be made upon these findings, with the result that the entire field would be covered and that the faculty members would immediately be made to feel that they were an integral part of the new movement.

"A Selected Bibliography" has been arranged by the Committee on Personnel Methods (of the American Council on Education) and can be found in The Educational Record Supplement for July, 1928 (8:65-8). Good material for the reports could be found among the literature listed in this Bibliography. The various bibliographies in Proctor's text are also recommended (41). Section A of the Appendix to this thesis contains fifty references which the writer recommends for faculty reading.

This preliminary work of soliciting the support of the faculty should be begun at least one year prior to the actual introduction of the personnel program.

SECURING THE COOPERATION OF THE STUDENT BODY

Besides enlisting the cooperation of the faculty, it is extremely important that the student body be informed of the forthcoming changes in the educational policy of the college. The proper morale can never be secured if the students are forced to accept a program whose purpose is not understood, or misunderstood. Hence one or more of the following means might prove to be valuable aids in soliciting the support of the students:

- (1) The president might, in one or more general assembly periods, outline the proposed program: its purpose, its mode of operation, and its educational significance.

(2) The heads of student organizations could be enlisted to carry on a publicity campaign in behalf of the movement.

(3) The subject of personnel service in all of its manifold phases might be used as topics of study in the class-room whenever feasible.

(4) The college publications could carry on a publicity campaign in favor of personnel service.

As in the case of the faculty, so with the students should this personnel-program publicity be begun during the school year preceding its entrance into the system. As a result, it is highly probable that from the very beginning a smooth running administrative machine could set about its work of giving educational, vocational, and health guidance to its five hundred students.

SELECTING THE DIRECTOR

Granting that both faculty and students have pledged their cooperation in the new enterprise, the next step involves the securing of a director of personnel.

Since the results of the first year's endeavors will be taken as one of the most important criteria to judge the advisability of continuing and enlarging upon the personnel practices originally undertaken, and since the director is

largely responsible for the successful functioning of the service given, great care must be exercised in his selection.

Prescinding, for the moment, from his educational qualifications, authorities on the subject quite generally believe that the following traits should be exemplified in a personnel director:

"Character

Integrity
Poise
Courage

Intelligence

Accuracy
Quickness
Adaptability
Power of absorption
Capacity for growth
Social mindedness

Physical Characteristics

Bearing
Neatness
Voice
Energy
Endurance
Forcefulness
Self-reliance
Decisiveness
Tact

Leadership

Sober imagination
Initiative
Cooperativeness
Understanding
Sense of Humor
Self Control
Social Nature

Personal Qualities

Habits
Industry

Knowledge of Technique

Skill in Practice* (52:22-3).

The educational qualifications desired in a personnel director are many. It is evident, from the nature of the work, that the man to be employed should be a university graduate, and should have had university courses in psychology, education, sociology, and in economics; for his duties as counselor will necessitate rather extensive knowledge of these related fields (12:96).

It would also be valuable were he to have had practical experience in some lines of industrial, commercial, or professional activity.

The president of the college in which the personnel service is to be instituted for the first time would do well to engage a director who has had at least one year's experience elsewhere. If that should prove impossible, he could undoubtedly obtain a promising director through a university like Harvard, Wisconsin, Northwestern, Michigan, Stanford, or Columbia (Teachers College), which give definite courses in vocational guidance and personnel administration (41:325). Or it might be possible to select a professor already on the staff of the college to take over the duties, providing he has at least a fair share of the personal, educational, physical, and vocational qualifications just indicated.

It might be advisable to request the incoming director to report to the college at least one month prior to the opening of school, so that important details could be worked out. It would help to realize the requirement of Wellman that "a personnel officer must have complete knowledge of the college he represents, its ideals, its purposes, its curriculum, and the men who are units in carrying out its general plans and ideals" (59:331).

THE ORIGINAL COPY OF THIS THESIS CONTAINS ALL
OF THE TABLES, CHARTS, AND FORMS TO WHICH
REFERENCES ARE MADE.

THE PROGRAM ITSELF

CONTACT WITH PROSPECTIVE STUDENTS

New Type of Admission Blanks

Although there exists practically no college which does not send an admission blank of some sort to students applying for entrance, it is necessary that a college which purposes to develop a personnel program have a specific type of admission blank. In other words, the new blank to be adopted should (besides containing the general run of questions) include inquiries as to the student's educational and vocational choice and aptitudes, his financial status, parents' vocations, and so forth.

After an analysis of the admission blanks of several colleges and universities which give personnel service, the writer has devised a blank (Form 12, page 121) which she recommends for use in the small college to which this thesis applies.

Part I of the new blank concerns itself with the traditional personal questions about the student.

Part II is aimed at ascertaining the scholastic history of the young man or woman applying for admission.

Part III will throw light on the nationality, occupation, educational status, and so forth of the parents.

Form 12.- NEW ADMISSION BLANK

Parts IV and V are specifically directed towards securing information about the educational and vocational interests and aptitudes of the student.

Together with the admission blank (which should be sent out by the Dean of Admissions through the personnel office), the writer recommends that the following literature be sent the student applying:

A Personnel Folder

Because of the fact that the prospective student would undoubtedly be unacquainted with the new personnel service to be offered, a tiny folder describing the work might profitably be included. The folder used by Northwestern University is offered as an adequate illustration (Form 13, page 122).

A Personality Rating Scale

Since "personality" (that rather intangible and indefinable human quality) is receiving increasing attention as a factor of success in all walks of life, it is undoubtedly true that the school- whose duty it is to provide students with the essential qualifications for all-around Christian living- should take cognizance of this factor.

For years, educators have been attempting to ascertain what personal qualities are most desirable in people; they have been endeavoring to construct rating scales for measuring personality; and they have been stressing the importance of developing personality in students of all ages and at various school levels.

Perhaps the most concerted action regarding the construction of a personality rating scale for college students was taken by the Committee on Personality Measurement (of the American Council of Education) (8:53-64). After years of persistent effort and intensive study this Committee presented a tentative personality rating scale, and it is this form (Form 14, page 124) that the writer recommends for use in the personnel program which she is proposing.

It is her suggestion that two rating scales be sent the prospective student (at the time the admission blank and folder

are sent): one to be filled in and checked by a former teacher, and one by an adult friend.

When the admission blank and both rating forms have been returned to the Dean of Admissions, he should consult with the director of personnel if any doubt exists as to the advisability of tentatively accepting the student. All of the forms should then be filed in the personnel office as a part of the permanent record of the student.

Beginning not earlier than two months after a student has matriculated, a personality rating card should be filled out for him by one of his new instructors. A comparison of the three rating scales will indicate to the director how the student's attitude is affecting at least three competent observers, and will furnish a basis for guidance in this particular and important aspect of the young person's life.

FRESHMAN WEEK ACTIVITIES

Upper Class Aid To New Students

Under the administration of the personnel director, the heads of student organizations might render valuable aid in getting the new students oriented during Freshman Week. Information stands, posters, student-guide committees, new-student receptions, and so forth could be arranged for all newcomers in order to alleviate the difficulties attendant upon

are sent): one to be checked by a former teacher, and one by an adult friend.

When the admission blank and both rating forms have been returned to the Dean of Admissions, he should consult with the Director of Personnel if any doubt exists as to the advisability of tentatively accepting the student. All of the forms should then be filed in the personnel office as a part of the permanent record of the student.

Beginning not earlier than two months after a student has matriculated, a personality rating card should be filled out for him by one of his new instructors. A comparison of the three rating scales will indicate to the director how the student's attitude is affecting at least three competent observers, and will furnish a basis for guidance in this particular and important aspect of the young person's life.

FRESHMAN WEEK ACTIVITIES

Upper-Class Aid To New Students

Under the administration of the personnel director, the heads of student organizations might render valuable aid in getting the new students oriented during Freshman Week. Information stands, posters, student-guide committees, new student receptions, and so forth could be arranged for all newcomers in order to alleviate the difficulties attendant upon

entrance into a new school. An inexpensive pamphlet containing information as to the location of the buildings, schedule of entrance, "attendance required" meetings and the like might be given each student at the time of registration.

Entrance Examinations

The examinations recommended for a small college are:

(1) The American Council of Education examination, which is winning wide favor as the "new student" psychological examination.

(2) The Otis Self-Administering examination (Higher Form).

(3) The Iowa Placement Revised & English Aptitude Examination, which has proved very satisfactory.

(4) Thurstone's Vocational Guidance Tests.

The first two are psychological tests, the results of which will help to determine the advisability of final acceptance of the student.

The English test can be used as a basis for sectioning English classes, and for establishing Remedial English classes.

The Vocational Guidance tests will aid in later vocational counseling.

In so many instances, colleges and universities embark upon

a pretentious program of test-giving at the beginning of the school year, and after much time, effort, and energy have been expended, the results are merely tabulated- never utilized.

Unless the results of the four tests recommended in this program are really to serve their logical purpose as valuable aids in the guidance program, they were better left unadministered. Hence it is with the hope and belief that the personnel director will enhance the services of his office by a discriminating use of the data they supply, that these tests are recommended for the small college.

The personnel director should be assisted in scoring the examinations by members of the psychology department, and when finished they should be sent to the Dean of Admissions. The director might well be consulted in case of a doubtful student.

The test scores should be recorded on a simple Test Record Card such as is illustrated here. They should also be recorded on the Cumulative Record Card to be described later in this study.

Form 15.- TEST RECORD CARD

Name.....	Per.No.....			
.....			
Subjects failed in H.S.....			
H.S. last attended.....			
College last attended.....			
Tests given.....	H.S. Quarter	M. A.	Eng.	V. G.
Tests reg.....				
Self-support.....				
	Exact Standing			

EDUCATIONAL GUIDANCE

Choice of Subjects

The personnel director in a college of five hundred students needs the assistance of approximately ten faculty members to give educational guidance to the freshmen in particular. This advice should be based principally on:

(1) the results of the entrance examinations.

(2) the educational and vocational choice and aptitude of the student as indicated on the admission blank and through verbal expressions from the student.

(3) the personality ratings.

The day preceding the regular beginning of school should be set aside for freshman educational guidance. Each adviser should have been assigned his particular advisees earlier in the week, and should have gathered all available data concerning them. At the time of registration the student should be assigned to his adviser, and should report promptly at the hour specified.

While working out the student's class schedule, the adviser has a splendid opportunity to explain the rules concerning class attendance and absences, to define the grading system, and to give other educational counsel relative to the practices of the particular school.

Remedial Classes

Should it happen that a comparatively large percentage of first year students are found to be deficient by the Iowa Placement English examination, it would be well to organize one or two non-credit carrying remedial classes. This finds its justification in the fact that a knowledge of English is essential to the comprehension of practically every other college subject.

Class Load

It is the general concensus of opinion that any student whose psychological and English examinations indicate retardation, should be limited to about fourteen class-room hours per week until he shows better progress.

Class in Methods for Freshman Students

Since it has been found that a very high percentage of students have faulty study habits and are thereby handicapped for effective school work, both large universities and small colleges are conducting Study-Habit classes, including Time-Budgeting (37); (32); (57). Usually they are attended by freshmen only, and meet one hour per week for one quarter or one semester. Such a class is recommended for all freshmen and new students in this guidance program.

STUDENT INTERVIEWS

Beginning about the second week of the school year, every one of the five hundred students enrolled in the college should be interviewed during the course of the year. Notices for these interviews might be sent to eight students a day in order of the following groups:

- (1) Third and fourth quarter freshmen
- (2) First and second quarter freshmen
- (3) Advanced standing students, beginning with the sophomores.

In order to focus the attention of the student upon himself, and to imbue him with the spirit of personnel service, many personnel directors approve the idea of giving the person waiting to be interviewed a Personality Rating Scale, some form of a Furtherance-Hindrance Sheet, or both, to be filled out.

Northwestern University has arranged a very comprehensive Furtherance-Hindrance Sheet, the use of which is recommended in a small college personnel program. (Form 16, page 131). Factor II alone is not apropos for the particular type of school under consideration, inasmuch as we are dealing with a boarding school in which study facilities are presumably adequately provided for.

After the student has rated himself and his school environ-

ment on the Furtherance-Hindrance Sheet, the personnel director can tell at a glance approximately what the student's emotional attitude on life is. For example: if the director finds all of the factors checked on the extreme right side of the Sheet, he will know that the student is of a pessimistic nature; whereas if all are checked on the extreme left, the student evidences an extremely optimistic attitude. In other words, since the rating scale is arranged horizontally on the basis of from highest degree of furtherance to highest degree of hindrance for each of the eight factors, a preponderance of check marks on either extreme left or right will cause the personnel director to ascertain whether the student really is faced with the conditions indicated, or whether he is possessed of an unstable emotional nature. Hence this Furtherance-Hindrance Rating Scale elicits information from the student not only regarding his health, his educational and vocational status, but it also indirectly throws light on the student's personality.

It is highly desirable that the personnel director, before beginning the interview, have firmly in mind all the data which it was possible to gather concerning the student, so that his guidance may be both intelligent and beneficial.

During the initial interview, which lasts from twenty to thirty minutes, the personnel director, in a sympathetic, co-operative, and friendly manner endeavors to elicit information

from the student concerning the latter's educational and vocational interests, his plans for the future, his behavior, his health, his home conditions, and so forth. All information received is kept in confidence, and is used only for purposes of educational, vocational, health, and ethical guidance and service.

Beginning with the second year after the introduction of a student personnel service, this comprehensive guidance will be given particularly to the freshmen, and only to a lesser extent to the sophomores and juniors, for they will have had the benefit of this service during their previous years at school.

Senior class counsel will concern itself principally with advice as to graduate study, the securing of scholarships in other schools, and the advisability of continuing in professional schools. It will also concern itself with advice as to business careers and contacts.

The impressions of each interview are recorded on the Interview Sheet (Form 9, page 79), which forms part of the permanent record of the student.

Follow-up interviews are arranged for whenever the first interview has not been entirely satisfactory or when the need for further guidance is anticipated.

EMPLOYMENT SERVICE

Since one of the outstanding services rendered by a personnel department is the direction of students into the right kind of employment, the personnel director should aim to interview or to communicate with the college alumni and with employers in the city just as soon as circumstances permit. Without the cooperation of these two groups of men and women, little can be accomplished in the direction of employment for the college students.

It should be the duty of the personnel director in a small college to handle full-time employment for seniors only, and temporary and permanent part-time employment for the other class men.

If possible, the director should aim to place students in positions which will aid them directly in the field of endeavor which they hope to enter upon graduation. If the student has not indicated a choice, he might be given a variety of work to do, hoping that through this exploratory experience he might reach a vocational decision.

It should be the further duty of the personnel director frequently to check up on the class-room work being done by all students who are wholly or partially self-supporting, in order that he may determine whether this outside influence is hinder-

ing the real purpose for which the student is in college.

After the department has been functioning successfully for several years, follow-up work should be undertaken.

Complete records should be kept for this phase of the work. The forms used by Northwestern University are the most complete records which the writer has seen while examining personnel literature and personnel forms. She therefore recommends that the personnel director of a small college use employment records similar to those presented in Form 10, page 81, of this thesis.

COURSE IN VOCATIONS

There is a constantly growing number of colleges and universities which include a Vocations course in their curricula. Divergence of opinion exists as to the features which should characterize this course, but the writer recommends the following practice for the small college under consideration:

(1) Make the course in Vocations a credit-carrying course, to be held two hours a week for one quarter or one semester.

(2) Make it an elective course open to all, unless the enrollment should exceed fifty. In that case, it should be limited to sophomores who have not yet made a definite vocational choice.

(3) Secure outside lecturers- specialists in their respective fields- to deliver the course.

(4) Provide for private interviews between the lecturer and students after each weekly talk.

(5) Request the lecturer to follow a definite outline in presenting his data. Fryer (17:60-8); Edgerton (13:186-7); Robertson (44:320-1); and Blake (4:394-6) are a few of the writers on this phase of the subject who have suggested practical outlines. Robertson's is here given for purposes of illustration:

Outline To Be Followed For A Course In Vocations

- *1. Definition of the work.
2. Type of work.
3. Work relationship with other groups.
4. Origin.
5. Background and development.
6. Organization charts.
7. Typical starting points.
8. Direct and collateral steps of promotion.
9. Opportunity for advancement.
10. Primary duties.
11. Physical or mental characteristics necessary.
12. Physical or mental characteristics handicapping.

13. Detailed study of remuneratiog.
14. Earnings study of men of same educational level in all work.
15. Proportionate representation of college men at different levels.
16. Previous preparation needed at start and for advancement.
17. Opportunities for obtaining experience.
18. Demand for and supply of applicants.
19. The work as training for other fields.
20. Cost of training.
21. Considerations in choosing a concern.
22. Social and other satisfactions inherent.
23. Social and other sacrifices involved.
24. Bibliography* (44:320-1).

VOCATIONAL GUIDANCE SHELF

As rapidly as possible, the college library should procure whatever books, periodicals, and monographs on vocational guidance and occupations are recommended by the personnel director. If facilities allow, this shelf should be given great prominence especially during the first year of the personnel department's activities.

The faculty should be advised of this shelf, and should

make every possible use of the references which it contains for collateral reading with the regular class-room work. Students in Economics, Sociology, Labor Problems, Public Speaking, Debating, and English could make wide use of the valuable data contained in these references both for oral and written problems. The Vocations course students would find it indispensable.

Section B of the Appendix to this thesis contains a list of fifty references which the writer recommends for this vocational guidance shelf.

COOPERATION WITH PARENTS

In order to assuage the justifiable complaint of parents that college and university authorities frequently disregard their opinions, desires, and feelings once their sons and daughters have matriculated, an aim is being made to establish closer contact between the parents and the school.

Since fathers and mothers naturally have a great interest in the progress of their children, it would be well if the personnel director would keep them informed:

- (1) as to the grades which the student receives.
- (2) as to any marked health problem.
- (3) as to possible moral difficulties.
- (4) as to unwarranted scholastic difficulties.

(5) as to exceptionally meritorious work done by the student

(6) as to anticipated or actual suspension or expulsion of the student from college.

HEALTH SERVICE

Physical Health

Despite the benefits which attend the good health of students, and despite the advantages which accrue from careful health supervision in the schools, there are some educators who would dispense with health service to students because of the following alleged difficulties:

(1) Entrance health examinations are invariably extremely superficial

(2) No follow-up work is done

(3) Health examinations are in so many cases merely a duplication of a service which the student has already received at the hands of his own physician prior to entering college

(4) The medical fee charged the student is unwarranted; or if no fee is charged, the college cannot stand the added financial burden.

In answer to these objections the writer would say:

(1) That in the proposed program it is assumed that the services of a very reliable and conscientious physician be se-

cured. In order to assure getting this type of doctor, he shall be paid for his time on the basis of a \$10,000 a year salary- which would be a liberal amount for a physician in a non-metropolitan area (qualification number 5 of the small college under discussion). He would then feel that his services were being amply repaid, and would feel economically free to give each student a very thorough health examination.

(3) Objection two would be met by a presentation of the qualifications for the physician as outlined in the preceding paragraph.

(3) It is doubtful whether students give their health the attention they should. It is equally doubtful if they voluntarily undergo a thorough health examination prior to coming to college. Hence (although the writer can present no statistics to substantiate her contention) it is her belief that the vast majority of young folks really do benefit from good medical care while in school.

(4) If the medical fee does not exceed \$10, no student or parent should object. At best it is only a nominal sum compared with the total cost of a college education. Besides, should the thorough medical examination reveal a hitherto unknown physical defect which, discovered in time and treated immediately will spare the student later pain and suffering, it would be worth many times the fee charged. Moreover, even if the student is relieved of only comparatively minor ailments,

he will be rendered proportionately more effective as a student; for it is true that a sound body reacts favorably upon a person's mental acumen.

(5) Again, granting that the student has undergone a physical examination prior to his coming to college and that he is simply duplicating medical fees, it is the writer's contention that every college student is forced to pay many a fee for which he does not get "value received".

(6) Even though the college be asked to assume the financial responsibility for health examinations of its students, the \$4000 or \$5000 a year spent in that manner could justifiably be considered a sound investment and indeed many of the large universities like Minnesota, Chicago, Northwestern, and Dartmouth do so consider it.

Hence, since the writer feels that the advantages of good health service in a college are far in excess of the disadvantages, she whole-heartedly recommends this type of service for the small dormitory school under discussion.

Recommendations:

It is recommended in this proposed personnel program that a college with a student enrolment of five hundred, secure the half-time services of a very reputable physician and surgeon, and the full-time services of a nurse.

At the time of registration an additional fee of \$10 shall be charged the student to cover the entrance health examination and ordinary medical services anticipated throughout the year. For extraordinary services, the student would be expected to pay the college physician the usual medical charges.

A thorough health examination should be given each student at the beginning of each school year, in the order of freshmen, seniors, sophomores, and juniors.

Students whose physical health renders them unfit for school work or unsafe for close association with other students should be dismissed, unless the physician feels morally and professionally sure that they will readily respond to treatment.

Follow-up work on all students should constitute an important phase of health service.

A course in Physical and Mental Hygiene is heartily recommended for all students at an early period in their college life. If possible, the physician should give this instruction to the young men, and the nurse to the young women enrolled.

The nurse would of course be the physician's first assistant in his medical work at the college, and would be expected to give first aid service.

In case of serious illness, the parents or guardian of the

student should be notified immediately.

All faculty members should be urged to report students who show the least sign of physical or mental strain to the physician so that action may be taken in his case very promptly.

The nurse should be required to keep a full record for each student (according to a method agreeable to the physician). It should constitute a part of the permanent record of the student, and therefore a duplicate copy should be filed in the Personnel Office.

Mental Health

Although the writer is convinced of the beneficial results of college psychiatric work, and although the large universities in increasing numbers are including mental health service as an integral part of their personnel programs, it seems to offer too many difficulties when applied to the small college.

Unless a school can draw upon its medical department for psychiatrists, or unless it is located in a large city where specialists are apt to abound, the problems attendant upon securing a good psychiatrist for a small college practically render such a feature impossible. Hence, viewed from the standpoint of the characteristics specified for the small college under consideration, the writer dismisses as not feasible the otherwise highly recommendable mental health service.

EXTRA-CURRICULAR ACTIVITIES**Athletics**

In a small college, a very worthy personnel service is that of interesting each and every student not physically handicapped in some type of athletics, and of fostering intra-mural athletic contests.

Social Activities

Even the large universities and colleges are beginning to bend every effort to provide a rich and variegated program of wholesome social activities for the students, and are urging all students to belong to at least one social organization. In a small college of the boarding-school type, such activities can easily be administered through the personnel department.

Educational-Social Activities

The personnel director has a splendid opportunity while interviewing students to direct them into such educational clubs and societies as the college literary society, the debating team, the dramatic club, the glee club, the band, and so forth.

All of these may serve as "Exploratory Activities" through which vocational aptitudes may be uncovered and vocational choices decided.

A complete record of all the student's extra-curricular activities should be made on the Cumulative Record Card, where it can be made an important factor in further guidance.

DISCIPLINE

Although many college and university heads believe that disciplinary problems should not be detached from personnel work (71:1-2), the writer recommends that for this program the Dean or Prefect of Discipline retain complete disciplinary powers. However, all serious breaches of discipline should be reported to the personnel office and a record made of them, because such information is extremely important especially when the matter of recommending a student for employment presents itself.

MECHANICAL DETAILS

For each student enrolled at the college, the personnel director should purchase an American Council on Education, Cumulative Record Folder for College Students. They can be purchased from the Council at \$5.50 a hundred. (Address: American Council on Education, 26 Jackson Place, Washington, D.C.).

This tentative cumulative record form has been prepared by Professor Ben D. Wood and Dr. E. L. Clark, and is being used extensively by colleges and universities throughout the United States. Interpretation of the form and directions for its use are given in "The Educational Record Supplement" for July, 1928, pages 14-53. A copy of the folder accompanies this thesis (Form 17).

At the discretion of the personnel director, these folders may be arranged in the files alphabetically by last name of the student without regard to his college year; or the students may be divided into groups of freshmen, sophomores, juniors, seniors, and unclassified, and the folders arranged alphabetically in each of these five groups, each group in a separate file. The writer recommends the latter method as being the more practical and efficient.

This Cumulative Record Folder shall be the "crib" into which all other data shall be placed.

In this proposed program for the small college, the writer suggests that each of the separate cards, folders, blanks, and so forth used for the student be called a form. She suggests that each form be given a number and filed in the Cumulative Record Folder in order of number 1, 2, 3, etc. For the proposed program under discussion, then, the material might be numbered and arranged thus in the "crib":

Form 1.- Admission Blank

Form 2.- Personality Rating Scale

Form 3.- Test Record Card

Form 4.- Rating Scale of Furtherance-Hindrance Factors

Form 5.- Interview Sheet

Form 6.- Employment Records

Form 7.- Health Records

The Personality Rating Forms can be purchased from the American Council on Education at \$1.00 a hundred.

RESEARCH

Personnel directors throughout the United States are eager to learn new methods of procedure in their chosen field. Each and every one is working on one or more personnel problems, with the hope of effecting something better, and of presenting the results, for what they may be worth, to the educators interested in this new endeavor.

Because of the fact that up to the present time the small college has been somewhat tardy in inaugurating a comprehensive guidance program, the inevitable result is that comparatively little personnel research has been done in the interest of this type of school. Hence there is a vast field of exploration

open to the studious, analytical, and progressive personnel director in the small college.

It is the plea of the writer in her concluding sentences, that the personnel officer in every small college:

- (1) establish friendly relations with as many directors in other schools as possible, so that they may all profit by the ideas and new methods suggested from time to time.
- (2) study the current literature pertinent to his problem.
- (3) contribute at least one short research study to the general field each year.
- (4) keep in close contact with the splendid endeavors and progress of the Central Committee on Personnel Methods of the American Council on Education, 26 Jackson Place, Washington, D.C.

There is every reason to hope that if these four suggestions are conscientiously carried out, the result will mean the better planning, supervision, direction, and coordination of all those activities of the school which contribute directly to assuring the functioning of the school with the minimum of human effort and friction; with an animating spirit of co-operation; and with the proper regard for the genuine well-being of all the students and faculty (52:7). In short, it

will mean the working out of a finer personnel service- the most humane aspect of school administration yet devised!

APPENDIX A

FIFTY SUGGESTED REFERENCES FOR FACULTY READING

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PERIODICALS

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Journal of Personnel Research. Official Publication of the Personnel Research Foundation. (Williams and Wilkins, Baltimore).

News-Bulletin of the Bureau of Vocational Information. (Bureau of Vocational Information, 2 W. 43rd St., New York).

The Vocational Guidance Magazine. Organ of the National Vocational Guidance Association. (Bureau of Vocational Guidance Harvard University, Cambridge, Mass).

APPENDIX B

FIFTY SUGGESTED REFERENCES FOR THE
VOCATIONAL GUIDANCE SHELF

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PERSONAL LETTERS

- | | |
|-------------------------|---------------------|
| 65. Hanford, A.C. | Harvard College |
| 66. Neef, Francis J.A. | Dartmouth College |
| 67. Nell, R.B. | Hamline University |
| 68. Neuberg, Maurice J. | Wittenberg College |
| 69. Strong, E.K., Jr. | Stanford University |

70. Walters,,J.E.

Purdue University

71. Wright, Harry N.

Earlham College

PERSONAL INTERVIEWS

72. Cowley, W.H.

University of Chicago

73. Howard, D.T.

Northwestern University

Location

ADMISSION BLANK

(To be filled out by the applicant in his own handwriting. The answers to the questions will be treated confidentially. Misrepresentation in any statement will be considered sufficient grounds for denial of application or for exclusion)

Date Filed.....Class.....

I. Name in full..... (Print in capital letters, last name first, first name, middle name)

Place of birth.....Date of birth..... Home address: street and number..... City.....State..... Religious preference.....Church membership.....

II. Kindly fill out your scholastic history as requested on the form below:

Table with 5 columns: High School, Name of School (Public or private), City or Town, State, Age when entering. Includes rows for 1, 2, 3, Additional, Years, and Remarks.

Table with 5 columns: College Years, Name of School, City or Town, State, Age when entering. Includes rows for 1, 2, 3, Additional, Years, and Remarks.

I hereby certify that the above statement is correct and complete so far as my knowledge goes.

Please record below all courses of study pursued outside the regular school program: correspondence courses, commerce courses, night school courses, special courses in art, music, speech, and the like.

III. Family History

- 1. Father's name in full.....Living?..... 2. His place of birth.....Nationality..... 3. His occupation (be specific)..... 4. Did he attend college?.....How long?.....Did he graduate?.....What college and what class?.....

- 1. Mother's name in full.....Living?..... 2. Her place of birth.....Nationality..... 3. Her occupation..... 4. Did she attend college?.....How long?.....Did she graduate?.....What college and what class?.....

IV. High School Interests

- 1. Name the 3 subjects you liked best in high school..... 2. Name the 3 subjects you liked least in high school..... 3. Name 2 sports in which you excelled..... 4. Name 2 sports which you played fairly well..... 5. Enumerate any scholastic honors that you received in high school..... 6. Reading interests; number the following in order of preference: History, Novel, Magazines, Poetry, Travel, Science, Biography..... 7. In what extra-curricular activities did you participate?.....

V. Vocational Aptitudes and Interests; Employment

- 1. Were you in whole or in part self-supporting while in high school? (Be specific)..... 2. State fully from what source or sources you expect to derive financial support while in college..... 3. What occupation or position do you plan to enter after graduation from college?..... 4. If undecided, give present preferences (in order of choice).....