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## Personnel administration for men in collegiate schools of Business

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# Personnel Administration for Men in Collegiate Schools of Business

Norman H. Abbett

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### PERSONNEL ADMINISTRATION FOR MEN IN COLLEGIATE SCHOOLS OF BUSINESS

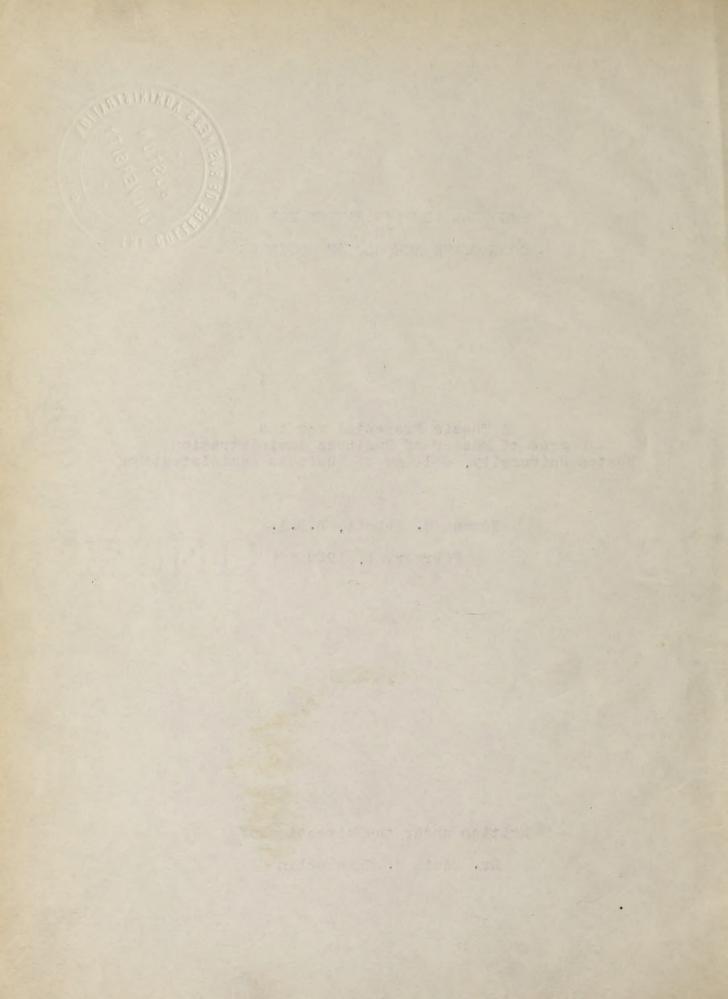
A Thesis Presented for the
Degree of Master of Business Administration
Boston University, College of Business Administration

Ву

Norman H. Abbott, B.B.A.

February 1, 1929

Written under the direction of Dr. Edwin M. Chamberlin



#### CONTENTS

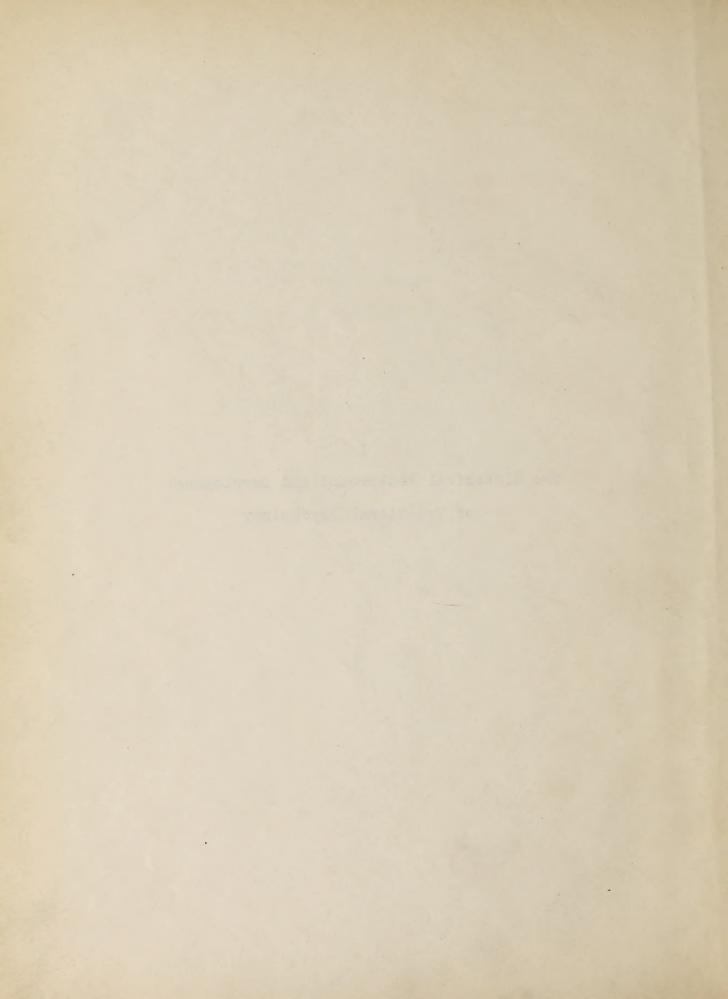
Chapter		Page
I	The Historical Background and Develop- ment of Vocational Psychology.	4
II	Vocational and Educational Guidance in Colleges.	20
III	The Need for a Personnel Program in Schools of College Level.	40
IA	Organization of the Collegiate Schools of Business.	51
V	Personnel Administration-Functions of the Department.	73
AI	Personnel Administration-Functions of the Department.	102
VII	Summary.	122
	Bibliography	127

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I

The Historical Background and Development of Vocational Psychology



Modern business and industry demand specialization. The individual who has special abilities
and capacities is needed for the commercial and
industrial fields. Vocational psychology is a
study of these individual differences.

In the last analysis, our study of the individual and his special abilities and capacities is for the purpose of placing him in the right job- in the line of work for which he is best fitted.

Heretofore many questionable methods of analyzing character or predicting mental capacity have
been used. Although the development has been slow,
scientific progress is being made to disprove the
pseudo-sciences. N evertheless, real psychologists are finding it difficult to make practical
progress because of the commercial exploitations of
pseudo-psychology.

Let us examine some of these pseudo-sciences.

#### Astrology

First, Astrology. Astrology is one of the oldest methods of analyzing character. Although it is considered an absurdity to-day, it still is used in some employment offices.

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Astrology is based upon the position of the stars the day on which a child was born. It is difficult to conceive that the position of Jupiter should have any connection with the occupation in which a person will be successful, but there are those who still place faith in the method.

The Chicago Daily Tribune, a newspaper that calls itself the "world's greatest newspaper", published in May 5, 1923, issued the following which is a part of a longer article:

"The sun in conjunction with Jupiter makes this a most fortunate planetary rule. Almost any undertaking, be it pleasure or business, should meet with satisfaction under this sway. Jupiter gives power to all who lead in business or the professions. Bankers should meet with benefit.

"Those whose birthday it is have the forecast of a lucky year for business.

"Children born on this day should rise in life, but happy marriages are not among the predictions for the girls.

"You have a remarkably retentive memory, and should make a success of anything involving figures. You are probably fond of indoor games involving brain work, such as chess and bridge. You should have a good speaking voice, and would undoubtedly make a good public speaker." (1)

Vocational psychology cannot develop properly

if we make illogical generalizations based on a few (1) Harry D. Kitson, "The Psychology of Vocational Adjustment", J. B. Lippincott Col, Philadelphia, 1925, p.75

Control of the last species filling over many 

observations.

#### \$piritualism

The second questionable method is spiritualism.

Spiritualism assumes that it is possible for individuals to communicate with spirits. Mediums are
usually consulted who assist the person who seeks
to communicate with a mind in the spirit world.

Those persons who call themselves "Mediums" do not
work in the employment office, but usually are found
in remote parts of the cities in which they operate.

Harold E. Burtt in his book, Employment Psycho-

logy, says, "Spiritualism has certainly nothing to contribute until its actual existance can be proven. It is illogical to assume communication with spirits until telepathy can be demonstrated and this has not yet been accomplished under laboratory conditions. Yet spiritualistic mediums are consulted on various problems of a vocational nature." (1)

The influence of spiritualism is realized when we hear continually about the large number of persons who attend seances seeking information and advice about many questions of a personal and vocational nature.

Burtt says, "Persons who accept advice from the spirit world for vocational or other purposes are flying in the face of science and putting themselves at the mercy of ignorance or unscrupulousness in the form of a medium."(2)

(1) Harold E. Burtt, Ph. D. "Employment Psychology" Houghton Mifflin Co., Boston, 1926, p. 44.

(2) As above p. 21

or william and falls and the substitution. The best of

#### Phrenology

Phrenology is a third type of pseudo-psychology that is still used in some employment offices of business and industry. The writer knows of two employment agencies in Boston who claim to select candidates for employers by means of this unscientific method of studying the cranial development of individuals. One of these agencies maintains that it can select the right vocation in which a man should enter simply by having the subject submit himself to two or three consultations with the "phrenology expert" at five dollars a consultation.

The historical bases of phrenology are presented by H arold E. Burtt in Employment Psychology.

He says, "Phrenology did have historically a little more semblance of a scientific basis t han the other pseudo-psychologies mentioned above. Science had discovered that certain parts of the brain were concerned with certain sensory or motor functions. If a portion of the skull was removed and the surface of the brain stimulated, movements of certain muscles might take place, and by stimulating different parts of the brain different muscle groups could be made to contract. Moreover, injury to a certain portion of the brain often left a person with some defect, such as, inability to see or hear or speak". (1)

It was the work of the scientists to continue with the experiment and try to trace the effects of the injured portion of the brain to that part of (1) Harold E. Burtt, Ph. D. op. cit. p. 21

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the body that was affected. The phrenologist, however, was not willing to wait until a solution had
been made by scientific study. He was too ready
to accept the theory that there was a brain center
for movements of certain parts of the body and if
this were true, there should also be centers for
memory, combativeness, conscientiousness, and constructiveness and other traits.

By making casual observations of a few individuals and noting the little cranial protuberances,
he attempted to find a corresponding mental trait.
He neglected, however, to ascertain whether any
people with a similar protuberance lacked the trait
or whether any with the trait lacked the protuberance.

In the study of the lines of the head, the phrenologist assumes the following:-

- 1. The mind is made up of faculties.
- 2. Localization of faculties is in the brain.
- 3. The size of the areas determines the strength of the corresponding faculties.
- 4. The skull conforms to the brain.
- 5. An examination of the skull areas, therefore, indicates the presences or the absences of traits.

The first could be a first that the first could be seen that The same of the sa All of these assumptions are erroneoux. Scientific experiments show that the brain is not made
up of faculties; there are no special areas in the
brain, and that there is no direct relation between
the development of a trait and the size of the corresponding part of the brain.

The conclusions of the phrenologist are based on analysis of a small number of individuals rather than on the study of a large number of cases. No recent study has strengthened the belief of the phrenologist. Burtt says, "A work written in 1832 is still the standard to-day". (1)

#### Physiognomy

Physiognomy, the last of the questionable methods for analyzing character to be discussed is probably the most widely used. It is confused many times with psychology. Young men who enter our institutions are advised frequently by unknowing business men to study psychology believing that it is the same as physiognomy.

People still look to these so-called experts of physiognomy for the purpose of having their vo-cation selected for them. It is hard to believe, (1) Harold E. Burtt, Ph. D. op. cit. p. 22

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but it is unfortunately true, that many individuals are willing to spend money for the results of this method of analyzing character and predicting mental capacity.

Physiognomy is based upon a study of the physical features of a small number of individuals from which standards are made. Considerable significance is given to the high forehead, the receding chin, high cheek bones, the heavy jaw and the thick neck. The possession of any one of these features indicates the absence or presence of certain personal traits or qualities.

Many times the photograph is an important feature of an application blank. When a firm advertises for men and hundreds of applications are received, the photograph is used to select those applicants who are to be given a personal interview. Physiognomy, as a method of selection, enters when the photograph is used to study the personal qualities and capabilities of the applicant based upon his physical features.

The employment manager who sits at his desk and watches every move of the approaching applicant and who interviews him by placing significance on

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his physical features is making unscientific selection.

Scientific investigations under careful laboratory conditions show the unwarranted importance given to the pseudo-psychologies. In his book,

Employment Psychology, Burtt sums up the results of laboratory experiments of Miss Blackford's theory regarding the correlation between blondes and brunettes' traits as follows:- "It has been shown statistically that blondes possess the traits that are supposed to characterize brunettes to just as great an extent as do the brunettes themselves, while the brunettes rival the blondes in the possession of the alleged 'blonde traits'". (1)

Correlations also show that when persons rate one another in several traits, the relations between the measures and the actual traits is exactly what would have been expected by chance.

The employment mamager and the vocational adviser should understand the purposes, methods and results of the pseudo-sciences but confine his efforts to the development of scientific psychology.

#### Scientific Vocational Psychology

The early studies in psychology were based on general laws and principles rather than on the dif(1) H arold E. Burtt, Ph. D. op. cit. p.45

ferences of individuals. They consisted in studying the mental capacities in which all individuals
were assumed to be alike rather than studying how
and why individuals differed in the same traits.

For practical purposes, the differences between individuals is more significant. Progress in vocational guidance and placement work is much more practical when we concern ourselves with the individual differences of our mental capacities and fit them to the prevailing specialized industries and businesses.

During the rapid growth of our industrial system, it became apparent that scientific selection of the individual was necessary. Employment managers were called upon to secure the right man for the right job and little means were available. Young men began to wonder what were the qualifications for success in a particular job and whether he possessed those qualifications.

It was necessary to analyze more completely various mental factors. We became, therefore, more concerned in the interest with which an individual does his work; the reasons why he is inspired to greater accomplishments; the mental and personal qua-

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lifications required for success; the methods of learning to do his work.

Psychologists began to meet this problem by working out a technique of mental measurement.

Many extensive testing programs were developed and standardized. Binet made a distinct contribution to the methods of measuring general intelligence.

He was particularly interested in establishing tests for measuring the intelligence of children. His work was translated and revised by psychologists in this country and at the present time, we have the Stanford Revision of the Binet Simon Test. Terman also standardized reliable tests for measuring individual capacities.

Whipple, another early psychologist, collated the tests for special capacities. Munsterberg, however, was the pioneer in comparing individual efficiency in tests with efficiency in an occupation. He carried on experiments with motormen of the "Boston Elevated" and the Boston telephone operators.

With the development of the intelligence tests, there grew up also a movement called vocational guidance. The creation of so many different types and kinds of work, each requiring a man with special

they be explicitly your shirt of a second or the second 0 the state of the s abilities and capacities, calls for a more scientific approach to the problem of individual adjustment. Young men began to wonder whether or not they possessed the qualifications necessary for success in a particular job.

The vocational guidance movement was started in Boston by Professor Frank Parsons of Boston University. (1) He realized that there were hundreds of young men in Boston who were anxious to receive assistance and guidance in selecting their vocations. Because of a sincere desire to assist promising young men to become happier and assume the greater responsibilities of the growing industrial order, Professor Parsons opened a "vocational guidance" office in Boston in 1908. He invited young men to come to him with their personal and vocational problems. After listening to the individual, he proceeded to offer assistance and advice based upon a study of the vocational problems.

The need for vocational guidance was so apparent that Professor Parsons enlarged the scope of his work by opening many other offices throughout the country and placing in charge competent men as coun-

<sup>(1)</sup> Harry D. Kitson, "The Psychology of Vocational Adjustment", J. B. Lippincott Co. Philadelphia, 1925 p. 12

However, it was the World War that brought the problems of vocational adjustment to the foreground. The country was faced with the task of having every person in the right job. For the successful completion of the War, it was essential that the millions of men called for service in the Army, the Navy, the Marines and the many other important places should be assigned to the particular branch in which their individual abilities and capacities could be used to the best advantage.

The Scientific Psychologists, through their national organization, met at Harvard University and responded to the call "to arms" by offering their experience and methods in adjusting the men into the branch of the service in which they could be of the greatest benefit. The many phases of the service demanded special abilities and capacities, and through the psychology department, greater methods of efficiency were used in mobilizing the millions of men.

By the end of the war, we found that personal psychology had an important place in civilian occupational life. The war psychologist contributed methods and means for giving mental tests and it

became apparent that similar methods could be used in specialized industry and business. The problems dealing with the human factors were called "personnel problems". Employment managers, personnel managers and efficiency experts came forth to carry psychological principles into our civilian life.

At the close of the war, our colleges became crowded with men seeking admission. They desired the opportunities offered for higher education and social prestige.

Professor Harry R. Wellman, in his report to the President on the Dartmouth College Bureau of Personnel Research, made the following statement that points out some of the reasons for this large influx of students. "But the close of the War found newly created wealth that could and did send men to college. Moreover, the general point of view regarding college education had changed and the new men that were coming to college accepted college as a part of the social structure rather than as an opportunity for higher education". (1)

Prior to the War, vocational advise was an important part of the Dean's work. The small enrollments permitted the Dean to give the necessary time and advice to the student problems. With the large (1) Dartmouth College, Bureau of Personnel Research, Report to the President and Board of Trustees by Harry R. Wellman, Chairman, December 1926, p. 1

toring of the second of the se and the new parties that there were and the prices

numbers entering our colleges after the war, a new situation developed. Administrative and educational duties required his attention and although he s still maintained an interest in the vocational problem, he was unable to give the necessary time.

The vocational guidance work in nearly every

American college is entrusted now to the personnel

or vocational department that is organized to take

over the vocational work formerly done in the Dean's

office.

The problems of vocational adjustment are more pressing in the institutions of higher education and should receive the most careful consideration.

The students in our colleges represent the "cream of the nation", young men with the best intellects, the best home backgrounds and best chances for serving the country. It would be folly to disregard the cry of this group for vocational guidance. These college young men should be given guidance of the most expert kind.

Far too many college students, after completing their academic work, drift into jobs aimlessly with no vision, no knowledge of the vocations in which

. And Street days ....

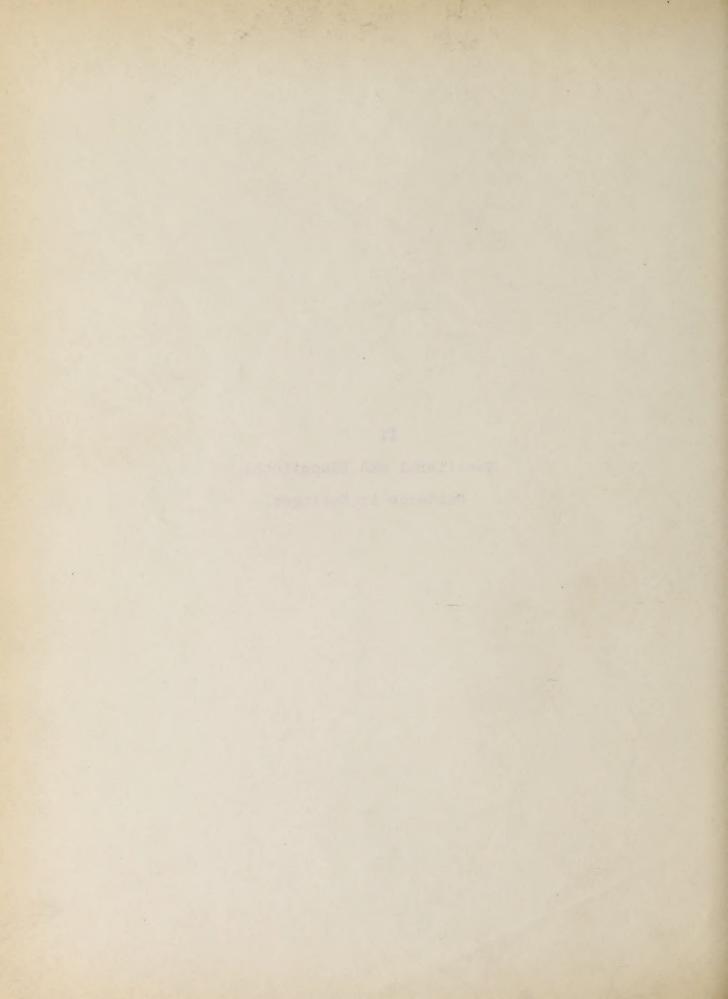
their special abilities could have been used to greater happiness.

Too few American colleges have organized and effective departments giving vocational guidance. Still fewer are the collegiate schools of business that attempt to give the guidance that is necessary in this complicated industrial and commercial age. Many colleges are considering the establishment of personnel departments, but the attention has been largely centered around the Administrative and Educational functions. It is only recently that the American colleges have realized the importance of the vocational adjustment problems.

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Vocational and Educational
Guidance in Colleges



Personnel work in the various colleges of the country differs in each institution. In some, the entire emphasis is placed on personnel research, while in others, the stress is placed on vocational guidance and placement and still in others, advice is given regarding elective and major courses and self-help activities. One institution develops a program based on one phase of the personnel work only, while another uses a combination of methods.

It was the original plan of the writer to survey the vocational guidance programs used expressly for the collegiate schools of business. However, a study of the development of this more recent phase of our educational program shows that no special consideration has been given to the student personnel problems of the business colleges.

A study of the list of over fifty colleges of Commerce and Finance in the United States shows that each is a part of an old university. They are a recent addition to the educational program maintained to meet the demands of business and industry for men trained in the fundamentals of organization and management. The colleges of this group that

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have personnel departments administer the vocational program from central offices regardless of the field for which the student is preparing.

Until recently the personnel problems of students in our institutions of higher education were considered as a part of the whole educational system. The essential factor is that vocational guidance places the student satisfactorially, whether he be in the College of Liberal Arts, the School of Medicine, Law School or the School of Commerce and Finance. It is apparent, however, that commercial occupations require a standard preparation that is necessarily different than the standards for the Arts and Professions.

With this thought in mind, considerable attention is given now to the problems that are peculiar in placing the right man in the right job in the commercial occupations.

In order that we may obtain a cross-section of the different kinds of personnel programs, a few of those used in some of our well-known universities are outlined as follows:-

Personnel Work at Northwestern University

Northwestern University is one of the most

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recent institutions to adopt tand develop an extensive personnel program. In October of 1922,

L. B. Hopkins was appointed Director of Personnel.

He says of the program;

"Employing the ordinary term of Personnel, the work consists of Selection, Development, and Placement of students. It involves the recognition of the need for a tremendous amount of study of Opportunities, Capacities and Desires. It demands an appreciation of the fact that individual students differ as well as other individuals, and that individual differences play a part in the scheme of education. It recognizes especially the limitations of our present knowledge in this field and the need, first, for a careful and constant checking of our present methods, and second, for the search for more reliable information on the basis of which improved methods may be created." (1)

The students who apply for admission to North-western are selected carefully in order that only those who can receive the greatest benefit from the particular type of training and education will be enrolled. The aim of the personnel department is based upon the assumption that the purpose of the institution is to direct and prepare the students for their life work. The department is maintained to assist students to realize the responsibilities that they must assume upon graduation. It recogni-

<sup>(1)</sup> L. B. Hopkins, "Personnel Work at Northwestern", Journel of Personnel Research, Vol. I, 1922-1923, p. 278

and in secretary in the contract of the I THE STATE OF THE PROPERTY OF THE PROPERTY OF THE PARTY which could not a series in the state of the THE PARTY OF THE P A CONTROL OF THE PROPERTY OF T The last income and to ale and . telfotes of  zes, no matter how capable the student might be, he must realize that the only way in which he can enter his selected vocation is to start as a beginner. The student shall be aided in his selection of the business and consideration of the opportunities, but the department does not assume the function of securing placement.

The personnel program consists also of a study of the failures and successes of the students upon graduation in order that the institution can decide what is the best position to offer.

Northwestern has done considerable work in the development of tests and rating scales for aid in the scientific selection of a vocation. It has also accumulated specific descriptions of occupations in order that the student may have sufficient occupational information on which to base the selection of his life work.

In summing up the work of the personnel department, Mr. Hopkins says;

"We are going to attempt to persuade industry to show cause why they should have the pick of our student graduates, at the same time that we are attempting to assist the student graduate to approach the new job well equipped to enter upon, and to progress in, the work of his choice." (1)

(1) L. B. Hopkins, op. cit. p. 283

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# Personnel Work at the University of North Acarolina (1)

President Chase and Dean Francis F. Bradshaw have introduced a comprehensive program effecting the educational and vocational careers of the students of the University of North Carolina. They are endeavoring to coordinate the program of student examining, counselling, and placement with the industrial, commercial, and professional demands of the state of North Carolina.

The Department of Psychology is investigating methods for promoting the educational adjustment of students, and for psychological guidance in the choice of vocations, and in the adaptation to the various phases of student life.

The major problems for consideration of the Bureau of Personnel Research are:-

- Assembling of a complete bibliography upon various phases of vocational and personnel work.
- 2. The collecting and administering of available tests for measurement of intelligence and other traits of freshmen.

<sup>(1)</sup> News Notes published in "The Journal of Personnel Research" Vol. III, 1924-1925, p. 57

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- 3. Working out of administrative technique.
- 4. Developing of group scale for measurement or personality traits.
- 5. Promoting of mental hygiene among students.

The promoters of the program realize that the work is in its infancy, but some progress is being made toward supplying a university need that exists at the University of North Carolina.

Educational and Vocational Guidance Service at the University of Minnesota (1)

Intelligence tests are used very successfully among the different colleges of the University of Minnesota.

The army intelligence examination A is given prior to or following the physical examination of freshmen in the Arts College and College of Education and in most cases prior to matriculation in the University proper. The results of the test do not effect admission.

In 1922 the President appointed a University Committee on Educational Guidance. The student personnel service now given is an outgrowth of the work of this committee.

The student personnel service is decentralized.
(1) Donald S. Paterson, "Student Personnel Service at the University of Minnesota", Journal of Personnel Research, Vol. III, 1924-1925, p. 449

Terro top top paint games to principalities . A a complete the contract to be a contract to the contract to th at the first the state of the state of the state of A CONTRACTOR OF THE STATE OF TH Various University committees are responsible for the actual work and planning of the personnel program. No person is diffectly responsible for the program.

The educational and vocational guidance program consists of:-

- A series of educational guidance bulletins containing information regarding the various professions and vocations-job analysis.
- 2. Orientation courses for Freshmen.
- 3. Personnel advice through special advisers fitted for personality studies.
- 4. Preparation of personnel record card and collection of information for case histories.
- 5. Health service and mental hygiene. A survey of the Freshman Class is made to determine the extent of the health problem.
- 6. Personnel research and formulation of student personnel service policies.

In his report of current personnel work at the University of Minnesota, presented at the May Conference on Vocational Guidance for College Students, Professor Donald G. Paterson sums up his paper with the following statement;

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"This survey of the present status of student personnel service at the University of Minnesota is merely a summary of the development and extension of a personnel program rather than a record of accomplishments. It would be wrong to assume that all of these activities are being carried on in an extensive way throughout the University."(1)

## Vocational Guidance at Colgate

The Vocational Guidance Department at Colgate was inaugurated in the Fall of 1927.

The program for the first semester consisted in interviewing all the seniors regarding their vocational choice for a career. This was a purely practical problem wherein one depended almost entirely on the interview. In addition, the freshmen were interviewed at least once. The freshmen group was regarded as the real research problems, the results of which will form the basis of further guidance work. Material for this study will be based upon information regarding their intelligence ratings on the American Council of Education tests, their introvert and extrovert score and their psychoneutrotic score as given respectively by Laird's Personnel Inventories, C-2 and B-2. Every member of the freshman class also filled out one of the

<sup>(1)</sup> Donald G. Paterson, op. cit. p. 453

The state of the s - 1915 H. restriction of material tel or televiand the second s THE RESERVE OF THE PARTY OF THE Vocational Interest Blanks prepared by E. K. Strong.

Vocational placement of seniors was taken up during the second semester and assistance in actual placement was given.

Freshmen were advised to use their summer vacation period for orientation purposes. They should attempt to secure work in the field in which they have an interest. In addition, vocational monographs were developed in order that students could receive some information regarding the vocations in which they were interested.

Considerable time was given to the problems of mental hygiene by the Director of Vocational Guidance He handled cases of nervous breakdown, personality difficulties, and discipline because of the lack of a psychiatrist.

Professor G. H. Estabrooks assumed charge of vocational guidance activities at Colgate on a half-time basis. Considering this fact and also remembering that he carried a teaching schedule besides, we can appreciate that the vocational program could be nothing more than an approach to the vocational problem. He says;

"On the whole the problem at Colgate is a pure-

. not reason the same will THE SECTION ASSESSED. ly practical one, and while we are hoping to carry on some research in the near future, the practical problem is uppermost and the one which must first be met." (1)

#### Personnel Program at Leland Stanford University (2)

By the use of intelligence tests at Stanford,
Lewis M. Terman found that students disqualified
for poor scholarship in an ordinary year were costing the University, before disqualification, a total of approximately \$105,000.00 over and above
their tuition fees. As a result of this study, the
Academic Council voted to require the Thorndike Intelligence Examination of all new undergraduate students. The plan of the Director of Personnel Research is to inaugurate the special aptitude tests,
to continue the work already begun on the statistical evaluation of various items on the application
blank, and an analysis of vocational interests.

The personnel department supplies significant data needed by the committees on scholarship, admission, registration, vocational guidance, honors,

courses and graduation. Cooperation with the Dean (1) News Notes published th "The Journal of Personnel Research", Vol. VII, No. 2, August, 1928, p. 149 (2) Lewis M. Terman and Karl M. Cowdery, "Stanford's Program of University Personnel Research", Journal of Personnel Research, Vol.4, 1925-1926, p. 263

- of the point of the production of the point of the production of  of Men and Dean of Women is definitely implied. An appointment secretary makes use of the date available from personnel research and should be able to test materials, processes, and products with which the university is concerned.

Mr. Karl M. Cowdery who is Director of Personnel Research at Leland Stanford University is attached to the Registrar's Office, but no restrictions have been placed on the kinds of services that he may develop.

### Personnel Research at Dartmouth College(1)

A committee of ten members is responsible for the administration of the personnel program at Dartmouth. The needs of the students are divided into four main divisions. They are:-

- 1. Physical-to safeguard the physique of the students.
- 2. Mental health-to protect the health of the students.
- 3. Educational-to provide a broad cultural education.
- 4. Vocational advice-to assist in securing job opportunities

<sup>(1)</sup> Prof. H. R. Wellman, Report to the President and Board of Trustees, "The Dartmouth College Bureau of Personnel Research". Dec. 1926

ALLEGE PLANTS OF SOME SERVICE OF tion with a most transfer with sign The administration of the program is organized by classes. The needs of each class are studied carefully and the program has a direct relationship to the students in their college environment.

The Committee on Personnel believes that the best equipment for life is a broad cultural education and refuses to give elective advice along vocational lines. It has an incidental interest in what a man intends to do when he completes his college course. The college does, however, accept the responsibility of acquainting a man with the professions during his senior year and in being as helpful to the individual as possible.

The Department of Psychology works with the Bureau of Personnel Research in giving and interpreting the psychological tests.

# Vocational and Educational Guidance in Many Other Colleges (1)

The State Department of Education of Virginia has made recently a study of the respective programs of educational, vocational and social guidance in the Colleges of the country.

<sup>(1)</sup> State Department of Education of Virginia, "Vocational and Educational Guidance on a College Level", a mimeographed report published by the State Department of Education of Virginia, 1928

to make the design three to the and and arrested po To the world to problem the Ninety-three colleges distributed in forty states sent in material, a study of which shows what is being accomplished in guidance in the American Colleges. Most of the colleges reporting sent detailed information and descriptive literature. Some colleges admitted that they felt students of college level did not need guidance and that no program for guidance or counselling was used.

A cross-section of the various parts of the program used is classified under fourteen different headings.

- 1. Various Freshman Week Objectives
  - a. Faculty meets students to acquaint them with the traditions, educational offerings, and material facilities.
  - b. "At home" environment.
  - c. Social gatherings.
  - d. Lectures.
  - e.Prior to opening of regular session of college.
- 2. Different Orientation Courses
  - a. Faculty lectures are given concerning virtues of their particular specialty. Sell-

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ing certain courses, curricula or personalities to the students.

- b. Orientation courses by specialists to acquaint students with the forces and factors in social development and profress.
- 3. Outside Speakers on Vocational Opportunities
  - a. Speakers representing the professional, commercial, and industrial vocations
- 4. Faculty Advisers
  - a. Faculty adviser system to handle problems dealing with:
    - (1) Personal conduct
    - (2) Selection of courses
    - (3) Home contact
    - (4) Finances
    - (5) Religious activities
- 5. Special Committees on Educational Advice and Direction
  - a. Upperclassmen supervising the activities of the underslassmen.
  - b. Contact with other students.
  - c. Student advisers are assisted by faculty advisers when major problems arise.
- 6. Intelligence Tests

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- a. Mental examination
- b. Performance tests
- c. Physical examinations

Note-"The tests most frequently used in determining student abilities are the Otis S.

A.-Higher Examination, The Thurston Test IV,

Hotz Algebra Test, Thurston Vocational Guidance Tests, Monroe Reading Tests, Prussey

English Composition Tests, Stenquist Mechanical Ability Tests and the Brotemarkle Comparison Test."

#### 7. Student Histories

- a. Educational history
  - (1) Previous accomplishments
  - (2) Records of admission
  - (3) Progress in college
- b. Medical history
  - (1) Physical reports
  - (2) Health problems
- c. Social history
  - (1) Statements of childhood
  - (2) Statements of early adolescence
  - (3) High school activities
  - (4) College activities

- d. Economic History
  - (1) Source of income
  - (2) Type of work
  - (3) Analysis of student economic type
- e. Family History
  - (1) Educational background of parents
  - (2) Physical ratings of parents
  - (3) Analysis of home
  - (4) Family standing
  - (5) Analysis of family income
- f. Student interests, attitudes and problems
- 8. Ratings of Personal Qualities
  - a. Faculty judgment of students
  - b. Rate of rater
- 9. Special Courses Offered
  - a. Study of occupations
  - b. Orientation
  - c. Social development
  - d. Citizenship
- 10. Library Facilities-special shelves containing books dealing with vocational guidance and occupations. The use is voluntary.
- ll . Motion Pictures, furnished by
  - a. Commercial motion picture distributors

District of Landing States a lettera sering on the belging think the .Us

- b. Student organizations
- c. College authorities
- 12. Employment and Placement Bureau
  - a. Vocational counsellor and guidance
  - b. Placement
- 13. Tryout Courses During Academic Year
  - a. Part-time work under supervision of placement follow-up and guidance officer
- 14. Vacation Employment
  - a. Students specializing in certain branches are offered opportunities to work during vacation periods.
  - b. Summer engineering camps

#### Conclusions: -

"Only in rare instances does the literature show that colleges are maintaining anything that even approaches a complete system of guidance." (1)

The main emphasis is being placed on giving students information and personal advice in order that they may make an intelligent choice of a vocation, based upon a thorough knowledge of their abilities and potentialities.

<sup>(1)</sup> State Department of Education of Virginia, op. cit. p. 10

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The college course at the Boston University

College of Business Administration normally requires five years. The first four years are in resident academic study and the fifth is the required year of Supervised Employment. The student does not receive his degree until he has demonstrated his capacity to fit himself to business.

The vocational guidance program is divided into three divisions, counselling, placement, and supervision. The personnel program is largely a matter of suggestion and information rather than by arbitrary decision of the faculty members.

The vocational plan is outlined as follows:Freshman year

- 1. Intelligence rating
- 2. Cumulative vocational record card
- 3. Orientation courses
- 4. Personal interviews
- 5. Part time placement assistance Sophomore Year
  - 1. Vocational record card
- 2. Personal conferences
  (1) Horace G. Thacker, "The Vocational Plan at Boston University", a paper prepared for the Personnel Research Federation, New York, 1928

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3. Vocational Round Table weekly lectures-attendance required.

### Junior year

- 1. Monthly vocational meetings-attendance required
- 2. Student interviews with members of the Business Men's Vocational Board
- 3. Vocational thesis

#### Senior year

- 1. Supervised employment
- 2. Employer contacts
- 3. Assignments of practical problems

Vocational adjustment is the most difficult problem of the young man in business, and the practical guidance and cooperation given by Boston University and the employer during the period of Supervised Employment is considered a valuable step in effective vocational adjustment.

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#### III

The Need For a Personnel Program in Schools of College Level

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The Read For a Personnel Program

"Modern industry", says Burtt, "is especially concerned with three things - raw materials, equipment to construct the product from raw materials, and human beings to operate the equipment, keep records, plan and supervise." (1)

We have made rapid progress in our study of raw materials through the sciences of geology, botany, and chemistry. Mechanical inventions have provided the machinery which is used to transform the raw materials to the finished product. Engineering has advanced to a high degree of accuracy and achievement.

The greatest problem that confronts us is the adjustment of human beings to the changes brought about by the rapid development of the first two things mentioned by Burtt. The problem is one of psychology - the science of human behavior.

It was in the latter part of the nineteenth century that management began to realize that there was considerable inefficiency in industry.

The task was one of personnel management
(1) Harold E. Burtt, Ph. D., op. cit. p. 24

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The tesk was one of personnel management (1) Harold E. Inrit. Ph. D., op. clt. p. M.

whether it be in business, industry or education.

Every employment manager was familiar with the square peg in the round hole.

In the face of all these changes the personnel problems of industry and business are, today,
the problems of the colleges. There develops a
direct relation between the work of industry and
business and the colleges. The American Colleges
and particularly the Collegiate Schools of Business produce the men who are to become the leaders
in the field.

There grows in the public mind the conviction that many people are engaged in work for which they are not suited. The individual does not know what he wants to do or whether he possesses the necessary requirements. More and more it is apparent that if the individual is given sufficient information and counsel regarding his own qualifications and the vocational choices open to him he

is better able to fit successfully into life.
(1) Harry D. Kitson, "The Psychology of Vocational Adjustment." J. B. Lippencott Company, Philadelphia. p. 8.

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These ideas and facts have culminated into the work of "vocational guidance". Naturally the proper place to direct the efforts is in our educational institutions on the theory that if we could direct the students toward the work for which they are best fitted society as a whole would benefit.

The changing conditions not only in business and industry, but also in our educational institutions brought about a further advancement in vocational guidance.

"As late as 1900 the highest percentage of men attending college came from educational back-grounds, the numbers in the early part of the century were few." says Professor Wellman. (1)

After the War the percentages changed materially. Instead of nearly all of the students entering the professions approximately 60% entered business. Instead of students coming from educa-

tional backgrounds they come from the average
(1) Harry R. Wellman - Relation of College Employment Services to Industry. Proceedings of the Eastern College Personnel Officers. Vol. I, No. 1, 1926, p. 5.

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American homes. College became a social experience to help adjust individuals to the environment of business.

These changing conditions force the individual to make occupational adjustments. Vocational guidance becomes a continuous factor in the life of every individual. However, the increase in the students in our colleges presents a new problem to the Dean's office. The educational and administrative work demands more time than has, heretofore, been given. The personnel problems become tremendous and require the transfer of the work to a personnel department where vocational guidance can be given more satisfactorily.

With the increase in expenditures for public education in the United States, which has doubled since 1920, the colleges must show some tangible results for the money that is being expended. (1) Elimination of wastes through scientific study is necessary. Only by means of scientific study of (1) The Educational Record Supplement, "Job Specifications". American Council on Education, Washington, D. C., October, No. 5, 1927, p. 3.

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individuals can tangible results be obtained.

Our institutions must, therefore, produce a product that is in demand by our industries and businesses. The product, being the individual student, must have some idea where he is going when college work is completed. He must be informed and guided into the occupation for which he is best fitted.

Lack of a Unified Personnel Program
Surely, the colleges will have to know
more about the individual student if it is to
do a better job. It is necessary to have a
plan - an ever changing one that is always in
advance of our achievements.

Widespread interest in personnel methods has developed since the results of the personnel work accomplished by the Army during the War. The results have proved very valuable in their application to industry and business.

The Army developed two agencies that assisted in evaluating individual abilities and individual can tangible results be obtained.
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placing the right man in the right job. (1)
The Division of Psychology of the Surgeon
General's office produced the well-known Army
Alpha Test. This test was given to more than
two million soldiers. A study of the results
demonstrated the enormous range of individual
differences among young men with regard to the
test measured. A probable relationship between
test score and type of work suited to each individual was also indicated in the study of the
results of the tests.

The second agency was the Committee on Classification of Personnel. This Committee developed practical tools for use in discovering talents by the using of qualification cards, trade specifications, trade tests, performance tests, and personnel specifications.

These agencies were elements in a personnel system that has been evolving but without any

Coordinating centralized bureau.

(1) The Educational Record - "Job Specifications",
Supplement, American Council on Education, Washington, D. C., October, No. 5, 1927, p. 4.

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Supplement, Lacrican Connett on Education, Isshington, D. C., Outober, No. 5, 1927, p. 4.

In 1925, the American Council on Education, Washington, D. C., with the financial support of Mr. John D. Rockerfeller, Jr, began a study of the personnel procedure in fourteen institutions. (1) By experimental development the Council hopes to find a method to meet the new problems of the American Colleges.

Gradually, the colleges are realizing the need of the intelligence or psychological tests that are now developing rapidly. More and more we see the necessity of selecting our students who seek admission to colleges in order that we may find those who can best benefit by the work offered and who can be depended upon to discover the vocation which they should follow after completing college work.

Thousands of students in our institutions are unknown to the professors who teach them.

A better knowledge of the physical and moral traits or previous history and family background (1) David A. Robertson, "Personnel Methods in College". The Educational Record, American Council on Education, Washington, D. C., Vol. 8, No. 4, p. 310.

In 1985, the American Council on Education, Seathlement, D. C., with the financial energy of Mr. John D. Hoekerfeller, Jr., began a study of Mr. John D. Hoekerfeller, Jr., began a study of the personnel procedure in foreteen institutions. (1) By experimental development the Council hopes to find a sethed to must the new problems of the American Collugar.

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will assist them to understand student problems and improve their teaching methods.

A study of poor scholarship many times aids in checking up the health record of students. Often, scholastic difficulty is due to a lack of health service or mental hygiens. Again, we realize the benefit of student contacts with faculty members. A system of faculty advisers aids in establishing intimate relations with students and in securing the essential facts for a complete personal record of the individual.

The need for vocational counseling and placement assistance is in every college. Vocational information should be available to aid students in analyzing their own capacities and interests in relation to the vocation they intend to select.

No part of the information should be relied upon exclusively but an analysis of the complete records should form the bases of any vocational assistance or advice.

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The main problem is to secure the fundamental factors that make for the successful accomplishment of the personnel problem and adjust these factors to the Colleges.

To meet this need a unified program is suggested in the following pages. Although, many colleges are doing research work and rapid progress is being made a unified personnel program is not available. It should not be supposed, however, that the suggested program will fit every kind of school and college in the country. The plan is outlined from the standpoint of the colleges of commerce and finance but the problems of many other colleges of the university are so similar that very little difference in programs is anticipated.

Lack of Trained Personnel Workers

Professor Wellman, in an outline submitted
to the meeting of the Eastern College Personnel
Officers held in Boston, April 15, 1927, on
"Specifications for College Personnel Work" made

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the following statement; ".... There are excellent people engaged in personnel work. There
are, however, no recognized sources from which
replacements can be drawn, nor is there any
method possible at the present time by which training for personnel work can be conducted in an adequate manner." (1)

If a unified personnel program is to be effectively established methods must be developed to discover and train potential leaders. These are essential when we realize that progress in personnel work depends on the quality of leadership.

It is suggested that a complete study of the job specifications of personnel workers should be made and that some progressive institution provide a course of training for leaders in vocational guidance. An institution who has sufficient financial support can secure the leaders in the field for instruction and re-

search.
(1) Harry R. Wellman, "Specifications for College Personnel Work". Proceedings of the Eastern College Personnel Officers, April 15, 1927, Vol. 1, No. 3, p. 24.

the following statement; "... There are excellent people engaged in personnel work. There are, however, no resognized sources from shich replacements can be drawn, nor is there any mathod possible at the present time by which training for personnel, work out be conducted in an one-

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Personnel Work". Proceedings of the Eastern College Personnel Officers, April 16, 1987, Tel. 1, No. 5, p. 24.

IV

Organization of the Collegiate Schools
of Business

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VI

Organisation of the Collegiste Schools

During the last few years there has been a rapid increase in the number of schools of commerce and a remarkable increase in registration. The growth has alarmed many educators of the country who have not been very enthusiastic about the development of the professional school for business.

The professional schools of commerce, nevertheless, have proved so successful and have attracted so many students that it indicates an urgent and vital need for them. There is no doubt that they are here to remain and to become an important factor in the advancement of higher education.

Business colleges, stated in terms of their vocational objective, should aim to prepare its students ultimately to become:-

- 1. Responsible business executives; or
- 2. Professional or technical experts, as accountants, statisticians, commercial secretaries, and members of governmental regulating bodies; or

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3. Teachers of business subjects. (1)

## Organization (2)

The collegiate school of business is organized as a part of the institution of higher education. The relationship is shown in the following outline:

- 1. Board of Trustees
  - 2. President of the University
  - 3. Business Management
  - 4. Dean of the College
  - 5. Faculty of the College
  - 6. Student Personnel

## Board of Trustees

The Board of Trustees is the legislative body of the institution. It should pass legislative laws that really organizes according to the true nature of a constitution of higher edu-

cation. After passing the laws, the Board
(1) The Ronald Forum Proceedings of the Tenth
Annual Meeting of the American Association of
Collegiate Schools of Business, Chicago, Illinois,
May 3, 4 and 5, 1928, The Ronald Press Company,
New York, p. 7.

(2) Arthur Lefevre, "The Organization and Administrative of a State's Institution of Higher Education". Von Boeckmann - Jones Co. Printers, 1914. Part of material for Organization program taken

from this book.

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May 5, 4 and 5, 1918, The Bonald Press Company
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(2) Arthur Lafevre, "The Organization and Administrailer of a State's Institution of Sigher Rosestion". You Roselmann - Jones Co. Printers lake
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from this book.

should study the results and the effect on the educational processes or the technical side of teaching.

The President of the institution is a member of the Board as the chief executive officer of that body.

### President

The President has a legitimate and responsible relation to every part of the institution and to every person connected with it. This control, however, should not be dictatorial.

"Loyal, hearty, helpful relation should exist between faculty and president." (1)

It is the duty of the President to see that the laws enacted by the Board are put into effect. He is the intimate expert adviser of the Board, with the right, inherent in the responsibility of his presidency over the institution, of selecting and nominating all appointees to university positions. The whole conduct and development of the institution is dependent on

his leadership.
(1) Arthur Lefevre, op. cit. p. 198.

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development of the institution is dependent on

his leadership.

#### Business Management

The careful management of a university's business affairs is in charge of a business manager. The business manager is responsible for the details of all the business affairs. He is directly in charge of the supervision of the business offices, the superintendents of buildings and the consulting of engineers and architects.

It is essential that a spirit of cooperation exist between the business manager, the president and the faculties. No dictatorial attitude should exist in the office of the Business Manager.

#### Dean

The Dean must preserve the ideals enforced by the faculties of the colleges and of the university. He is the executive officer of his faculty. His primary function is to see to the execution of all the ordinances and regulations enacted by the faculty for the administration of its curriculum and the government of students.

## Business Menagement

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The Dean becomes the direct subordinate of the President.

#### Faculty

The faculty is co-ordinate with, not subordinate to, the board of trustees. Authority
for the management of all teaching and all work
for the advancement and dissemination of knowledge undertaken in its official capacity is
assigned to the faculty of the college. It is
responsible to the dean for the administration
of the curricula.

#### Student Personnel

The department of Student Personnel is a late addition to organization of a Collegiate School of Business. However, it must be understood that if the colleges are to meet the demands of industry and business the methods for the preparation and guidance of the students must be considered a vital part of the educational institution.

With the Dean overburdened by the adminis-

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## Paculty

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With the Dean overburdened by the adminis-

trative and educational duties demanded by the rapid growth of our institutions, the student personnel problems can no longer receive his personal attention. Even though he enjoyed assisting the young men who came to him with personnel problems, he has found it necessary to shift this responsibility to another department.

In addition to the tremendous increase in the Dean's duties, the faculty members have become overburdened by the large numbers of young men and they are tempted to hide themselves in the subject in which they have specialized.

Although they are eager to offer departmental information many times they lose sight of the individual and the relation of the student's educational training to the adaptation of the student to the occupational world.

The business college has always been interested in the selection and development of the individual and the proper analysis of the vocational problems. In fact, our institutions realize that no student can adjust himself to

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The business college bus always been interested in the selection and development of the individual and the proper analysis of the vocational problems. In fact, our institutions realize that no student can adjust himself to

the social and economic world unless considerable research and a logical personnel program is administered. It is for this reason that a personnel department should be a distinct part of the college organization.

The President, the Dean, and the Faculty must be heartily in accord with the personnel program of the college. It is only through the cooperation of the entire college and university that a vocational guidance program can perform effectively its responsibilities.

Miss Florence Jackson, Wellesley College, in an address presented to the Eastern College Personnel Officers at Amherst, Massachusetts, January 14. 1927, made the following statement:

"If the President does not believe that each student is a matter of concern to the colleges from the time of receiving the first letter of inquiry up to and after graduation, and does not believe whole heartedly in centralized records, if he does not support the personnel work morally. and also practically by arranging for a sufficient number of workers at fairly suitable salaries, the personnel bureau of the college has little chance of success." (1)

(1) Florence Jackson. "What Should Be Expected of College Personnel Work? From the College Angle." Proceedings of the Eastern College Personnel Offi-

cers, 1927, Vol. 1, No. 2, p. 33.

the sectal and account world unions considerable reasonable and a logical personnel program is administrated. It is for this reason that a personnal department should be a distinct part of the college erganisation.

The Proceed on the Dean, and the Paculty and the Paculty and the bearing are not the bearing in accord with the barsonal are one the opiloge. It is only through the co-operation of the entire college and university that a vocational rations are are near serious affectively its responsibilities.

Mice Florence Jackson, Welleging College, in an address presented to the Jestern Tollege Personnel Officers at Amberst, Pasydohusetts, Jenuary 14, 1927, made the Jollowing statement;

"If the President does not believe that each or or dead to the or or the o

of secreta," (1)

It Plerence Jackson, "Most thould be Amperted of

College Personnel Worlt Prom the College Angle."

Proceedings of the Eastern College Personnel Offi
ders, 1937, Vol. 1, No. E. p. 33.

A study of the proceedings of the meetings over the last few years of the American Association of Collegiate Schools of Business indicates a decided interest in the problems of personnel. More than half of the time allowed for papers and discussion has been given to this vital subject.

It is for these reasons that an attempt is made to outline a program for personnel work which can conform to the requirements of most of our Collegiate Schools of Business.

The following outline of a proposed personnel program shows the direct relationship of the
problem to the several branches of the professional school of business. The functions and job
specifications for the personnel or vocational
department staff will be presented in detail in
the chapters that follow.

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the chapters that follow.

#### The Organization of a Personnel Department

- 1. Dean
- 2. Committee on Personnel
  - a. Dean
- b. Director of Personnel Department-Chairman
  - c. Head of Psychology Department
  - d. Officer in charge of admissions
  - e. Supervisor of Placements
  - f. Director of Physical Education and Hygiene
- 3. Personnel Department Staff
  - a. Director of Personnel Department
  - b. Director of Freshmen
  - c. Sophomore Adviser
  - d. Junior Adviser
  - e. Senior Adviser
  - f. Supervisor of Placement
- g. Officer in charge of
  - (1) Part time placement
- (2) Loans and scholarships
  - (3) Housing
  - h. Statistician

## The Organization of a Personnel Department

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- S. Committee on Personnel . S.
  - B. Dean
- b. Director of Personnel Department Chairman
  - a. Head of Paychology Department
  - and testupe to egrade of testiff . A
    - a. Supervisor of Placements
- 2. Director of Physical Education and Hygiene
  - 3. Personnel Jennoste Staff
  - a. Director of Personnel Department
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        - de Junior Mavisor
        - e. Senior idviser
    - I. Supervisor of Placement
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    - tnemerals emit frat (1)
    - (2) Losma and scholarships
      - (S) Hemstrg
      - ne toltminate . d

## The Dean's Relation to the Personnel Department

As executive officer of his faculty and as director of the curriculum and administrative programs of the Collegiate School of Business, the Dean is directly interested in the organization, policies and accomplishments of the personnel office. The personnel bureau is the enlargement of the Dean's office. As stated before, it has come into being because of the inability of the Dean to handle the many personal problems of the individual students since the coming of large numbers to colleges.

The personnel work of a Collegiate School of Business will have little success if the Dean fails to realize the importance of the vocational guidance of its students. Vocational guidance can be effective only when the executive officer of the faculty is conscious of the needs of the students and attempts to assist them.

Vocational guidance can be more effectively

## The Dear's Helation to the Personnel

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Vonstional enidence can be more effectively

performed if the Dean is able to impress his faculty with the seriousness of the problems of personnel.

The Dean is then, logically, a very important member of the Committee on Personnel. In this position he is able to pass on the experiences and results of the fundamental problems and policies that have been developing in personnel work.

#### Committee on Personnel

The most efficient and effective plan to organize the personnel activity is to have the work in charge of a Committee on Personnel.

The Committee is comprised of six members. Each one is actively concerned in some phase of personnel activity. They are:

- 1. Dean
- 2. Director of Personnel Department-Chairman
- 3. Head of the Psychology Department
- 4. Officer in Charge of Admissions
- 5. Supervisor of Placements
  - 6. Director of Physical Education and Hygiene

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The committee acts in an advisory capacity. The members actively engaged in the several phases of the educational program which touch the vital points of the students' problems are competent, as a group, to direct the policies of the vocational bureau.

Working under the direction of a Committee on Personnel comprising members who are experts in the different branches of activity, the personnel program will meet better the needs of the student. The importance of each branch will be emphasized with no undue stress given to any one.

Sympathetic cooperation of faculty members will be secured through the interest and attention given by the members of the advisory committee. The favorable attitude of the student toward the vocational process is maintained when all members of the faculty are devoted to the policies and activities of the personnel program.

The organization of the Committee on Personnel meets at regular intervals to discuss the The portition note in an advisory capacity.

The compers satively engaged in the several phases of the educational program which touch touch the chicage are the vital points of the chidente' problems are competent, as a group, to direct the policies of the vocational bursan.

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The organization of the fearlittee on ParconThe organization of the fearlittee on Parcon-

aims and objectives of the college in its relationship to the individual students that it serves. The Committee is not something that is simply good in itself. It is only a means by which the combined efforts of the group can be made to accomplish a maximum in the realization of the accepted aims or purposes.

#### Director of Personnel Department

The Director of the Personnel Department is chairman of the committee. He is directly responsible for the administration of the personnel program and is the logical man to lead the discussions and the constructive program of the committee. The director's duties and relations to the personnel work are discussed under the "functions of the department" that follows.

#### Head of the Psychology Department

We are aware of the fact that psychological factors influence the result of many interviews held in personnel bureaus. Since psychologists have turned their efforts from the general principles to the individual differences, cine and objectives of the college in its relationally to the individual armients that it serves. The Committee in not something that is giaply good is itself. It is only a means by which the sembines efforts of the group can be made to accomplish a maximum to the realization of the soveries aims or purposes.

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oul factors influence the fact that paychologioul factors influence the remit of many interviews held in personnel become. Since paycholopists have termed their efforts from the neuerall principles to the individual differences.

great progress has been made in the field of psychology.

During the War, the Division of Psychology of the Surgeon General's Office produced the Army Alpha Test. The range of individual differences in "mental alertness and other factors measured was shown when results of the tests given to over two million soldiers were studied."

Harry D. Kitson in his book "The Psychology of Vocational Adjustment" sums up briefly, but very clearly, the development of personnel work. He says:

"That which served to bring the science of psychology more closely to the problems of vocational adjustment was the crisis of the World War, when the very laws of citizens depended on having every person in the right job. The science of psychology was called upon for assistance. It responded with methods that were found practical and effective, and it developed them to such an extent that by the time the war ended, there emerged a very respectable body of knowledge called personnel psychology which is recognized to have a large and important place in civilian occupational (1) The Educational Record - Supplement, "Job Specifications", American Council on Education, Washington, D. C., October 1927, No. 5, p. 4.

great progress has been made in the field of

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life. Its contributions are connected chiefly with mental tests, the selection of employees, and the analysis of occupational tasks." (1)

Many psychologists, with this war experience as a background, are engaged in the application of psychological technique to the educational and vocational programs of our colleges.

The organization of the Psychology Department in the program of the College supplies much
of the technical information that is needed for
the cultural advancement of its students. The
department presents the important subjects for
a scientific investigation of human behavior and
provided for the study, the formulation and
standardization of tests and rating scales for
practical use. The statistical methods used in
psychological research are a part of the psychological department program.

The result of this technique is a direct contribution to the work of the personnel bureau.

The scientific point of view of the value of (1) Harry D. Kitson, "The Psychology of Vocational Adjustment". J. B. Lippincott Company, Philadel-phia, 1925, p. 14.

with neutal tents, the selection of employees, with neutal tents, the selection of employees, and the employees of compational tents." (1)

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The selection point of the value of the value of the larry D. Mitsen. The Veychology of Venetional adjustment. J. P. Lieningett Company, valladel-

tests, the practical use of rating scales, the importance of the letter of reference, the value of a self-analysis program, and the occupational significance of general intelligence are available through the committee on personnel if the Head of the Psychology Department is a member. The Psychology Department is able to supply the committee with sound methods of procedure based on scientific research.

## Officer in Charge of Admissions

Large numbers of students who enter our colleges of business are unable to carry the curriculum offered. The failure may be due to several reasons. First, they may lack the necessary mental ability to do the higher grade of work. Second, there may be a decided lack of interest in business because the abilities should be directed in another channel, such as the fields of technology, law or medicine. Third, they may possess poor habits of study. And, finally, the cause may be due to the method of instruction or the selection of material

touts, the prectical was of rating enales, the value importance of the letter of raference, the value of a self-analysis progress, and the compational significance of seneral intelligence are available through the committee on nersonnel if the New of the Parchology Department is a member. The Pay-chology Department is a member. The Pay-chology Department is able to supply the committee the with sound methods of procedure based on tes with sound methods of procedure based on

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And, finally, the cause may be due to the method of instruction or the selection of estado of instruction or the selection of meterial

offered by the faculty members.

The officer in charge of Admissions must understand these problems if he is to select students that can be placed in the proper positions upon completion of academic work. Institutions who overlook the necessity of selecting students on this bases cannot meet, with the greatest success, the placement problems of the personnel bureau.

As a member of the Committee on Personnel, the officer in charge of admissions is alive to the standards that must be maintained in the selection of students. He is confronted with the problems through his contact with the heads of other departments who are members of the personnel committee and who are aware of the desirability of the selective process.

In other words the admission officer, when selecting students, endeavors to picture the students four years hence as they come to the vocational department for placement. This can be accomplished only through an understanding of

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offered by the faculty nembers.

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As a marker of the Cormittee on Personnel, the officer in charge of adminstance is alive to the officer in charge of administración in the atendance in the atendance in the land with the heads and problems through his content with the heads of other departments who are members of the door-sound committee and was are more of the door-

In action words the adminster officer, when selecting stadents, endeavors to picture the selecting stadents and selecting stadents for placement, this can be accomplished only through an understanding of

the problems throughout the student's academic career.

#### Supervisor of Placements

ments must have a thorough knowledge of the qualifications of men required for positions in business and industry. He must also have complete information about the occupations for which the students are being trained. His ability to analyze the needs of business and the need of the students gives him information and facts that are essential in carrying on an effective personnel program. As a member of the Committee on Personnel, he offers the benefits and results of his experiences in handling the vocational problems of men.

Much of his work is in the field making contacts with employers and following the practical work of the students who have completed academic work. An analysis of these problems by other members of the committee aid in selecting a per-

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## Supervisor of Placements

The officers in charge incoming places of the most have a thorough incoming of the qualifications of centroquired for positions in business and industry. He must also mayo seed plate information should the counciliant to the counciliant trained. He setted which the students are being trained. He setted the students are needed of insiness and the control of the students gives him information and the control of the students gives him information on an effective nerseand; he satisfies the benefits and time these on Personnel, he afford the benefits and times of he problems of new middling the benefits and times of he problems of new headiling the venational problems of new headiling the venational problems of new head.

The state with amployers and following the practical indicating the practical indicating the practical academic was also have completed and the state of the problems by other academic academic

sonnel policy that can meet all the needs of the educational field in its relation to the occupational career.

## Director of Physical Education and Hygiene

Mental health is an important factor in the program of the colleges. Efforts are made to conserve and improve the health of the students who come under the direction of the college authorities. Mental disorders impair the academic work of the students and if allowed to continue, they become difficult problems for the personnel bureau to handle. Especially is this true in relation to the placement problem.

A program of physical education should be required in every institution. The Collegiate School of Business may accept one of two forms that are now in general use. Reserve Officers Training Corps are located in many institutions and a training in Army procedure is given.

Other institutions require attendance at gymnasium classes for physical development and educa-

normal noting that our nest all the modes of the convertion to the convertional career.

# Director of Physical Macation and

the pregram of the colleges. Efforts are made lege suthorities. Montal disorders incutre sael continue, they become difficult problems for the personnel bureau to manale, Especially in this true in relation to the piscement problem. required in every institution. The follopists ties are now in remers use. Receive Officers and a training in Army procedure is given. tion. Indirectly, both plans aim at the important thing: that of providing sufficent physical training to keep the body fit for the strenuous tasks.

The psychiatrist has great responsibility in the college program. Dr. Milton A. Harrington, psychiatrist at Dartmouth College, holds that the college psychiatrist should be a research worker, a consultant to the faculty, and a teacher, as well as an adviser to the individual student. These views of Dr. Harrington illustrate the growing importance of the health factor in the solution of personnel problems.

In summing up the duties of the college psychiatrist, Dr. Milton A. Harrington, Dartmouth College says the following;

"The task of mental hygiene in the college or university therefore involves two things; giving the student during his four years of college life an environment which in so far as is possible will be conducive to his mental health, and giving him instruction regarding the facts and principles of mental hygiene which he will need for the proper regulation of his own life,

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not only during his undergraduate days, but also in the years which lie before him." (1)

The director of physical education and hygiene is charged with assisting the students to properly control and direct the forces of the human mind. He, with the assistance of the psychiatrist and medical doctors, is able to bring, to the committee on personnel, accurate scientific knowledge and results of science in helping man to meet the every day problems with a well built body and a clean mind. The director of physical education and hygiene plays an important part in the selection and enforcing of the policies of a personnel program. He is a part of the personnel

bureau that must not be overlooked.

(1) Milton A. Harrington, M.D., "Mental Hygiene in the College". The Journal of Personnel Research, The Williams & Wilkins Company, Baltimore, 1926, Vol. 4, 1925-1926, p. 471.

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Personnel Administration - Functions of the Department

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Personnel administration - Tunnetions of the Denartment A recent survey of the growth of commercial education in institutions of higher education indicates that there are sixty-one universities that have four-year courses in commerce. The total registration for the academic year 1927-1928 in these institutions was 58,145 students. Although, there are many other colleges and universities offering two-year and three-year courses in commerce for this study we are interested primarily in the development of a uniform personnel program in the four-year schools.

An important factor in Mr. Wright's survey is that two-thirds of the total number of four-year schools (41) have over three hundred students enrolled. (1)

It is apparent that a personnel program developed in the various Collegiate Schools of Business will vary in each institution. The writer believes, however, that the fundamental problems and principles are approximately the (1) H. G. Wright, "A Survey of the Growth in Commerce Education". An article published in "The Deltasig", November, 1928, Vol. XXI, Issue 1, p. 23.

A recent on the structure of the grouth of corrected advantage of higher education and that there are sixty-one universities that that there are sixty-one universities that that have four-year demands in corrected to the senderic year 1927-1928 in these institutions was 58.145 atadents. Although, there are many other colleges and daily or the correct and three-year and part of the four-year and three-year and three-year and the four-year and the fou

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developed in the various Sollegiste Schools of the single Sollegiste Schools of the serious Sollegiste Schools of the serious in cach institution. The writer believes, however, that the findsmental particles and neighbor of the Growth in the Sollegist of the Growth in the Sollegist Movember, 1926, Vol. III, layer I. p. 83.

same in all the colleges, regardless of their size.

In institutions that have an enrollment of over three hundred students the program for the organization of personnel work, as here recommended, may be used effectively. However, the functions of all the different phases of the program should be accomplished. It may be assumed that a college with an enrollment of from three hundred to one thousand students will not need as many men in the personnel department: nevertheless, each one should be responsible for a portion of the program. Many times it may appear that the small institution does not require the services of full time members of the personnel department. other than the director. In these cases, faculty members with a teaching schedule may carry on the work.

The larger the commercial school enrollment becomes, greater are the demands for personnel work. It is necessary then to enlarge the de-

same in all the colleges, regardless of their

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The larger the occurratelesshood enrollment becomes, greater are the demands for personnel work. It is necessary then to enlarge the do-

partment personnel to meet the needs.

Colleges with one thousand or more students need the full time services of qualified men to carry on the functions of the different phases of the personnel work.

In order that we may understand more clearly the work of the department the functions of each member will be discussed separately.

#### Director of Personnel Department

The Director of Personnel is the executive officer of his department. He is responsible for the assimilation, organization, and supervision of the personnel program of the college.

His primary responsibility is to satisfy the students. He must maintain the physical and mental health of the students under his supervision. His next task is to administer the educational program of the department in order that students may obtain the greatest benefits from the instruction of the faculty. Finally, he must be sure that the vocational advice and assistance are given at the proper

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Colleges with one thousand or more students now the full time services of qualified men to carry on the functions of the different chases of the nerronnel wark.

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period in the academic life of the students.

The personnel bureau is a service bureau.

It is maintained for the service of the faculty members and the institution as a whole. Cooperation is the keynote and the director must strive to win the confidence of the members of the personnel committee as well as the members of the faculty. Without the continued cooperation of every department, the personnel program becomes ineffective and accomplishes little.

Professor Wellman indicates the importance of cooperation in the administration of the personnel program when he says:

"In this connection, the personnel officer would do well to see to it that the faculty and administrative officers of the college are always informed of the work being done by the bureau; cooperation must be sought and must be offered; the personnel officer must accept the responsibility of selling the value of his work to the faculty and administration and he must keep on selling it." (1)

The policies regarding the arrangement of

the work in the department and the kind of per-(1) Harry R. Wellman, "Specifications for College Personnel Work". An article reprinted from the "Educational Record" for October, 1927. period in the auddenic life of the students.

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the work in the department and the kind of cer-(I) Harry E. Wellman, "ignorifications for Collage Fersonnel Work". An article reprinted from the "Edwestional Second" for Outober, 1927. sons that are employed for the staff are made by the Director. He must understand, thoroughly, the problems of each member.

With the assistance and advice of the members of the personnel committee, the Director establishes policies to determine the job that is to be done by the colleges for industry and business. A reasonable amount of objective and subjective analysis is needed to determine the qualities, capacities and capabilities of the individual students in order that they may obtain helpful vocational advice.

The Director must have his department organized in such a way that he can supply, on short notice, significant data needed by the scholarship committee, admission officer, registrar, and placement officer. Personnel research is a vital part of the work which receives the attention of the Director. He must direct the work of those who are doing vocational research in the fields of testing and rating.

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strention of the Director. He must direct the
work of those who are dains received the
in the fields of testing and reting.

#### Statistician

Next in importance to the Director of Personnel is the department statistician. The basis of all the work depends on the success or failure of the statistician to assimulate, study, promote, and recommend the essential personnel research problems.

The statistician is more than a clerk handling the figures given to him by certain members
of the department. His work requires more than
the understanding of statistics and statistical
methods. In addition, he must possess the training of a scientific psychologist, the background
of an educator and the experience of a business
industrial executive.

In psychology we search for relations between conduct and environment of the individual.

We are interested in the relation between success and failure; the relation between academic work and extra curriculum activity; the relation between academic records and business employment; the relation between this and that. When we are

## Statistician

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to an educator and the experience of a business
tetrental executive.

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We are interested in the relation between necessary and drawless the relation between description of the relation with the relation and their statement and the relation we are the relation between the and their with the relation between the and their whose we are

dealing with scientific problems, we desire to understand what it is all about.

Again, many of us look upon work as a necessary evil - the means by which we live.

It is the purpose of research in psychology to assist the individual to understand himself and help him to harmonize the every day tasks with the more important part - himself.

The statistician, therefore, must be a research expert. He must study, by scientific methods, the relation of man to the trades, arts, and professions and submit to the Director of the Personnel Bureau the best methods for the proper procedure of an effective program.

The statistician depends upon the cooperation of every member of the personnel department and every member of the faculty.

The responsibility for assimilation of records, the keeping of the records up-to-date and the securing of results of trade tests and rating scales rests largely with members of all

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Apain, many of us look upon work as a nonequery eye to the pargone of research in payabelogy to assist the the their the training to understand himself and beln him to harmonize the every day tasks with the more important part - himself.

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departments whose members come in contact with the student through the different parts of the personnel program. Every member of the faculty secures psychological facts that form a part of the student's history. The effectiveness of the whole program is lost if these facts do not reach the office of the statistician where they are made a part of the vocational record.

It is not the purpose of the writer to submit the personnel methods to use in meeting the problem of all schools and colleges of business. The needs of each institution are different and methods must be adopted to meet the needs of the particular college. There is no "best method" that can be submitted in a program of this kind. The fact that we are dealing with the individual and trying to adjust him to the productive work necessary to live satisfactorily makes each problem different.

All that a program of personnel can attempt to do is to set up the machinery for the carrying out of the work. The duties of each phase of the departments whose members orms in contact with
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All that a program of personnel can attend to do to to set up the machinery for the carrying out of the work. The datter of sack three of the

each problem different.

work may be defined, but the methods and results may be obtained in entirely different ways.

Again, the work of the statistician is concerned with the physical, mental and spiritual qualities of every student with whom he comes in contact.

Robert M. Yerkes in his article on "What is Personnel Research" points out very clearly the important work of the statistician in gathering information necessary for a clear understanding of the physical, mental and spiritual qualities of students. He says;

"Much already has been accomplished in the study of the relations of the body of the worker to industrial demands. Specifications are being prepared which indicate the ordinary requirements of jobs and occupations and enable the employment manager, in the light of definite knowledge of the worker, to estimate his degree of physical fitness or adequacy for a particular kind of work. The individual may be too large or too small, too strong or too weak, too quick or too slow, too resistant to fatigue or not sufficiently so to meet the requirements of a particular task without waste and without personal harm. There is no reason why industry should not know alike and with practical accuracy, occupational requirement and the bodily characteristics and capacity of

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the worker, so that these two sets of facts may be more satisfactorily related to each other."
(1)

It is reasonable to assume that the college personnel bureau will continue to study and supply the knowledge of the individual for the purpose of adjusting him to business and industry. Our educational system should be able to study the individual while in college to find out what his physical qualities are and what physical qualifications he will be required to meet for a particular position in business or industry.

Although a person may be fit physically for a particular occupation, he may be entirely unfit mentally. Intelligence is an important factor and the institutions find that it is necessary to study the mental qualities of the individual. Personnel research must measure the mental qualities.

Says Yerkes;

"To measure mental traits accurately and ser-(1) Robert M. Yerkes, "What is Personnel Research", Journal of Personnel Research, Williams and Wilkins Company, Vol. 1, 1922-1923, p. 59. the worker, no that there two seem of seets now and the more and the more than a to see the seem of th

personnel bureau will continue to evady and sunply the incovience of the individual for the nurpose of adjusting him to business and industry.

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viceably is not an easy task, for the psychological make-up of a person is complex and many obviously important traits are difficult to isolate and evaluate." (1)

The world war brought about, through the efforts of the psychologists in the United States Army, that intelligence could be measured reasonably reliably. The importance of personnel research of mental qualities is based on the recognition of the principles laid down and the methods used by the psychological division of the United States Army.

Yerkes says, of the spiritual factors, the following;

"Though the bodily and mental constitution of a person by adequately known and exactly fitted to the carefully predetermined requirements of a given occupation, the person may be misplaced or may make sad mistakes in choosing a vocation because of ignorance or neglect of character and moral constitution." (2)

The spiritual, moral or religious factors are the most difficult for the statistician to study for determining methods of procedure. It is impossible for him to analyze and measure character by scientific methods. However, meas—

(1) Robert M. Yerkes - op. cit. p. 59.

(2) Ibid p. 60.

viscolly is not an easy task for the negohologiusl nake-up of a porson is complex and many olvisually important traits are difficult to isolate and oreignes." (1)

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urements may be supplied to determine some qualities of character. When we consider that vocational guidance is aided considerably by availability of such measurements, we ask the statistician to study the methods and provide the technique.

The experience and training of the statistician should enable him to study and make a distinctive contribution to the psychological problems that are confronting the institution in its vocational guidance program. In directing the student in his preparation for his life work, the personnel department is faced with the necessity of obtaining more reliable information on the following problems:

- l. Personal record
  - 2. Intelligence tests
  - 3. Rating scales
  - 4. Vocational monographs
  - 5. Interviews

## Personal Record

Beneficial vocational advice is based upon records. Intelligent personnel work cannot be done unless the entire accomplishments of a stu-

urements may be somplied to determine some qualities of austracter. When we consider that receitional guidance is elded considerably by availability
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- B. Intelligence tests
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- 4. Vocational monographs
  - b. Interviews

# Personal Resert

ad Jones ivo vient personnel over leading on the place of a standard on the standard of the standard on the st

dent are available for the use of the advisers and placement officers who are working with the individual. Authentic records of performance are necessary. It is the duty of statistician to see that the records are available and proper methods of procedure are given as part of the instruction for their use.

The statistician will find that the personnel staff will need to have facts that are pertinent to the student's accomplishments. The
gathering of these facts is an important duty of
the statistician. Personnel officers should offer advice based only on the records and unless
available the advice is inadequate. With information relative to the educational history, all
the previous academic record is obtained. The
grammar and high school educational record together with the college admission record gives
an adviser a picture of the student's educational
interests.

The medical history shows the physical and health problems that have been met by the stu-

dent ere available for the use of the advisors and placement officers was are vorking with the individual. Authentic records of parformance are necessary. It is the duty of statistician to see that the records use available and proper methods of procedure are given as part of the intrinction for their use.

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The medical bistory shows the physical and -uts of the care been med by the care

dent with a statement of the results. More and more consideration is given to mental hygiene and to the ability of the student to conserve energy and health. In order to properly control and direct the human body, the personal record must produce information that will assist the vocational advisers to view the individual case from the right angle.

The social history gives us information regarding the environment in which the student developed. Personal characteristics are so vitally important in outlining a career that the knowledge of the high school activities and college activities of the student is essential.

Information regarding the financial circumstances of the student assists the adviser to understand the economic problems. The economic history is an important source of help for the adviser.

Other information that will assist in giving the personnel department an idea of the student's interests, attitudes and problems will

dent with a statement of the results. More and more negation to mental hyptiene even even to the student to conserve and to the ability of the student to conserve and negative. In order to properly control and attent the human body, the personal record to the test that will east too years land when the thirty and case when the thirty and case to the right, and the test the test to the control of the test that will east the test the test the test that the test the test the test the test the test that the test the test the test the test that the test the test the test the test the test the test that the test t

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add greatly to the effectiveness of the personal record of the students.

The extent of the information, the arrangement of the data, and the use of the material depend upon the needs of the statistician for the problem that is recommended. Certain information may be of value for the personnel problem of one business college, but very impractical for the use in another.

The time has not yet arrived when a uniform personal history blank can be used in all the collegiate schools of business. Each college has individual problems and data that is used to meet these specific problems are collected through the recommendation of the statistician. A study of the personal records used in other colleges, however, will assist the statistician in investigating many points of approach to the problems of individual guidance.

# Intelligence Tests

The intelligence tests must be considered as only one of several methods that may be used

and greatly to the effectivement of the personal record of the abstance.

The grient of the information, the arrangement of the data, and the was of the material depends one the meeds of the statistician for the crabbes that is recommended. Certain information may be of sains for the negative problem of one imminus college, but were imprecituel for the use in another.

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in assisting the personnel officer to give sound vocational advice.

Various psychological tests have value but they also have a great deal of danger if a personnel officer places all advice on results of tests. When properly used, the results of intelligence tests are a great aid.

The statistician is responsible for the kinds of intelligence tests that shall be used in the personnel department. He is responsible also for the effective use of the results of the tests by the members of the department. It is important, however, that the use of the results of intelligence tests be explained to those who give vocational guidance.

The result of the study of "Vocational and Educational Guidance on a College Level" carried on by the State Department of Education of Virginia indicates that intelligence tests are being used widely.

The report reads;

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The result of the study of "Vocational and Superior Superior of Education on the place of the formation of Superior of Superior of Virginia indicates that intelligence tests of Superior tests.

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in determining students' abilities are the Otis S. A. - Higher Examination, The Thurston Test IV, Holtz Algebra Test, Thurston Vocational Guidance Tests, Monroe Reading Tests, Prussey English Composition Tests, Stenquist Mechanical Ability Tests, and the Brotemarkle Comparison Test. These tests are not listed in their order of frequency." (1)

The psychological department in many colleges develops intelligence tests for use in their own college. The results of these tests are usually used as a part of the admission program. Generally speaking, tests have shown that those men in the lowest fifth of any intelligence group tests usually have a difficult time finishing college work. Other tests developed and given by the psychological departments indicate whether a man's mechanical abilities are greater than his professional abilities.

The results of the tests developed and used by the psychological departments should become a part of the record of the personnel department. The department statistician must sequere the information and interpret the results. (1) State Department of Education of Virginia. "Vocational and Educational Guidance on a College Level". A mimeographed report sent out by the State of Virginia. 1928.

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State of Virginia, 1928.

## Rating Scales

There is no best method of obtaining ratings of personnel qualities. The statistician of the personnel department must be capable of developing rating scales that are the most reliable for the particular institution. The rating scales must be adapted to circumstances. There will be different methods used because of the particular needs of each institution.

Although worthy of further study and improvement, rating scales are useful and should
be developed rather than abandoned. They should,
however, be used with caution.

The difficulties in securing the results of rating scales are in the lack of cooperation on the part of the person who is furnishing the information. Many raters use snap judgments; others are careless in filling out questionnaires. Frequently, raters are prejudiced in favor of one particular personal quality and are liable to rate an individual in other qualities in respect to the favored characteristic.

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The Committee on Personality Measurements directed by the American Council on Education has made a thorough study of rating scales. (1) It reports that personnel work demands, in addition to ability and aptitude tests, estimates and measurements of personality traits. The Committee recognizes rating scale techniques as provisional, pending development of objective measurements. Sufficient progress has been made to warrant trial in measuring certain personality traits. In view of the small number of valid tests of personality traits, it recognizes that rating scales will be necessary for some time to come.

The statistician can accomplish much by providing rating scales for use in the personnel bureau. He must assume that the ratings merely express opinions and must familiarize the users of the results of the scales with the technique

and the value of the information.

(1) Report of the Committee on Personnel Methods,
"The Educational Record", Supplement, July 1928,
No. 8, p. 7.

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(1) Report of the Cammittee on Fersonnel Methode, "The Educational Legent", Supplement, July 1920, No. 3, p. 7.

## Vocational Monographs

Occupational information regarding the opportunities for students preparing for specific
fields of work should be available for the use
by those giving vocational guidance. The material should also be available to students for
their perusal and study.

The American Council on Education, through its Committee on Vocational Monographs, has prepared a statement defining the results which a well written monograph should achieve, the type of information which it should contain, and source of information and method of its presentation. The committee has developed a working model outline for the preparation of vocational monographs.

The statistician should cooperate and assist in the development of vocational monographs.

Many times this cooperation is obtained by interesting graduate students, who are writing theses for Master Degrees, to write vocational monographs. All monographs and other occupa-

# Vegational Memography

Securetional information regarding the opcitions for students premaring for security
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Many times this cooperation is obtained by interesting creducts students, who are writing
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monographs. All concerneds and other cooper-

tional information should be available by faculty members, vocational advisers, and students either at the personnel bureau or in a special section of the College Library.

## The Interview

The purpose of the interview is to assist the student in securing complete and accurate information regarding his capacities and abilities. Complete and accurate information is not available unless the statistician assimulates the results of all the personnel technique and makes it accessable to the interviewer. The statistician must recommend methods for the interview based upon the results of studies of the personal record card, the intelligence tests, the rating scales and the vocational monographs.

However, the interview is not the final step in the personnel program. The interviewer must assist the statistician in accumulating the results of the interview.

Secretarial and Clerical Help

The secretarial and clerical assistance will

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Secretarial and Clerical Help

vary in each institution. The organization of this work will depend largely on the program submitted and the thoroughness of the Director of the Personnel Department in studying the many phases of personnel work as well as the keeping of records.

Records are the bases of personnel work and must be authentic. The primary necessity for an effective personnel program is sufficient assistants to carry on the detail work entailed in assimulating all of the information that must be obtained before the student is interviewed.

Under the supervision of the Director, accurate and dependable records must be obtained.

#### EDUCATIONAL

#### Director of Freshmen

The work of the Director of Freshmen, in the program of personnel, is to acquaint the first year student with the major problems in the social and economic development of civilization.

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Records are the bears of nersonnel work and ment to methodicy for an ofference of anythology for an ofference of anythology and anythology and anythology and anythology and anythology and anythology and the contained and the student is interviewed.

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Director of Preshmen

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Early in the first part of the year, each freshman is interviewed by the Director of Freshmen, mainly, to assist the student in orienting himself to the new surroundings. Every effort is made to make the freshman feel at home.

The first interview is a very important step in the vocational guidance program of the individual. Although no definite occupational information or vocational advice is given, the Director attempts to find out the present life work interest of the student.

In order to place the freshman at ease, the personal record card is not shown or filled out during the interview. The information regarding his present vocational interests, his interest in campus activities, his particular academic field in which he intends to major, his favorite course of study, his physical handicaps, if any, his financial status and use of his spare time should be included in the report of the interviewer. The adviser also

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submits a brief statement outlining his impressions of the student and listing any recommendations that were made. All this information is assimulated by the statistician and becomes a part of the general personal record folder of the individual.

The Director of Freshmen is in charge of orientation courses which are a part of the college curriculum. The courses are arranged so that the freshman may obtain a broader outlook and an opportunity to discover and develop his intellectual interests in a particular field. In many cases, it may be advisable to have, as instructors of the orientation courses, members of the faculty who understand fully the guidance program of the college. Outside speakers, specialists in particular fields of work, who understand the problems of the freshman in adjusting himself to the social and economic condition can be used most effectively.

Freshmen Week is a desirable feature of a first year program. The director of freshmen

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Freemen week to u desirable feature of a

attempts to acquaint the first year students with the traditions, educational offerings, and the material facilities that are found in the new environment. The gathering should be as informal as possible.

The Director of Freshmen is responsible also for the giving of the psychological tests to the members of the freshman class. The psychological tests serve as a basis for records and research and the results are a necessary part of the personal record card. The psychology department may prepare, administer and correct the tests, but the Freshmen Director must make sure that the program is completed and the results are submitted to the office of records.

The freshman should be encouraged to come to the Director for frequent interviews. No interview is unimportant and the result of each one is reported to the personnel department statistician. At the beginning of the second term, the interviewer assists the student in

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which the traditions, educations of this and the and the fault that that the found in the new contrament. The pathering should be as informal as normalis.

The Director of Presmon is responsible also for the place of the proposition tests to the members of the frushmen class. The expendinglies less some as a basis for remarks and research and the remains are a members of the personal reaction. The espendings appartment may prepare, administer and correct the tests, but the Prepare is letter and correct the tests, but the Prepare is completed and the results are submitted to the completed and the results are submitted to the office of records.

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arranging his academic schedule. At this time, he is encouraged to make plans for his sophomore year.

Because of the direct contact with the freshman, the director of the group is in a position to know when a student needs mental hygiene and health service. It is his duty to recommend to the director of physical education and hygiene the students who need the attention of a psychiatrist. The health service is available at any time and students who need special examinations, consultation or remedial treatment are encouraged to make use of the offices. Reports on special cases and results of the physical examination given to each freshman are submitted to the statistician for the records.

The director of freshmen is the "father" of each first year man. He watches over and cares for the new man. The effectiveness of the vocational guidance given at the end of the senior year depends upon the complete information regarding every phase of the student's college and

erranging his academic schedule. At this time, he is encouraged to make plans for his aconomore year.

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personal life that is collected during the untried days. Every member of the personnel department must cooperate in making the work of the freshman director more productive.

## Sophomore Adviser

The second year man is guided by the sophomore Adviser. As soon as possible after the opening of college, the sophomore is given a personal interview. He is invited to use freely the privilege of further interviews and arrangements are made to take care of such requests.

The sophomore is urged to complete his required work and is encouraged to finish the courses that he dislikes. He is given further information and suggestions regarding the educational possibilities for further study upon the completion of his undergraduate work. The social and spiritual life of the student must be guided with tact and proper consideration.

The interviewer reports any mental or physical disorders to the proper departments and encourages the student to enter the recreational

personal life that is sollested during town-

## Hamboners Advisor

The second year men is grided by the sepnomere adviser. As seen or nessible after the
opening of college, the seph-more is given a
personal interview. He is surfied to see freely
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The interviewer reports any mental or physical Sizerders to the proper desertments and exceverages the student to enter the recreational activities provided by the department of physical education.

There is no program arranged for specific vocational advice during the second year. The program is of a strictly educational nature. It is possible, in many cases, to provide educational mature almoving picture films to show the manufacturing and marketing problems of some particular product. Many times these films are provided by firms whose goods are shown. Travel pictures of an educational nature may be included also.

The Sophomore Adviser submits the information obtained through interviews and observation to the statistician who adds it to the personal record card of the individual. A carefully prepared rating scale form prepared by the statistician is presented to the Sophomore Adviser who completes the questionnaire without prejudice. When several of the questionnaires are completed and studied, the relationship between many of the personal characteristics presents helpful information for use in future interviews.

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There is no progress arranged for specific vocations! salving the second year. The progress is of a strictly educational nature. It is possible, in many cases, to browide educational at nowing plotters films to obes the sanufacturing and marketing problems of some particular product. None these thes

The sophomore adviser submitted the information obtained through interviews end observation to the obtained through interviews end observations who edds it to the personal record of the individual. A carefully prepared rating scale form prepared by the statistician is prepared to the Sophomore Liviner who carefulated the the questionnaire without prejudice. Much screen the the questionnaire are sompleted and studied, the relationality between many of the personal characteristics presents helpful information for the relation state presents helpful information for the set in future interviews.

VI

Personnel Administration - Functions

of the Department

(continued)

IV

Personnel Administration - Pronocione
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#### Vocational

## Junior Adviser

The educational program of the personnel department ends with the Junior year. Up to this period, the student is encouraged to perform all his educational work in the best possible way, with no emphasis on specific vocational training. Now, for the next two years, he is urged to seek vocational information. He is confronted with the responsibility of making vocational decisions.

The basis of sound vocational guidance is information. The student therefore, must spend considerable time in studying the occupations in which he is interested. Many times, it is desirable that he secure information regarding as many occupations as possible.

It is not very difficult to understand why
the Junior does not hesitate to arrange frequent interviews with the Junior Adviser. By
the beginning of the third year he appreciates
the services offered by the personnel bureau.

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The udquational program of the personnal department and with the Juntor pour. Up to this period, the student is encouraged to cartain period, the student is encouraged to cartain all the educational more in the bost post side is unged to seek the more than next two years, he is unged to seek receptional information. He is unged to seek receptional information. He is outforted with the requirementality of the is unged to seek the requirementality of the isometromed with the requirementality of the positions.

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It is not very difficult to understand why
the Junior does not hesitate to arrungs frequent interviews with the Junior Lavisor. By
the beginning of the third year he appreciates
the services offered by the personnel bareau.

It is, therefore, unnecessary to require interviews. The Junior is willing to seek out the adviser when confronted with personal problems regarding curricula, sex, and religion.

The class adviser has the opportunity to watch carefully the recreational and physical activities of the student. Information regarding these activities plus the personality ratings should be provided the statistician for the personal record card.

Douglas Fryer says;

"A vocation should be chosen because we are strongly qualified physically and mentally for the work." (1)

In order that an individual may adapt himself to the occupational world, he must be conscious of the abilities and special aptitudes
necessary for successful achievements in a particular field of interest. In addition, he
must measure carefully his own physical and mental qualifications in relation to the vocation.

Vocational information for the Junior is
(1) Douglas Fryer, "Vocational Self-Guidance",
J. B. Lippencott Company, Philadelphia, p. 2.

It is, therefore, immedesary to require interviews. The Junior is willing to seek out thedayiser when confronted with personal problems regarding corrients, ser, and religion.

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must remante enrolvilly his our physical and somtul qualifications in relation to the vocation.

Vocational information for the Junior is [1] Douglas Tryer, "Vocational Salf-Juldance".
J. D. Lippencott Company, Philadelphia, p. C.

provided in several ways. One very effective way is to invite men, who represent the commercial and industrial vocations, to speak at monthly class meetings held during the year. These speakers must be chosen carefully and trained properly. It is highly essential that they understand not only the vocational opportunities in his field, but also the problems of the student. The student must not be swayed by dynamic personalities or by poor preparation and presentation of the subject matter. He must be able to judge the merits of the material presented and make decisions based upon considerable thought.

Another method for providing vocational information is the establishing of contacts with successful business men who are accessible for personal interviews with students. The interview permits the business representative to present the opportunities in his particular field; to outline the requirements for success in the business; and to give an unbiased opinion as to whether the

provided in several ways. One very offsative one of in the comiser
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personal-interviews with students. The interview versits the business runresentative to exagent
the openstantaies in his particular field; to outthe openstantaies in his particular field; to outand to give un ambigued opinion se to whether the

student is likely to be successful in that occupation. Cooperating business men are willing usually to report to the bureau the result of the interview.

At least three such interviews, and as many more as practicable, are recommended. The personal interview with the executive assists the student in preparing the way for his task as a position seeker. He becomes familiar with the demands of industry and business. Then, too, many times he removes the feeling of over-confidence in his ability while quite often he realizes his timidity. An opportunity to over-come these shortcomings is provided.

The contact that the college personnel bureau maintains with the executives assists the placement officer in securing the occupational opportunities that are available in the firms which they represent.

At this point it is well to remind ourselves that industry and business must be persuaded to show cause why they should select the atudent in likely to be encouseful in that occupation. Comparating business new are willing
unually to report to the bareau the result of
the interview.

At least three each interviews, and as many more as precitable, are recommended. The normanal interview with the executive namine the normal interview with the sear for his task as a student in preparing the sear for his task as a position desire. He because familiar with the densities of industry and inciness. Then, too.

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The content that the college personal fureau cointains with the executives contents the content the placement officer in securing the occase-thought opportunities that are available to the firms which they represent.

At this soint it is well to remind ourselves that thingtry and business must be permost promising college men.

The vocational information presented by the class lectures of successful executives, the occupational information given to the student through the personal interviews with business executives, the study of literature on vocational guidance found in the personnel office or the college library, the information received through personal interviews with class advisers prepare the student for the selection of a vocation in which he is particularly interested.

After this selection, a vocational thesis, which includes a further intensive study of the opportunities for college men in that field, is required of the Junior. It is prepared and submitted during the latter part of the third year.

The thesis should be comprehensive and cover a thorough study of the field in which his selection is made. The investigation includes facts of interest, such as, a brief history of the general type of business or industry and the specific field of work, the number of people

nout promiseng college men.

The vocational information presented by
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the occapational information given to the stuthe occapational information given to the student through the personal laterviews with beatness precitives, the study of literature on vocational muldened found in the personal office
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employed in it, the varieties of work in it, the opportunities for commercial and industrial enterprise, the proportion of men in the occupation who work on a salary basis, the initial salary, the social environment of the occupation, and the relative amount of competition in the field. It should contain a job analysis of the starting position for a college trained man and also a study of the personal characteristics that are essential for success in the occupation.

After a careful analysis of his own mental and physical capacities and abilities, the student compares them with the requirements of the occupation. He concludes, from this research, whether or not he is still qualified and interested in the particular career studied.

With all of this preparation it is contrary to experience to believe that all college students can select a line of work in the junior year and subsequently find it particularly attractive to them. The main advantage of the vocational thesis is to aid the student in grasp-

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ing, more readily, the essential requirements of the occupations. Even though he decides against the vocation analyzed, he has eliminated one field of endeavor which otherwise may take years of practical experience to eliminate.

Before the close of the third year, the student is required to interview the Placement Officer. This contact gives the officer an opportunity to meet the student and summarize his record, activities and vocational interests. Most of the interviews, heretofore, have been stereotyped—the questions and information to be secured have been definitely prearranged. Standardized interviews are dangerous, however, when carried to the placement officer. He must be able therefore to guide the conversation according to the interests of the student and discover the student's personality in relation to the definite vocational work which is selected.

Far too often the student comes to the Placement Officer, at the end of the senior year when he is ready for employment, without any personal ing, nows roughly, who committed requirements of the momentum. Even thangs no decides against the vonetion configued, he has eliminated one field of endmayor which otherwise any take feath of processor which otherwise any take

dent to required to the third year, the sindent to required to theoryles the Placement offident to required the diver the officer an emportanity to meet the student and enemaries his respect,
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Fur iso often the student cames to the Placemant Officer, at the end of the senior your when he is ready for employment, without any personal contact that will assist the officer to properly advise and place the student. An interview at the end of the junior year will eliminate the possibility of any discouragement or dissatisfaction on the part of the student and the department.

Summer placements for the purpose of tryout employment for Juniors is encouraged by the
Director of Placement. There is no doubt that
employers are calling continually upon the college placement officers for assistance in securing student workers, who are interested in entering a business or industry for "try-out", with an
understanding that a permanent position is available after graduation if conditions are mutually
satisfactory.

Summer try-out employment is receiving the attention of many industries and colleges. It is a field that should receive our careful consideration. It is well, therefore, to define the term as used in this study. Mr. N. M. Mc-Knight of Columbia defines the term as follows;

savise and alsos the student. In interview at the end of the Junior year will eliminate the powerlist of the Junior year will eliminate the powerbillty of any disconfragement or disconfied faction on the part of the student and the department.

Summer placement for tendence to endenced by the director of Placement. There is no deads that the deads that the deads that the deads that dead the continually upon the sections of placement officers for antistance in summer ling student workers, who are interpreted in enter-ling a business or industry for "try-out", with an ing a business or industry for "try-out", with an antistant attention is exalt-

Antention of many industries and onlines. It as a field that obtains an account of a second of the s

"In the first place to define Summer Try-out Placement, I think we should say that it includes any summer placement where the student-worker is furnished with an insight into the principles, operations, requirements and opportunities of a business or profession which he may consider entering after graduation. There are, of course, a number of varieties of summer work which may be considered Try-out Placements;

- 1. A position secured by a student with a company which is definitely interested in him, the student being definitely interested in the company.
- 2. A position secured by a student with a company which makes no promise for the future, the student, however, being interested in the company or at least in the business carried on by the company.
- 3. A position secured by a student with a company in a field of work in which he is interested, but without the specific intention on the student's part of trying to secure a permanent job with the company.
- 4. A position secured by a student in a line of work which the student does not intend to follow, but which will give him experience necessary to some allied type of work which he does plan to follow.

"There are, of course, a number of additional variations. As a matter of fact almost all summer jobs have something of a try-out aspect." (1)

Summer try-out position should be handled as

(1) Nicholas M. McKnight, "Summer Placements for
the Purpose of Try-out Employment". A paper prepared for the Eastern College Personnel Officers.
Autumn Session, October 1927, Vol. II, No. 1,
edited by Norman H. Abbott, Secretary.

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Surmer Cry-out position should be bandled as [1] Micholes M. McAnicht. "Summer Placements for the Parasse of Try-out imployment". A paper pre-pared for the Bastern College Personnel Officers. Auturn Session. October 1987, Vol. II. No. I. selies by Forman H. Abbett, Souretery.

special cases. Too much emphasis should not be placed on the selection of a definite vocation. The student is not encouraged to make an attempt at a final solution of his vocational problem. Summer work, however, is a method provided to introduce the student to organizations that most frequently offer permanent opportunities to college graduates and allow a better understanding of the occupational requirements. No student who is dependent upon his summer earnings to pay his college expenses for the senior year is encouraged to select a "try-out" position. Students who depend upon earnings should secure work that will be financially profitable with no consideration of vocational selection.

The Director of the Personnel Department is available for any personal conferences regarding any particular question or subject. The junior is encouraged to call upon the Director at frequent intervals. Personal relations are essential for self-guidance and it is only through contact with the personnel department that the stu-

of the arodent of an election of a definite vocation.

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dent can expect to receive the most effective vocational guidance.

#### Senior Adviser

tional placement. Because of this situation the Senior Adviser is relieved of the vocational work. He is available, however, for any number of personal conferences. Many questions of sex, religion, finances, and course electives arise and the adviser should be familiar with the personal problems. In addition, this officer must have complete information regarding the requirements of all high grade graduate schools in order to encourage additional educational preparation.

If, however, the Senior Adviser has a thorough knowledge of the occupational requirements
and can supply sources of vocational information,
he will be able to aid greatly the senior who
comes to him.

# Director of Placements

While many institutions are not enthusiastic about placement, we must admit that the business

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If, however, the Sensor taylast has a thorough knowledge of the economicanal requirements
and was symply sources of vocational information.
he will be able to aid greatly the senior who

## Director of Placements

While many institutions are not suchusination

college has an increasing responsibility to take care of the students that go out from its doors into the fields of business and industry. This does not mean that the personnel department must assume the function of securing positions for all students. It is organized, primarily, to help the student in search of his life's occupation.

Professor Wellman outlines clearly and briefly the work of the placement officer, when he says;

"It is the duty of the placement officer to so understand business, to so understand the requirements of the various jobs that he can place men of these individual types or even men of mixed traits in positions which will make use of their greatest capacities." (1)

An understanding of the problems of Management as well as a true picture of the student's interests, capacities and abilities is needed by the placement officer. It is well for the placement officer to familiarize himself with the attitude of the employer about whom L. B. Hopkins (1) Harry R. Wellman, "Relation of College Employment Services to Industry". A paper prepared for the Eastern College Personnel Officers, Autumn Session, 1926, Vol. I, No. 1, p. 10-11, Edited by Paul W. Viets, President.

college has an increasing responsibility to take days of the students that ap cut from its doors not the first that appearance and industry. This does not mean that the paraental describent was a superior of securing positions for all students. It is organized, primarily, to bein the students in asserting doi: life's co-

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titude of the emplayer about when L. D. Henling.
[1] Derry H. mellman. "Delation of College inployment Services to Industry". I neger overcared for the Legiero College Tegramical Cifficuts.
Automo Secator. 1926. Vol. I. Ho. 1. p. 10-11.
Edited by Paul W. Viete, President.

of Northwestern complains. He says:

"It is a common complaint of Management that the college man comes from his senior year into the business organization 'fat-headed, conceited, and lazy' and that he considers because of his college education 'the world owes him a living'. Unfortunately, the tendency of former days on the part of the colleges and universities to admit any high school graduate who applied for admission and them to nurse him along from one flunked course to another has produced some such men. Management's complaint, however, arises much more frequently from an irritation caused by their own unfairness to the college men whom they have employed with promises that they frequently become annoyed because the college man expects them to keep their promises.

"Ask one hundred managers where a college man can best start in their business and what are the successive steps in training and promotion, and ninety of them will reply that the college man must start at the bottom, and as for advancement, that depends on the man himself. Frequently, they add that there is always room at the top.

"Such statements are bunk. Let the college man start at the bottom, by all means, but Management must recognize that if they start him there and leave him there, he is going to kick or get out, if he is any good. But in any case, his advancement does not depend on the man himself any more than on the plan devised by the management for his being moved along from one step to the next when he has mastered each assignment. And when a company employs ten college men and has work for only one at the end of the training period, Management must not become impatient and irritated because the other nine refuse to sit around waiting for some one to die in order that they too may advance. In many companies, that is

of Marthwestern consistes. In Buys;

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"Ask one imindred remarks where a unlike man the can best start in their business and man has start in training and promotion, and an insets of them will reply that the dollers and man the tot electron and the tot electron the contract of the contract of the can be and in the contract of the contract of the contract of their is always room at the top.

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the only chance there is of there being room at the top." (1)

The selection of employees, as well as the work of the college vocational counselor, has always depended upon the interview. More and more the interview is dependent upon the tests of physical, intellectual and character traits. One of the duties of the placement officer is to prepare the student for the problem that he shall meet when interviewing employers. The college placement officer cannot hire even though he feels that the student possesses the necessary mental and physical qualifications for a position. The task of placement depends entirely upon the student's ability to sell his own qualifications and personality to the prospective employer.

The chief responsibility of the placement officer is to recommend applicants to positions for which they are best prepared. This, in a measure, includes guidance, especially when the (1) L. B. Hopkins, "Personnel Work at North-western University", Journal of Personnel Research, Williams & Wilkins Company, Baltimore, Vol. 1, 1922-1923, p. 282.

the only meanne there is of there being room at

The selection of employee, as well as the work of the work of the state of the state of the state of the state of the interview. More and along the interview to dependent near the foot of propriet in the interview to dependent near the foots of the propriet trotts.

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reamore, includes guidance, capablally when the Ill L. b. Namitha, "Personnel World", downed of Personnel No-earton, Wilthow & Wilkias Company, Sultimore, Vol. 1, 1928-1928, p. 286.

personal qualifications are weighed against the job requirements.

The guidance may induce a student to accept a vocation about which he has given no previous consideration, but for which he is particularly qualified. Again, it may discourage him from entering a position for which the placement officer believes him unqualified.

By the time the student becomes a senior and appears for placement, the personal record card maintained by the statistician is valuable material. With the complete record it is possible to recommend the student intelligently, based upon opinions obtained from the advisers who have directed his course.

In all cases of placement, the best interests of the student are kept in mind. The placement officer must realize the financial position of the student by helping him select the proper position to start his vocational career. The business contacts that the officer has built up among employers is an important factor in taking

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The religious way induce a similar to accept a received and the case of the received and the received a received a received for which the placement officer and a received to received.

By the time the student becomes a sent or send and appears for placement, the sersonal record and and appears for placement, the statistician is valuable material. Afth the sentiate record it is negative to recommend the student intelligently, head mon opinions obtained from the advicers who have distance and appears the sential and appears.

In all cases of elecement, the best interests of the student are kept in wind. The placement officer must realize the financial position of the student by helping his select the proces position to start his vecational earser. The brainess contacts that the officer has built up care of the students whose vocational interests have not matured but whose financial condition warrants immediate employment.

The director of the personnel bureau in cooperation with the placement officer is responsible for the supervision of the students who have full time employment. A period of supervised employment is required before a student receives a business degree, which means that upon completion of a four year academic training, the student must prove, before presenting himself as a graduate of the institution, that he is qualified to meet the demands of business and put into practise the theoretical knowledge absorbed. Basicly, five academic years of connection with the college are necessary, even though the final year is away from the college buildings. However, the student is given credit for satisfactory completion of this period of employment.

The College of Business Administration,
Boston University, has successfully instituted

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The College of Business Adulatevian,

the program for the supervised employment year which becomes a part of the personnel program presented in this paper.

Dean Everett W. Lord of Boston University has recently written the following:

"The vocational requirement of C. B. A. when first announced thirteen years ago was unique. It was born of my desire to help college graduates through the difficult period of adjustment immediately following their graduation - a period sometimes all but fatal to fond hopes of business success.

"The requirement of a year of supervised employment was regarded by some educators as of doubtful value, by many as an absurdity, and at first, I had to defend it at many gatherings of college men; gradually it won favor, and to-day it is accepted as a highly desirable practise, adopted by many of our leading schools of business." (1)

employment works individually with each student.

The officer assists the student in making necessary adjustments and in settling other vocational problems that arise. He must be capable of making worthwhile contacts with business organizations and of holding the confidence of the students' employers. Encouraging students through (1) Dean Everett W. Lord. Special letter written to Supervised Employment student's, October, 1928.

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the program for the annervised cinleywork year wailed becomes a part of the ceraminal program presented in this paper.

Dean Sverett W. Lord of Sector University

"The received thirteen years ago was unique when first encounced thirteen years ago was unique of two boin college graduates to help college graduates through the difficult period of adjustment immediations and armost three all but fittel to fund homes of busicess accomes.

"The requirement of a year of cunciviand employment was required by some advantage, and at
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it is accepted as a highly desirable precise.
adonted by carry of our leading schools of busimean." [1]

The officer responsible for the supervised.

employment works individually with each student.

The officer sesists the atment in making none;

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problems that arise. He must be caperie of mains worthwhile cantents with business organism
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dents' employers. Incompaging students through

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1988.

the periods of doubt and disappointment is an essential part of his work.

The student on supervised employment is required to maintain contact with the personnel bureau and to complete the work that is required of him. During the year the student is registered at the college and must notify the department whenever a change of employment is made.

During the year, and at frequent intervals, the student submits reports. These studies assist him in analyzing the problems with which he is confronted when seeking advancement and promotion. Among the more important assignments, he is asked to study and report on the details of his job, the organization of which he is a part, the products or the purposes of this business, the importance or the relations of the business to the economic world, the history of the business in general, and the history of the business in the particular concern with which he is connected.

the puriods of doubt and disaposintment is an executive part of his work.

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In sensors with which he is connected.

Frequent reports from employees are received.

Many times it is advisable and necessary for personal calls to be made on employers who are directly responsible for the student's work.

The value of the supervised employment period is summed up briefly in the following statement made by Professor Horace G. Thacker of Boston University;

"At the same time, he is an employee, receiving usual compensation for the work he has to do. He has more incentive to do his work well and to receive commendation and promotion, because he knows that his employer and the College are watching him to see if he is qualified to receive the degree. In other words, in addition to the inherent desire that most young men have to make good in their college careers, the students of this College have their college degrees at stake. The Supervised Employment plan, then, acts as a spur to accomplishment, and it definitely dispels the abrupt change from College life to earning one's living." (1)

The Supervised Employment plan is valuable for the proper and effective guidance of schools of business.

<sup>(1)</sup> Horace G. Thacker, "The Vocational Plan of Boston University". A report prepared for the Personnel Research Federation, August, 1928.

Proquent removes from employees are received.

Many times it is advisable and accountry for per
donal calls to be made on employers size directly responsible for the student's work.

The value of the supervised capleyment nericd is comment up to the following statement -int noted to resident of the tollowing of the tollowing:

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Be has more incentive to so his work well and to require commandation and premotion, because he knows that his employer and the Coilege are watching him to use if he is qualified to require the degree. In other words, in addition to the inherent and leairs that most roung men hate to make good in their college careers, the students of this of their college careers, the students of this are students of this accompliance their college has a sent of the students are start and its definitely dispute the about of all and its definitely dispute the about of the start of articles the about of the start of articles are the about of the start of articles."

The Supervised Supplement plan is relucily at the proper and effective gridency of supplement.

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VII

Summary

#### Summary

Vocational guidance of college grade, especially guidance for the commercial and industrial life, has absorbed a large part of the attention which the American public has given to educational problems. Popular interest in the personnel work of our colleges has spread noticeably since the war. The numbers attending college have increased beyond our resources.

This country is just beginning to realize
the extent of its educational undertaking. Where
once the colleges were satisfied to offer subject
matter to the student who either learned or did
not learn, now they are more interested in fitting
the education to the individual. Each student is
now considered as an individual having his own
capacities or peculiarities.

An approach to vocational psychology includes a study of the pseudo-sciences that have developed through the years. The first chapter offers a brief historical background and development of the subject. This study shows the futility of judgment

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Toward one for the commercial and induspeotally enidance for the commercial and industrial life, has absorbed a large part of the
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An approach to restricted that have developed a through the years. Whe first chapter offers a through the years. Whe first chapter offers a trief also fortists and development of the subject. This study shows the fatility of judgment

of character traits based upon the commercial systems of character analysis. It is obvious that effective personnel work must be approached by scientific psychological research.

The widespread interest in personnel methods immediately brought to the front many different guidance programs based upon the work of the individual institutions. We find little uniformity in the methods used in the various institutions studied. The second chapter, however, presents a number of programs used in different sections of the United States and forms a bases upon which the fundamental plan for a personnel program may be laid.

The need for a personnel program in our business colleges is brought about by the rapid development of our industrial order. Our country was confronted with the problem of adjusting men by scientific methods to the jobs for which they were best fitted. It is only by means of cooperation and coordination among colleges throughout the country that a uniform and an effective pro-

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The need for a personnel present in our could be the rapid country to the country that the country country of the country of country of the country that a country of the country that a country of the c

gram may be adopted.

For a better understanding of the work of a collegiate school of business it is important that we have in mind the complete organization of the component parts of the university. Chapter Four gives a picture of the different divisions of the college and the place of the personnel department in relation to the administrative and educational divisions. This chapter also outlines the organization of the personnel department upon which the whole vocational guidance plan is based.

Chapters Five and Six give a cross section of the work, activities, and accomplishments of the different phases of the personnel department. It is obvious that each member of the department has a vital relationship to the service that must be rendered both to the students and to the faculty.

From the foregoing we realize that the problems of the young man, who is ambitious for a successful business career, are not solved by sim-

eren may be adopted.

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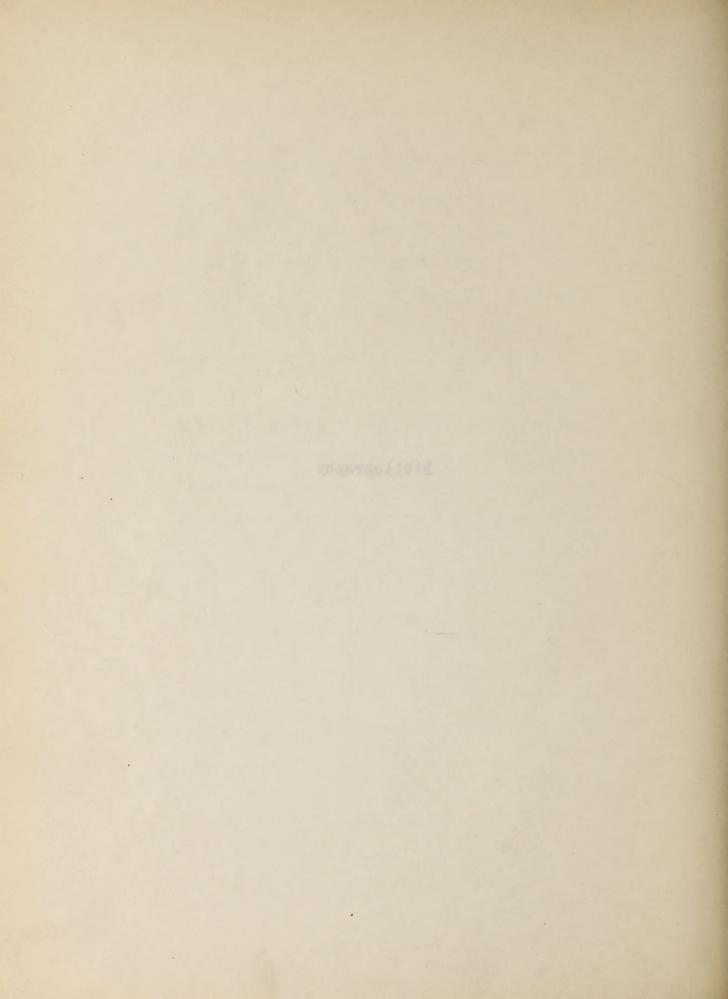
ply attending college. An intense interest in vocational guidance is needed. More and more we realize that the individual must be given sufficient vocational information and counsel concerning himself and the vocational choices open to him.

It is the ultimate purpose of this paper to provide a program that will assist the student to choose more wisely, thereby avoiding the tragedy of a misfit life. A personnel program that gives success and happiness to the individual is a distinct benefit to society and to our economic order.

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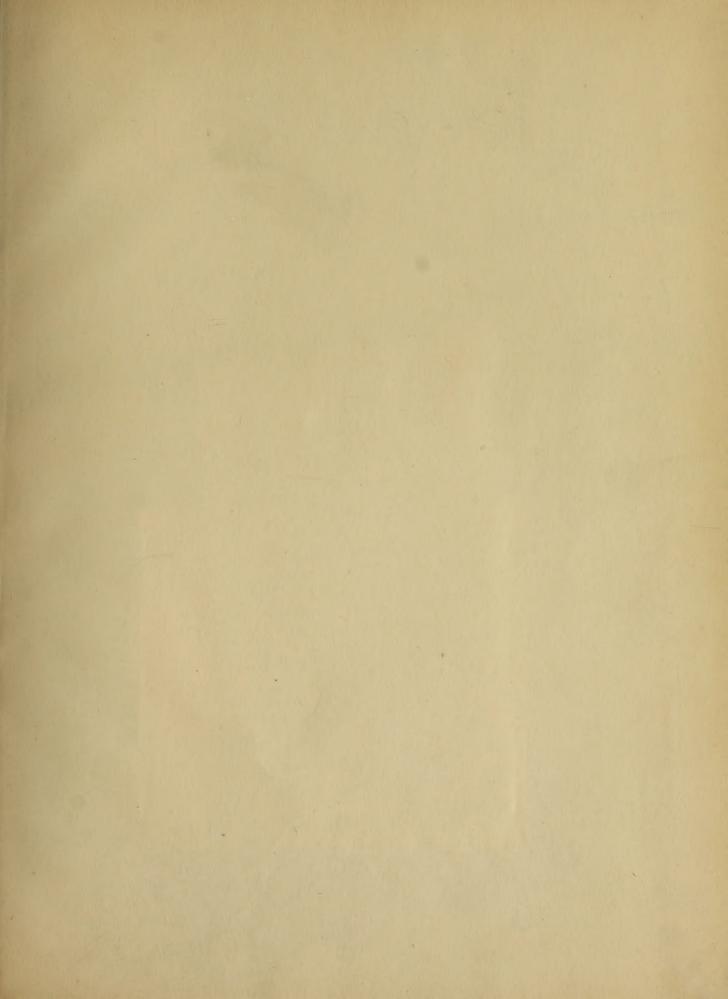
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