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The present status of personnel work in a selected group of American colleges and universities

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THE PRESENT STATUS OF PERSONNEL WORK IN A SELECTED
GROUP OF AMERICAN COLLEGES AND UNIVERSITIES

BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE PRESENT STATUS OF PERSONNEL WORK IN A SELECTED
GROUP OF AMERICAN COLLEGES AND UNIVERSITIES

Submitted by

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1928

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THE PRESENT STATUS OF PERSONNEL WORK IN A SELECTED
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THE PRESENT STATUS OF PERSONNEL WORK IN A SELECTED
GROUP OF AMERICAN COLLEGES AND UNIVERSITIES

I. SCOPE OF THE PRESENT PAPER

A. Present tendencies in education

Colleges, as well as other types of education institutions, are undergoing far reaching reforms and changes at the present time. The colleges are beginning to turn from their old methods of mass production and are beginning to center their attention on the student rather than on the subject matter. This tendency, if continued, will go far toward changing the methods and character of the institutions of higher learning. Many administrators have come to see that the college has a responsibility for the well-being of each student and that academic instruction alone is not enough to insure the development of a well-rounded, efficient, individual. The present paper on personnel work is an investigation of one of the ways which is being developed to help the individual and to make the college more effective.

B. The purpose of the present study

The purpose of this paper is to discuss the following: first, the actual personnel work being done in a selected group of American colleges and universities; second, the training being given in these colleges and universities for prospective counselors or personnel workers. The first part of the paper will therefore discuss the general work being done in all the colleges and then make a brief study of the work being done in several specific institutions. In the second part of the paper we will discuss the general type of work being given in all the institutions for training counselors and then discuss the specific training programs of

three universities. It will be easily apparent that the attempt is not to champion any particular view point but rather to make an impartial investigation of the existing status of personnel work in a selected group of educational institutions. This paper neither attempts to discuss what should be nor what will be in personnel work, but rather, it attempts to describe what actually "is" in college personnel work.

C. Personnel work

1. Definition

By personnel work we mean neither vocational education nor mere placement after graduation. Nor do we mean informal, desultory, and inadequate advice as given by an untrained person. As Dr. A. H. Edgerton says, "Vocational guidance in a democracy should be raised above the level of fortune telling, quackery, guesswork, or uninformed advice."⁽¹⁾ "Vocational guidance is concerned with helping persons choose, prepare for, enter in, and make progress in occupations."⁽²⁾ This demands a comprehensive service which aids the student not only in the choice of his studies and of his vocation but also helps him to get the most from these.

In the majority of places, in which personnel programs have been started, there has been a great deal of emphasis put on the vocational guidance function of the service. Today there seems to be a trend in favor of a broader and more comprehensive service than the limited vocational guidance, which has been given in the past. Personnel work is coming to be the accepted character of the guidance activities of the colleges. This broad field of work is the object of study in this paper and not

⁽¹⁾ A.H.Edgerton, Vocational Guidance and Counseling, p. 1

⁽²⁾ J.M.Brewer, The Vocational Guidance Movement, p. 12

the more limited fields such as vocational and educational guidance.

"The object of personnel work is here taken in the broad sense of the discovery and development of the best in each individual. It includes selection, orientation, educational and vocational guidance of students, their placement in and out of school and college, attention to their habits, attitudes, speech defects, health and hygiene, including mental hygiene, and other factors affecting personality and successful adjustment to fellow-beings, life and work."⁽¹⁾ The writer started out with this in mind but it soon became apparent that if any report was to be made the work would have to be almost exclusively concerned with educational and vocational guidance. This was caused by the fact that the writer found only one or two institutions, of those studied, offering a service in any way comparable to this. The writer has, of necessity, dealt with limited features of a comprehensive system of personnel as many institutions have no work of this kind and those that have personnel work usually have only one or two phases of it.

2. Objections to personnel work

When personnel work, and especially vocational guidance, is mentioned many of the more conservative professors and institutions immediately raise an objection to such work on the ground that a college is a place in which to develop the mind, to impart culture, and certainly not a place in which to deal with such practical matters as vocations. However, a great many people have come to realize that, in the past, students have had to make some of the most important decisions of their lives without adequate information, guidance, or help of any kind.

(1) "Student Personnel Research," Service Bulletin of the Personnel Research Federation, Vol. 2, No. 1. Feb., 15, '26.

Furthermore they have seen that students will continue to make these important choices whether or not the colleges aid them. Educational administrators have come to realize that some of the present failures in college and some of the misfortunes in later life could be avoided, if assistance of the right kind were given the students at the proper time. The work of this nature has therefore increased in spite of objections.

D. Methods used in this study

In order to get as accurate a picture as possible of the work being done in American colleges and universities the writer secured the catalogues of sixty-four colleges and universities from all parts of the country which, according to his information, would be expected to have the best systems of personnel work and also be representative of their section. All the institutions are treated as a unit with the exception of Boston University, which is divided into three parts, and Columbia University, which is treated as a whole, and then Barnard College is studied separately. (See Bibliography.)

The method used in the study of these catalogues was as follows: The index and table of contents were examined to see if any information was given under the following heads: advisers, appointment bureau, counselors, deans of men and women, duties of deans, employment, employment management, guidance, help, honor courses, leadership, mental hygiene, mental testing, mental diagnosis, orientation, personnel, placement, student help, student guidance, vocational guidance, vocational psychology, and vocations. After looking through this list the writer examined carefully the departments of education and of psychology to see what they

offered in this work. Any further clues were looked up to see if they gave anything about the work.

A good number of courses in personnel management, etc., were listed under the various colleges of business administration but these dealt largely with industry and were therefore omitted from this study as not being designed to train college or secondary school counselors (the present study is only concerned with training for educational workers). If any mention was made in the description of these courses that they were also designed for educational counselors then they were included.

At each of the two institutions which the writer attended before coming to Boston University (Davidson College, the University of Mississippi) there were several professors who were willing to help the students secure positions and to advise them when the opportunity presented itself. These professors, in the majority of cases, did not have special training for this work nor did they have any adequate records concerning the students or the positions to enable this type of informal work to meet the requirements given under the definition of personnel work in the first part of this paper. The writer, therefore, did not count such work as this unless the catalogue made some statement that the work is done by a faculty committee, by the dean, or by some one person or group who is especially responsible for this. An individual professor, working without any aid or authority from the college, can do some good, but he cannot hope to give more than personal opinion unless he has adequate records of the individual, and some sources of information about the specific vocations. The catalogues and the questionnaire reports (to be explained later), which said that the work was done informally

by the faculty, were therefore counted as without any definite program of personnel work. The dates of the catalogues consulted are listed in the bibliography.

While the catalogue study was an important source of information it was not the only source of information, as the articles and books listed in the bibliography were used as a further basis on which the writer relied in discussing the work. The catalogue study, therefore, is not to be taken as comprising the sole authority.

II. PERSONNEL WORK IN COLLEGES

A. Genesis of the present movement

Let us trace briefly the history of the present movement for guidance work. ⁽¹⁾ As Brewer points out, "Frank Parsons is justly called the founder of the vocational-guidance movement, for it was he who began the work which has led to the present spread of interest." Parsons was doing some work at the Civic Service House in Boston with young immigrants when he became greatly interested in vocational guidance. In the early part of 1908 steps were taken to form a vocation bureau and by April 23rd of that year the organization of the Vocation Bureau was completed. Mrs. Quincy A. Shaw financed the work and it was sponsored by a strong board of directors.

Before the summer Parsons had done a good deal of counseling, especially with evening high school seniors. He made his first report to the board on May 1, 1908, and later in the same year he died.

Early in 1909 plans were completed for reorganizing and continuing the bureau and Meyer Bloomfield took over the work as director. From these early beginnings the movement has spread until today it is national in scope.

B. Surveys of this work in colleges

The first survey of the vocational guidance work being done in colleges was made in 1911, '12, and '13 by committees appointed for that purpose by the faculty of Stanford University. ⁽²⁾ This was accomplished by means of a questionnaire to which approximately eighty replies were received. Several colleges had made some progress along this line,

(1) See Brewer, J.M., The Vocational Guidance Movement, (especially pp.22-24)

(2) See Lewis A. Maverick, The Vocational Guidance of College Students, for a copy and report of both questionnaires.

notably Swathmore, University of Michigan, Dartmouth, University of Minnesota, and Reed College. Guidance activities of this kind were not very widespread as the movement was just beginning when the survey was made.

In 1920 the United States Bureau of Education, in collaboration with the Bureau of Vocational Guidance at Harvard University, made a study of the work being done by colleges in the vocational guidance of their students. ⁽¹⁾ Approximately 250 institutions responded to this questionnaire. The returns showed that much more interest was being taken in vocational guidance than had been true at the time of the Stanford survey. Furthermore a much more extensive type of work was being carried on in those institutions reporting some kind of guidance work. The study of vocational psychology and similar courses was beginning at this time, but the trend toward a comprehensive personnel program is a still later development. These two reports represent the most authoritative surveys the writer was able to secure on this subject.

C. A general analysis of existing personnel work

1. Placement

We wish to take up in this section the specific types of work which the colleges are undertaking. One of the first things which the colleges are undertaking in their attempts to be of more service to the individual is placement. This service varies widely in different institutions. In some it is ^{done} ~~run~~ by the dean who does all he can to secure positions for his graduates. Other institutions have a faculty committee whose duty it is to gather data on vocations and to attempt some placement. Still other institutions have an appointment bureau with a secretary who

(1) See Lewis A. Maverick, The Vocational Guidance of College Students, for a copy and report of both questionnaires.

endeavors to secure some information about the students and as much information as possible about available positions. The information secured by the appointment bureaus is, in some cases, most meagre, while, in others, it approaches a comprehensive personnel record. These well organized bureaus often have a trained individual who gives vocational advice and directs the students to vocational literature. However, in the best appointment bureaus we seldom find more than vocational advice and placement. Very few, if any, of these give other aid to the students.

The results below are those secured from the 1920-'21 survey made by the United States Bureau of Education in collaboration with the Bureau of Vocational Guidance of Harvard University. ⁽¹⁾ The survey covered forty-four states, Hawaii, and Porto Rico. The latter mentioned places will be omitted in our present study. The writer divided such institutions as Boston University and Harvard into their separate schools and this made the survey cover 251 schools. In this there were listed 141 schools (56 per cent of the total), which had some kind of placement. It was impossible to judge the amount or character of the service in some schools as the word "placement" was the only mention made of the service. Other institutions such as Yale had highly organized appointment bureaus and gave vocational information and advice.

The Personnel Research Federation sent an inquiry to 342 American colleges and universities, in regard to their placement facilities for students and alumni, and received a reply from 288 institutions in the United States. ⁽²⁾ The directory wished to make clear the nature of the

⁽¹⁾ Lewis A. Maverick, Vocational Guidance of College Students.

⁽²⁾ See "Student Personnel Research," Service Bulletin of Personnel Research Federation, Vol. II, No. 1, Feb., 15, 1926.

services in each institution and therefore stated that "unless otherwise indicated by asterisks, the institutions here listed maintain organized placement service for positions in business and industry, and for teaching positions." It further stated that "limitation of service is noted as follows:

* Organized placement service limited to teaching positions.

** No separate organization for placement, this service being handled informally by president, dean, registrar, or other officer of the institution.

*** No provision for placement service reported."⁽¹⁾

We find from a study of the bulletin that 175 (61 %) of the institutions had no asterisk by them and it is thus to be assumed that they had an organized placement service for all types of positions. There were 55 (19 %) institutions with one asterisk by them, 47 (16%) with two asterisks by them, and 11 (3%) with three asterisks by them. We thus see from these results that the great majority (61%) of the institutions had a well organized placement service and that only three per cent reported no placement service. The accuracy of these data will be discussed after we have shown the results obtained from the study of the catalogues.

According to the information gained from the catalogues there are 29 colleges and universities which have placement services. This is 45 per cent of the colleges investigated. Let us compare the three sources of information. In the 1920-1921 survey 56 per cent of the colleges reported the service, in the directory 61 per cent of the colleges reported the service, and in the catalogue study only 47 per cent

(1) "Student Personnel Research," Service Bulletin of Personnel Research Federation, Vol. II, No. 1, Feb. 15, 1926

of the colleges reported this type of service. We might well examine the causes for these differences. In the first place we would expect a change, more probably an increase, since 1920. In the second place we would not always expect to find a mention made of the service in the catalogue if there was no organized service but only an informal type of work done by the deans or professors. Lastly, the data which the directory presents ~~is~~^{are}, at least partly, inaccurate. The directory reports that the College of Business Administration, the College of Liberal Arts, and the College of Practical Arts and Letters of Boston University all have an organized placement service for all types of work. So far as the writer is able to learn this is not exactly accurate for each of these schools. The directory further states that the University of Mississippi has an organized placement service. The writer has graduated from the above mentioned University since the directory was compiled and he knows from first-hand information that no such service is performed. An informal and inadequate type of work is done by certain of the deans but this is certainly not an organized placement service. The same objection can be made in the case of Davidson College which was reported as having an organized service, but which the writer did not find to be the case shortly before the directory was compiled when he was a student at that college. This inaccuracy refers only to the bulletin published by the Personnel Research Federation and not to the results secured from the catalogues.

From the study of the questionnaire, of the bulletin, and of the catalogues we find that between 45 and 61 per cent of the institutions mentioned placement of some kind. The catalogues and the questionnaire

did not always make clear the type of service rendered and the writer is unable to state what per cent of the institutions, reported by these means, had an organized placement service for all types of positions and what per cent merely had informal placement by the deans or professors. The bulletin stated the general type of work done in each institution on which it reported but it was shown that ~~this~~^{these} data ~~was~~^{were} at least partially inaccurate, so it will not be used on this particular point.

2. Records

Personnel work, if it is to be very effective, must have some system of records. There is wide difference of opinion as to the exact information which is needed on these records, but that there should be some type of comprehensive record for each student is practically a unanimous verdict of those acquainted with the nature of the work. Certainly it is impossible for anyone to make a scientific study of a student, if all that is known about him is his name, address, and college grades. The writer listed a college or university as having records only when some statement was made that would lead him to believe that more than the ordinary scholarship record was secured. In the 1920-1921 survey only three colleges mentioned such records. This was probably due to the fact that work of this nature was still in its early stages, and there was no special need for more information about the student at this time.

The study of the catalogues revealed the fact that fourteen (23%) of the institutions had such comprehensive records. While it is possibly true that all the institutions having a system of more or less comprehensive records did not mention the fact in their catalogue, yet it is probably safe to say that much less than half of the institutions have records of

this kind which are used for personnel work. This statement would seem to be true when we realize that, in the majority of the cases studied, only those institutions with a well organized system of personnel work reported such records.

3. Special library

Another means of guidance which is being used is the library. The practices differ as to the use made of this. Some institutions have a special section in the library and here they keep the best books available on vocational information, newspaper clippings, catalogues of professional schools, and various bulletins dealing with guidance activities. Other institutions have only a few books which are kept in the office of the person who does most of the placement. According to the catalogue study only 4 (6%) of the institutions had such provision for a special group of books on this subject. The catalogue study indicates that a great majority of the schools studied are failing to take advantage of this type of guidance activity. Probably in most cases the books which deal with this subject are scattered through the library under their regular catalogue numbers and are not being brought to the attention of the students, so that practically no use is being made of the more or less limited material which does happen to be available.

Having discussed placement services, records being kept, and the special libraries, all of which the various institutions are utilizing as means of helping the individual, let us now turn to the courses or methods of study which are being developed along this line. A number of recent changes have taken place in college and university

curricula. We have seen the introduction of the orientation courses, the honor courses, the experience courses, the extension courses, and the comprehensive examinations rather than subject examinations. All of these things are an outgrowth of the movement toward individual instruction and individual help. We wish to examine certain of these to see to what extent the various institutions are utilizing them.

College administrators have come to see that the students are failing to get a whole view of knowledge, and are getting only a partial and specialized view. It is becoming more and more apparent that the liberal arts college is not giving integrated knowledge because of (1) the elective system, (2) the organization of the faculty into distinct and non-coordinating departments, and (3) the failure of the liberal arts college to define its aims. ⁽¹⁾ One of the means which is being tried to overcome these defects is the orientation course.

4. Orientation Courses

As early as 1914 President Meiklejohn recommended to the trustees of Amherst the adoption of such a course. ⁽²⁾ Since that time the idea has spread and today we find a number of institutions having some kind of orientation course. The orientation courses given at the present time have one or more of the following objectives:

1. To enable the student to understand the college curriculum.
2. To give a survey of significant fields of knowledge.
3. To enable the student to understand and make better adjustments to college life.
4. To enable the student to understand present-day problems.
5. To train the student in thinking.

⁽¹⁾ Doermann, The Orientation of College Freshmen, p. 93

⁽²⁾ See the Boston Evening Transcript, Tuesday, Feb. 14, 1928. The Transcript printed an excerpt from "Bennington College--A Prospectus" on some recent educational experiments.

6. To teach how to study.

7. To orient the student with respect to a career."⁽¹⁾

The general tendency seems to be to develop serious and substantial courses in contemporary civilization, problems in citizenship, reflective thinking and the like.⁽²⁾

The catalogues failed to give very much information on this subject, as only four institutions mentioned such courses. This was partly due to the fact that some of the institutions listed the course under a title other than that of orientation course, as for instance "Contemporary Civilization" at Columbia University. J. H. Coffin states that the courses are being taught in a number of institutions, and that out of the 168 colleges of liberal arts, which are on the approved list of the Association of American Universities,⁽³⁾ approximately 60 have orientation courses. This would seem to indicate that a great many institutions are experimenting with them or have definitely adopted them. There can be little doubt that these courses when rightly taught are of great value to the individual for as Doermann says,⁽⁴⁾ "the problem of orientation is fundamentally one of guidance" and anything which helps the student in this manner would seem to justify its existence.

5. Honor courses

Another type of course or system which is being tried is the honor course. This course has come in as a result of the agitation in

(1) Doermann, The Orientation of College Freshmen, p. 97

(2), (3) See "The Whittier Idea" by J. H. Coffin, Progressive Education, Vol. IV, Number 4, p. 302

(4) Doermann, The Orientation of College Freshmen, p. 65

favor of giving the more brilliant students some work over and above that required as the minimum essentials for a degree. No university or college lists such a course or system in the 1920-1921 survey but the system was beginning at this time for President Aydelotte of Swarthmore suggested it in 1921. ⁽¹⁾ Eleven out of the 64 schools studied listed such a system and it is possible that some schools did not list such a course under the heading "honor system" but rather under "independent study plan," etc., and the writer did not find the sections dealing with these. "In January, 1924, the National Research Council found that 44 colleges and universities were working out one or more honor courses for gifted students." ⁽²⁾ It would thus seem that the idea has spread rapidly since its inception in 1921.

6. Special lectures, etc.

A good many of the colleges are having special speakers, such as business and professional men, come in and make talks on their particular vocation. Some institutions, such as the University of Colorado, have an arrangement, with nearby employment and personnel bureaus, whereby the bureau sends a special worker to the college during the year to interview the students and to help them secure positions. Still other colleges are arranging vocational conferences, lasting several days, in which the students are given information concerning various lines of endeavor. A few institutions are offering courses in vocational information (usually informally without credit). All of these are attempts to meet the needs of the students for help on these questions which are so vital to their whole life.

^{(1), (2)} See footnote (2) page 14.

7. Advisers

Having discussed certain practices and procedures which the colleges and universities have attempted in their effort to solve their personnel problems, let us see what progress has been made in the direction of securing trained individuals to carry out a personnel program. When we examine the data secured from the catalogues, we find that 9 of the institutions have either a dean of men or a dean of women and some of them have both. In some schools having deans of men and women these officers do not advise on personnel matters but are largely disciplinarians. When this is the case they are omitted from consideration and thus the 9 cases listed include only those where the catalogue stated that the deans dealt, to some extent at least, with personnel duties. Where the deans did the personnel work it often meant only educational and vocational guidance, based on personal opinion, as no comprehensive record or available information was mentioned.

Some of the colleges and universities did not mention having deans of men and women to look after their personnel problems, but they did think the work of sufficient importance to appoint a faculty committee to look after these problems. Twenty institutions report such faculty committees or groups. Often these faculty advisers do nothing but advise about studies but in other instances, notably Brown and Stanford, they have made a significant contribution to the personnel program.

From our study we would be led to believe that the various institutions have not yet seen the need for a full-time trained personnel worker, for we find only 9 institutions mentioning such a person in the catalogues. In the 1920-1921 survey 6 institutions mention such a person.

In both instances this person was often from some bureau and came to the college only a few times during the year, or else he was the placement secretary who did some personnel work. Only a few of the institutions studied mentioned having a full-time, scientifically trained director of personnel. We would therefore say that it seems to be the tendency of the various institutions to centralize their personnel work in the dean's office, or in a faculty committee. To date most of the institutions have not adopted a thoroughly efficient arrangement.

8. Summary of the general activities

We have examined the placement services, the records, the special library facilities, the orientation courses, the honor system, the special lectures, and the advisers all of which are being used by the colleges and universities in their attempts to solve their personnel problems. After this general analysis of the actual work being done throughout the country let us turn to some specific institutions and see what kind of program is being developed in the individual situation.

(1)

D. Programs in use at specific institutions

1. Brown University

One of the first institutions to do work of this kind was Brown University. The principal feature of the work is the fact that a faculty committee has charge of the guidance activities. This committee was a pioneer in the field and approached the problem from an experimental point of view. As a result of this, their work has been most fruitful. They have inaugurated "freshman week" during which time a great many of

(1)

The description of each of these institutions, with the exception of Middlebury College, comes largely from Lewis A. Maverick's book, The Vocational Guidance of College Students.

the guidance activities are started with the new men. At this time intelligence tests are given, registration is completed, and each student has a half hour interview with a committee member to whom he is assigned in accordance with his interests. In April the student meets the same adviser to arrange his sophomore program and the third and final required interview is held in the spring of the sophomore year to decide on the course of study for the junior and senior years. The student may have interviews at other times if he so desires. The work of these interviews is chiefly for educational guidance, but other help can be secured if needed.

During the "freshman week" orientation lectures are started, which continue weekly during the semester. Special outside speakers have been brought in to speak on vocational topics, but this has not proven very satisfactory.

The committee soon saw the necessity for more comprehensive records if they were to be able to adequately advise the students. They have therefore worked out a system of personnel records which gives the desired information. The value of the various items recorded has been studied statistically, and only those items retained which have proven of definite worth.

The placement service is not centralized, as part-time positions are secured through the Christian Association, teaching positions through the department of education, and other full-time positions are secured through the executive secretary of the University.

In connection with the orientation lectures the librarian explains the use of the library and takes the students through it in small

groups. The library has a special section devoted to vocational literature and this is of great value to the students.

A new development is the mental hygiene service. Two psychiatric consultants have served the university since 1922. The number of cases had so increased by 1924-1925 that they asked Professor A. H. Jones of the department of philosophy to assist them. He gives three courses in philosophy which are used for the purpose of giving information on personal objectives and problems. Anyone in special need is given a personal interview, and if Professor Jones is unable to help him he sends him to the psychiatrists or to the dean.

2. Northwestern University

The work being done at Northwestern University was inaugurated after Dr. Walter Dill Scott became president. He appointed L. B. Hopkins as the personnel director on his administrative staff and they have developed a well coordinated system. They keep very comprehensive records and these are continued after graduation.

They have no centralized placement bureau as Mr. Hopkins thinks it is too important for contacts to be maintained between the departments of the university and industry. He makes contacts with industry, advises students, correlates the research and other phases of the work being done throughout the university, and keeps records of the various vocations and of the students.

When students fill out an application blank for admission to the university they give a great amount of information besides academic facts. The student is called in for an interview in his freshman year at which time the records are completed.

3. Harvard University

Harvard University is perhaps typical of the large universities of the country which have no centralized vocational guidance. Here the various schools conduct their own guidance programs. The chief feature of the movement in Harvard is the Vocational Guidance Bureau, which is a teacher and counselor training bureau and carries on research. They took over the Vocation Bureau during the war and are now publishing the Vocational Guidance Magazine.

The chief service is to be found in the Graduate School of Business Administration. Here they make a careful study of the students, giving intelligence tests, employing rating scales, and making a careful study of the entire personal situation. They give active assistance in placement and guidance.

Harvard College has a committee on the choice of vocations which performs the following functions: secures information as to the students' vocational interests, holds individual conferences (largely with prospective employers), has addresses given, and maintains a shelf of books in the library.

4. Columbia University

Columbia University admits students after an investigation as to the applicant's character and scholarship record and supplements these by an intelligence test. The classes are sectioned according to ability. The course in Contemporary Civilization has received much attention and the instructors in this class are the delegated advisers of their students.

The appointment office has charge of part-time and full-time appointments. These are made on a basis of grades, intelligence tests,

estimates from the Office of Admissions, and other information.

In Barnard College the assistant to the dean is in charge of the Occupation Bureau and she advises the students as well as placing them. They have comprehensive records about each student and occasionally they hold vocational conferences.

There is a great deal of research and counselor training being done in the university and this will be discussed later. There is no all-university personnel program and some of the departments are not putting as great emphasis on this as are others.

5. Middlebury College

Middlebury College presents one of the best rounded guidance programs of any of the colleges. Their program includes the following:

1. The collection of information about prospective students.
2. Required study of occupations in freshman year.
3. Lectures for freshmen given by department heads.
4. A bulletin, "Programs for College Students."
5. Lectures by men of prominence in various important occupations.
6. A special Vocational Guidance section in the library.
7. An undergraduate committee for assisting in the choice of vocational speakers and subjects.
8. Assistance of the College paper.
9. A personal rating system.
10. Contacts with business and industry.
11. Counseling
12. An appointment bureau.
13. Following up and securing the cooperation of the graduates of the College.

14. The keeping of records."⁽¹⁾

Their counseling is done through a faculty committee of advisers and is headed up by the Dean. The personnel work is centered in the Dean's office and we find all records, newspaper clippings, and other matters valuable for counseling centered here.

We have traced the general personnel work of all the institutions and the specific programs of four universities and one college. We wish now to discuss the work which the various institutions are doing to prepare individuals to become personnel workers in educational institutions. This will be the subject of the next section.

⁽¹⁾ See Edgar J. Wiley's "Organizing the Liberal Arts College for Vocational Guidance," published in the Middlebury College Bulletin, February, 1923, Vol. XVII, No. 6.

III. COUNSELOR TRAINING PROGRAMS

A. Courses for prospective counselors

We wish to discuss two things in this section of the paper, first, the general types of courses for prospective counselors, and second, the counselor training programs of three universities.

1. Courses excluded from this study

Practically all the courses in psychology, sociology, and similar fields, are valuable and necessary for the counselor's training. Especially is this true of mental diagnosis, testing, and similar courses. Due to the fact, however, that there are so many different courses offered in these fields it will be necessary to exclude these from our study, for while they are very necessary for a counselor's training, yet we would hardly know which to include and which to exclude in a study of this kind. Also due to the practical impossibility of studying all the courses offered in these related fields during the limited time at the writer's disposal, he has, of necessity, limited the study to the courses dealing strictly with personnel work and more especially vocational and educational guidance. Furthermore the courses in business personnel were omitted for the reasons, as pointed out in the first part of the paper, that these courses dealt largely with handling labor or other industrial problems and did not deal with educational personnel which is the only kind of personnel work treated in this paper.

2. Titles of courses being given

The following titles of courses were listed in the various catalogues (the numeral opposite the title indicates the number of

institutions giving courses under that title):

1. Vocational Guidance	4
2. Vocational Information	1
3. Vocational Choice	1
4. Vocations	1
5. Vocational Counseling	2
6. Vocational Guidance and Placement	2
7. Vocational Guidance and Counseling	1
8. Vocational Counseling and Organization	1
9. Vocational Aptitude Tests	1
10. Principles of Vocational Guidance	2
11. Principles of Vocational Education and Vocational Guidance	1
12. Educational and Vocational Guidance	8
13. Educational and Vocational Counseling	1
14. Educational Guidance for Women	1
15. Guidance and Personnel Problems	1
16. Guidance and Personnel in Education and Vocation	1
17. Guidance and Personnel in Vocation	1
18. Analysis of Vocational Activities	1
19. Analysis of the Individual	1
20. Survey of the Vocational Movement	1
21. Problems in Guidance	1
22. Problems of Student Advisement	1
23. Problems in Vocational Education and Vocational Guidance	1
24. Problems and Procedures (for deans of men and women, deals with vocational guidance)	1
25. Psychology of Vocations and Personnel Management	1
26. Psychology of Student Personnel	1
27. Psychology of Personnel	1
28. Research in Guidance and Personnel	1
29. Research in Educational Guidance	1
30. Individual Research In Vocational Guidance	1
31. Technique of Counseling and Placement	1
32. Seminar in Guidance and Personnel	1
33. Seminar in Vocational Psychology	1
34. Seminar in Vocational Education and Vocational Guidance	1
35. Seminar in Personnel Research	1
36. Seminar in Educational Guidance	1
Total	49

3. Institutions giving courses of this type

From this study we find that twenty-one institutions, of the sixty-four studied, offer courses in personnel or guidance work. Columbia ranks first with 12 courses, Michigan second with 5 courses, Harvard and

stanford tie for third place with 4 each, Ohio State and Wisconsin come next with 3 each, and the University of Chicago, Dartmouth, and Brown have 2 each. The following institutions have one course each: University of Alabama, University of Arizona, University of Kansas, University of Georgia, University of Iowa, University of Missouri, University of California (at Los Angeles), University of California (at Berkeley), Northwestern, Oberlin, George Washington University, and Boston University School of Religious Education.

There are 49 courses offered in the above mentioned institutions. This makes an average of 2.33 courses per institution. The average course per institution of the 64 studied is .76. In other words all the courses combined are not sufficient to give each of the 64 institutions one course. When it is remembered that these schools are not a random sampling of the colleges and universities but a group selected as being most likely to have personnel service, it will be readily seen that the per cent of institutions having courses in personnel work is not very large.

4. Nature of the courses given

In order to get an idea of the content of courses in guidance, we will give below a summary of a research which lists the topics treated in Guidance courses in a number of normal schools and teacher colleges.

(1)

"Ed. 228M - Report of Education Committee - Feb., 1927"
Form 182

VOCATIONAL EDUCATION AND GUIDANCE

1. Total number of schools checked	136
2. Number of schools offering courses in this field	27
3. Number of different courses offered	27
4. Number of different titles of courses	9

(continued on next page)

⁽¹⁾ This material came from Columbia University and is part of the report of an investigation conducted at that institution.

Vocational Guidance occurred	12 times
Vocational and Educational Guidance	9 times
Principles of Vocational Guidance	2 times
Miscellaneous titles (one each)	4 times
Vocational Education	
Educational Guidance	
Vocational Council and Orientation	
Theory and Administration of Vocational Guidance	
5. Number of different topics treated in 27 courses	25
Six topics occurred 5 or more times in the courses	
1. Methods of Determining Traits for Guidance	11
2. Vocational Education in American Cities	7
3. Relation of Guidance to Curricula	6
4. Analysis and Classification of Vocations	6
5. Current Changes in Educational Practice	5
6. Types of Vocational Guidance Departments	5
Nineteen topics appeared less than 5 times	
1. Historical Development of Vocational Guidance	4
2. Aims and Value of Vocational Guidance	4
3. Principles of Vocational Education	4
4. Need of Guidance in Junior and Senior H.S.	4
5. Psychological Tests to Indicate Aptitudes, Fitness	3
6. Vocational Surveys	3
7. Modern Economic and Social Life	3
8. Snedden and Prosser's Outline of Vocational Education	3
9. Relation of Education to Social Life	3
10. Placement Bureaus	2
11. Part-time Schools	2
12. Foreign Systems of Vocational Education	2
13. Federal-state Laws Supporting Vocational Education	1
14. Organization and Administration of Vocational Education	1
15. Organized Labor	1
16. Adjustment of Education to Individual Differences	1
17. Theory and Practice of Industrial Education	1
18. Quality of Counselors	1
19. Follow-up Work	1

This study evidently omitted courses at Columbia, Michigan, and the larger institutions as we find the titles of several courses mentioned in the catalogues of these that are not covered by the research. In spite of this, however, the report will give us an idea as to what

the people responsible for these courses consider of sufficient importance to place in them. As we study the report we are struck by the wide variety of topics covered by courses having the same titles. The report also demonstrates the fact that personnel activities, at least in the form of courses, are not very widespread for only 19 per cent of the institutions studied by the report have courses of this kind. Let us now turn to the counselor training programs of three universities.

B. Training programs of specific institutions

1. Harvard University

Harvard has a Bureau of Vocational Guidance of which Dr. Brewer is the head. In the strictly guidance courses we do not find much as only four courses are offered. The course in "Principles of Vocational Guidance" deals with the vocational guidance of children in school and in industry. It gives a general survey of the vocational guidance movement showing its various implications, socially, economically, etc. The course in "Vocational Counseling and Organization" deals with personnel work in education. The course discusses the aims and methods of both educational and vocational guidance as well as the organization necessary for carrying on this work. The course in "Problems in Guidance" is designed for a small class of advanced students and uses the case method of study. The course in "Individual Research in Vocational Guidance" is evidently the means of most of their training. They have had several students who have secured their doctors degree from them and it has been largely through an individual investigation.

2. Michigan University

The work at this university is under Professor Meyers. They are endeavoring to build toward what they consider a well-rounded program. They offer five courses at present and Professor Meyers believes that they need to add to the present program a course in "Observation and Practice Work in Counseling."⁽¹⁾ They now offer the following courses: "Vocational Guidance and Placement," a subject matter course in "Vocational Information," "Problems in Vocational Education and Vocational Guidance," "Vocational Counseling," and a "Seminary in Vocational Education and Vocational Guidance." This gives them a program covering 10 to 12 semester hours according to the length of the seminary.

3. Columbia University

Columbia offers more courses than Harvard and Michigan combined. Their work is divided into two parts one designed for those going into guidance and personnel work and the other for advisers of women. Since the advisers for women are doing personnel work they were listed with the other courses on page 25. The list of courses follows:

Courses for Vocational and Educational Guidance and Personnel Work

1. Analysis of Vocational Activities (3 hours)
2. Guidance and Personnel. In Education and Vocation. (2 hours)
3. Guidance and Personnel in Vocation (2 hours)
4. Analysis of the Individual (3 hours)
5. Research in Guidance and Personnel (6 hours)
6. Seminar in Guidance and Personnel (hours not given)
7. Technique of Counseling and Placement " " "
8. Survey of the Vocational Guidance Movement (Hours not given)

⁽¹⁾ Meyers, G. E., "A Training Program for Vocational Counselors," Vocational Guidance Magazine, Vol. V. No. 7. April 1927. pp. 315-318

Courses for Advisers of Women and Girls

1. Problems of Student Advisement (4 points)
2. Educational Guidance for Women (12 points)
(This is the major course for advisers and deans.)
3. Research in Educational Guidance (6 points)
4. Seminar. Educational Guidance

Dr. Kitson gives a good deal of work here and the full program which the institution offers in personnel and guidance work in addition to the excellent facilities for study in psychology, etc., makes this one of the best places, if not the best place, to secure thorough training in this type of work.

IV. CONCLUSIONS

A. Personnel work in colleges still in infancy

The writer has traced personnel work in a group of American Colleges and Universities which he thought, from the information available, to be the most likely to have personnel systems. He has seen that quite a few of the 64 institutions studied are making an effort to serve the students personal needs in addition to giving the regular scholastic work. Elsewhere in the paper the per cent of the institutions giving the various types of service such as placement, guidance, etc., has been shown. We wish now to consider the problem as to whether or not personnel work in colleges and universities is very prevalent.

There seems to be a great deal of interest in the work; especially is this true in secondary schools. We find a number of institutions reporting one or two phases of personnel work yet we find few which have a well developed and coordinated guidance service. With the exception of possibly three or four institutions we do not find any approaching the standard for personnel work which was laid down in the first part of this paper. It seems to be true that there is much more interest than practice in college and university personnel work at the present time. We can well agree with Doermann when he says that "Personnel work, as such, is still
(1)
in its infancy in the colleges."

B. The counselor training programs

1. The present program is inadequate.

We found from the catalogue study that twenty-one institutions offered courses in personnel work. This was approximately one third of the whole group. According to the report of the Education Committee

(1) Doermann, The Orientation of College Freshmen, p. 91

which investigated the 136 institutions only one fifth of the institutions offered courses. The catalogue study was made from a selected group and would be expected to be higher than the average (this does not mean that the other study represents the average but it is possibly nearer to it than the catalogue study).

The training being given prospective counselors is inadequate according to some of the individuals connected with the guidance movement. As A. H. Edgerton of the University of Wisconsin points out, "because of the recency of the demand for trained counselors, only a few teacher-training institutions (universities, colleges, and normal schools) have actually attempted to offer adequate counselor-training programs."⁽¹⁾

As a result of this prospective counselors have had to elect courses designed primarily for teachers and others. The National Society for the Study of Education points out in their year book that while there is much popular interest in the personnel work yet there are few full-time counselors, and school authorities have not provided much for its support.⁽²⁾ From the catalogue study we found only two institutions offering five or more courses in this field and many of these courses were for only two hours of credit per semester. It would thus seem that this feature of personnel work is not very well advanced. If the work is to go forward as rapidly as it should there must be provided a sufficient number of adequately trained counselors.

(1) Edgerton, A. H.: "The Need for a Cooperative Training Program for School Counselors," Vocational Guidance Magazine, April, 1927.

(2) The National Society for the Study of Education, Twenty-third Year Book, part two, 1924.

C. The value of studying catalogues

This method of study is valuable in securing information concerning the courses of study given in personnel work but it does not give an adequate picture of the personnel programs actually in use. For example, Northwestern University has a well developed system yet the catalogue does not tell much about the work except that they have an appointment bureau for teachers, gives the title of a course in guidance, and gives the name of the personnel director. In listing the results of the catalogue study the writer gave only those things actually mentioned in the catalogues. There are some institutions which have more work of this type than is mentioned in the catalogues but, in spite of this, the writer is forced to conclude that the average institution which did not mention personnel activities, in the catalogue, failed to do so either because they did not have any or because those activities which they had were so uncoordinated and desultory as to fail to merit the name of personnel work.

D. The value of the results obtained

As pointed out on pages 10-11 the bulletin, giving the results of the questionnaire sent out by the Personnel Research Federation, had obvious mistakes. It erred in reporting a more comprehensive placement service at certain institutions than was actually to be found there. The catalogues also failed to show the true situation in some instances. They erred, in certain instances, in failing to report as much work as was found by Maverick in his personal visit.⁽¹⁾ In spite of these errors the writer is convinced that the results obtained are, at least, highly indicative of the present status of personnel work in colleges and

(1) Lewis A. Maverick: The Vocational Guidance of College Students

universities.

The catalogue study showed that fifteen institutions (23%) offered no activities of this character. As pointed out on page five, some colleges have a few professors who assist the students in an informal manner, yet this does not deserve to be called personnel work. It is possible that all fifteen of the institutions have this informal and desultory type of service; it is highly improbable, however, that they have much more than this.

So rapidly has personnel work developed that 1920-1921 catalogues, and even later ones, are unable to give a true conception of personnel activities today. The present study represents, in the opinion of the writer, as true a picture of present personnel work as it is possible to obtain without a personal visit to the colleges or a very careful and intensive questionnaire.

V. SUMMARY

We have attempted, in this study, to determine, first, the actual personnel work being done in a selected group of American colleges and universities; and second, the counselor training programs of these institutions. In order to accomplish this we made a careful study of the latest available catalogues of sixty-four colleges and universities in all parts of the United States, and read the best available books, articles, and bulletins dealing with these subjects.

A. Personnel work in colleges

In studying the actual personnel work being done in the institutions we first discussed the general types of work and the amount of work being done under each type, and second we discussed the specific personnel activities or programs of five institutions.

The following table gives the information secured from the catalogues concerning the types of work being done in all the institutions and the number of institutions offering each type:

PHASES OF PERSONNEL WORK ACTUALLY BEING USED

Type of Personnel service	Place-ment	Records	Special library	Orien-tation courses	Honor courses	Lec-tures etc.	ADVISERS		
							Facul-ty	Deans	Spec-ial
Institu-tions with service	29	14	4	4	11	4	20	9	9
% of all institu-tions with service	45	23	6	6	17	6	31	14	14

(see pages 8-18 for discussion of material)

B. Counselor training programs

The second part of the paper was concerned with the courses being given to train prospective counselors. The results, obtained from the catalogues, were as follows:

Number of colleges offering courses	21
Number of courses offered	49

We also found from our study that fifteen schools or institutions offered no personnel work. This was twenty-three per cent of the institutions investigated. These evidently did not think the service of sufficient importance to be mentioned in the catalogue or else they had little or no personnel work.

C. Conclusions

Having discussed the results obtained we drew the following conclusions:

- (1) Personnel work in colleges and universities is still in its infancy.
- (2) Counselor training programs are inadequate and need to be improved.
- (3) The method of securing information through studying catalogues is valuable in determining the courses of study being given in personnel work but it is not so valuable in determining the personnel work actually being done.
- (4) In spite of this latter defect (that some institutions fail to give a full statement in their catalogues concerning the actual personnel work being done) the study has, in the main, yielded valid results since the information secured from the catalogues has been supplemented by information from books, articles, etc., which were available on the subject.

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(The dates of the catalogues consulted will be placed immediately after the name of the institutions.)

Catalogues of Eastern Institutions

Amherst	1926-1927
Barnard College	1927-1928
Boston University	
School of Religious Education	1926-1927
School of Business Administration	1926-1927
College of Liberal Arts	1926-1927
Brown University	1925-1926, and 1927-1928 (two)
Clark University	1926-1927
Columbia University	1926-1927
Dartmouth	1927-1928
Harvard University	1926-1927
Massachusetts Institute of Technology ...	1926-1927
Middlebury College	1927-1928
New York University	1926-1927
Oberlin	1927-1928
Penn. State	1926-1927
Pennsylvania University	1927-1928
Princeton University	1927-1928
Radcliffe	1927-1928
Smith College	1927-1928
Tufts College	1926-1927
Vassar	1927-1928
Wellesley	1927-1928
Williams	1925-1926
Yale University	1927-1928

Total number of Eastern Institutions24

Catalogues of Southern Institutions

Alabama University	1927-1928
Arkansas University	1927-1928
Centenary College	1926-1927
George Washington University	1927-1928
Georgia School of Technology	1927-1928
Georgia University	1927-1928
Goucher College	1926-1927
Georgetown University	1925-1926
Louisiana State University	1926-1927
Mississippi University	1926-1927
Newcomb College	1926-1927
North Carolina University	1927-1928
Randolph Macon College	1927-1928
South Carolina University	1926-1927
Tennessee University	1927-1928
Texas University	1926-1927
Tulane University	1926-1927

Vanderbilt University 1927-1928
 Virginia University 1927-1928
 Washington and Lee University 1924-1925

Total number of Southern Institutions.... 20

Catalogues of Western Institutions

Arizona University 1927-1928
 California University (Berkeley) 1927-1928
 California University (Los Angeles) 1927-1928
 Chicago University 1925-1926, 1927-1928
 Colorado University 1926-1927
 Illinois University 1926-1927
 Indiana University 1926-1927
 Iowa University 1927-1928
 Kansas University 1926-1927
 Michigan University 1925-1926, 1927-1928
 Missouri University 1927-1928
 Nebraska University 1926-1927
 Northwestern University..... 1926-1927
 Ohio State University 1927-1928
 Ohio University 1926-1927
 Oklahoma University 1927-1928
 Stanford University 1925-1926, 1926-1927
 Washington University (St. Louis) 1925-1926
 Washington University 1925-1926
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Total number of Western Institutions 20

TOTAL NUMBER OF INSTITUTIONS 64

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The complete files of the Vocational Guidance Magazine were thoroughly investigated for any material on this subject.

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