

1938

Student personnel service at the Massachusetts State College.

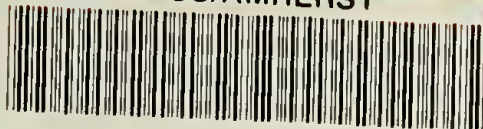
Calvin S. Hannum
University of Massachusetts Amherst

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<https://doi.org/10.7275/6871130>

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STUDENT PERSONNEL SERVICES AT THE
MASSACHUSETTS STATE COLLEGE

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STUDENT PERSONNEL SERVICES AT THE
MASSACHUSETTS STATE COLLEGE

by

Calvin S. Hannum

Thesis Submitted for Degree of Master of Science

Massachusetts State College

Amherst, Massachusetts

1938

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

As the title indicates, this thesis is concerned with the personnel program at the Massachusetts State College; the immediate purpose is to analyze the present personnel program at the College #; the ultimate objective, however, is to show from this analysis the need for and possibilities of development in these services.

Before any consideration can be given the specific problem, a rather detailed explanation of what may be considered as personnel services at the College seems advisable. The writer realizes that there has been no clear definition at the institution regarding what should be construed as personnel services and what should not; he has, therefore, been forced to make more or less arbitrary determinations. The following definition of scope is, nonetheless, in keeping with the common conception of collegiate personnel services and with the practice now followed at this College.

B. Definitions

The development of personnel services has been greatly retarded in American colleges, in general, and at the Massa-

#

Throughout this study the noun "College", when capitalized, refers specifically to the Massachusetts State College.

chusetts State College, in particular, by the lack of a clear conception, on the part of educators, of just what constitutes a sound personnel program. Such vagueness is not inexplicable, since many of the services now classified as personnel work were instituted to meet a particular need of the College, without reference to any particular educational policy. It has been only in recent years that an attempt has been made to designate these services and, in some instances, combine them in a distinct program.

A common description of the personnel point of view has been, that it seeks to "individualize education", and as a descriptive phrase this indicates the essential object of a personnel program. For our purpose a more specific definition, such as that suggested by Crawford, is necessary:

"Personnel work as a whole may be regarded as a means whereby the individual's total educative experience may be most effectively related to his personal needs and potentialities." (3:405).

This concept has been similarly expressed by a committee of the American College Personnel Association:

"Personnel work in a college or university is the systematic bringing to bear on the individual student all those influences, of whatever nature, which will stimulate him and assist him, through his own efforts, to develop in body, mind, and character to the limit of his individual capacity for growth, and helping him to apply his powers so developed most effectively to the work of the world." (5:10).

These definitions, however, might well be applied to the whole educative process rather than to a specific phase of it. The enumeration of specific services carried on under a per-

sonnel program should clarify and define the scope of educational personnel work.

Since this study is concerned only with the program at the Massachusetts State College, it should be sufficient to include in the list only those services that are adaptable to the objectives and conditions of the College.

Personnel services that are now, or might well be, considered in the College's personnel program are:

1. The interpreting of the institution's objectives and opportunities to prospective students and to secondary educators.
2. The selecting and admitting of students.
3. The orienting of the student to his educational environment.
4. The providing of a diagnostic service to help the student discover his abilities, aptitudes, and objectives.
5. The assisting of the student to determine his course of study in the light of his past achievements, interests, and the diagnostic findings.
6. The assisting of the student to improve his own effectiveness in regard to study habits, personal appearance, speech, emotional, mental, and religious attitudes, etc.
7. The providing of supervision for the student's physical and mental health, including such environmental factors as housing and eating facilities.
8. The coordinating of financial aid and part-time employment.
9. The keeping of a cumulative record for each student, and the making it available to the proper persons.
10. The assisting of the student to find appropriate employment upon leaving the institution.
11. The carrying on of studies and research in all of these services.

This may seem to be a rather elaborate enumeration of the non-instructive aspects of the college educational system; it will be noted, however, that they are all concerned with the individual student's educational adjustment and complete development. There have been some educators, who, fearing the over-emphasis upon administrative and non-curriculum aspects of education, have demanded an explanation of why personnel services should receive more and more attention. Actually there is no sharp demarcation between course instruction and personal guidance; every member of the faculty is a personnel official. The most elaborate personnel program would be a hollow sham without the active cooperation of each instructor and administrator connected with the institution. It has been to supplement the efforts of the teaching staff in a now highly complex educational system that definite personnel offices and programs have been instituted. A brief historical background of personnel programs in general will give a clearer conception of the part they have come to play in the present educational system.

C. Historical Background

To indicate the beginnings of those ideas which have evolved to the present concept of educational personnel work would carry one far beyond the limits of this study. The purpose of this sketch is to point out the important milestones in the development of educational personnel work, from its early conception by far-sighted educators, through the period

of experimentation with techniques and their evaluation, to the present general practices.

The work of Cattell at Columbia University in 1894, where he instituted a testing program for students in their first and fourth years, may be termed the beginning of a distinct personnel program. He says in an article published at that time:

"Tests such as we are now making are of value both for the advancement of science and for the information of the student who is tested. It is important for science to learn how people differ and on what factors these differences depend. If we can disentangle the complex influences of heredity and environment we may be able to apply our knowledge to guide human development. Then it is well for each of us to know in what way he differs from others. We may thus in some cases correct defects and develop attitudes which we might otherwise neglect."
(2).

As early as 1905, President Harper, of the University of Chicago, expressed the ideal of individualized education that has subsequently become the objective of personnel workers. At that time he made the following observations and predictions:

"Today the professor's energy is practically exhausted in his study of the subject which he is to present to the student. In the time that is coming, provision must be made, either by regular instructors or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered. Just as at present, in many institutions, every student upon entrance receives a careful physical examination, for the discovery of possible weaknesses, and for the provision of special corrective exercises.....so in the future it will be a regular function of the college to make a regular diagnosis of each student.

This will be made with special reference to his character, intellectual capacity, personality, special tastes, and social nature.....such a diagnosis, when made, would serve as the basis for the selection of studies.....

The data thus gathered will determine the character of the advice given to the student.....

This feature of twentieth-century college education will come to be regarded as of greatest importance, and fifty years hence will prevail as widely as it now is lacking." (8:32ff).

The first significant use of intelligence and objective aptitude tests was made during the Great War. The problem of selecting rapidly and effectively the personnel for the numerous army positions presented not only a challenge to modern psychologists, but also an excellent opportunity for carrying on a testing program that included many thousands of men with varied intelligence. From the impetus created by this emergency program, hundreds of intelligence and aptitude tests have been constructed for industrial and educational use.

In 1926 the personnel idea had so penetrated the educational systems of the country that L. B. Hopkins undertook a survey of the services offered by fourteen institutions of higher learning to determine the point of view that actuated personnel programs. (10). Within the past year, J. E. Walters, representing the American College Personnel Association, conducted a survey to determine the nature and scope of college personnel work. The results of this survey have not as yet been published; it seems safe to say, however, that very considerable growth in the importance of personnel services will be indicated.

Such a growth appears to be the inevitable result of increasing enrolments, greater demands for specialization of function within the educational system, recognition of the

reality of individual differences, and the sincere attempt
for better individual adjustments.

CHAPTER II

DESCRIPTION OF PRESENT PERSONNEL PROGRAM

This section of the study will be devoted chiefly to a rather detailed description of the various phases of the personnel services as they are now carried on at Massachusetts State College. Before this analysis, however, a few comments upon the purposes and objectives of this institution seem pertinent, in order that the relation of personnel services to the whole educative process may be more clearly recognized.

A. The College as a State Institution

"It is often asserted,--sometimes, apparently as a cloak for superficial thinking--that the purpose of the college is not subject to definition. But we believe that until wisdom and ingenuity give expression to this purpose, until it be made personally intelligible to every man connected with the college, and rigorously applied in the consideration of every phase of the life of the college.. cannot hope to pursue a consistent or successful educational policy. However the statement of this purpose be formulated, it should insist upon a dual aim in education---the fullest possible development of the individual, and his adequate training for membership in society." (6:7)

This statement by the undergraduates of a liberal arts college has equal pertinence in the consideration of the objectives of the Massachusetts State College. In a recent publication, President Hugh P. Baker wrote as follows regarding the College and its aims:

"Massachusetts State College is concerned with the intellectual, moral, social and physical development of its students. As a State-supported institution, it must also prepare each student to assume the res-

possibilities of useful citizenship in the society and state in which he will live upon graduation.

With these ends in view, the college recognizes five objectives: 1) Intellectual training, that the student may think, judge, and appreciate better and become more intellectually interesting to himself and others. 2) Training for productive work, that he may have both the desire and the ability to engage in successful and useful work after graduation. 3) Social training, that he may live harmoniously with others. 4) Health training, that he may come to understand his own health resources and maintain the bodily and mental vigor for a useful and happy life. 5) Recreational training, that he may learn to use his leisure time in a wholesome way and refresh himself for the work ahead." (14:1).

Indeed, the founding legislation called for the establishment of a state-supported institution, "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." (14:2). From which it may be concluded that a program inaugurated to bring about the most satisfactory adjustment of each student in his educational and vocational experiences would be a step in the direction of fulfilling the original purpose of the institution. It is with this purpose in mind that we approach the problem of a personnel program at the Massachusetts State College.

B. Prospective Students

Whether or not a state-supported institution should send a representative into the secondary schools for the purpose of recruiting students is a debatable question. It should be evident, however, that a well considered attempt to bring before the public a clear conception of what the college has to offer the citizens of the state would be in complete

accord with the spirit of public education.

The interpreting of institutional opportunities to prospective students, their parents, and secondary educators may well be considered as a personnel service. In its broad aspects such a service means the assisting of the prospective student in making a sound choice in the matter of advanced education. The primary consideration is that of finding an institution that best meets the individual's needs and aims. For such work an experienced educational counselor is necessary. This service would serve as a natural preliminary to the regular selective process, and would do much to reduce the number of students in the college who, after a period of attendance, come to the realization that they are either inadequately prepared to carry on the work required of them or that the institution is not able to answer their needs. The waste of time, money, and effort both to the student and to the college through such false starts has recently received the careful consideration of educational administrators.

It is interesting to note in this regard, however, that the mortality of students entering Massachusetts State College is significantly less than that of other institutions, either publicly or privately controlled. This fact has been brought out by a recent survey made under the Federal Emergency Relief Project of Research in Universities, in which an analysis has been made of the students leaving college

before graduation in twenty-five representative American Colleges. (17.8) Information regarding the class of 1935 of the College was included in this study; the results of which are given below:

Table I

1. Left university during or at end of 4-year period without obtaining degree:		
	Publicly controlled	64.5%
	Privately controlled	58.5%
	Massachusetts State	44.7%
2. Obtained degree during or at end of 4-year period:		
	Publicly controlled	28.3%
	Privately controlled	36.4%
	Massachusetts State	55.3%
3. Continued beyond 4-year period without obtaining degree:		
	Publicly controlled	7.2%
	Privately controlled	5.1%
	Massachusetts State	0.7%
4. Transferred to some other institution upon leaving university:		
	Publicly controlled	9.4%
	Privately controlled	11.1%
	Massachusetts State	2.1%
5. Returned at later date to continue work after leaving university:		
	Publicly controlled	6.4%
	Privately controlled	7.5%
	Massachusetts State	10.9%
6. Left university without transferring or returning at later date:		
	Publicly controlled	48.7%
	Privately controlled	39.9%
	Massachusetts State	28.0%

While the mortality of students entering Massachusetts State College in 1931 was definitely less than that of the other universities considered, the fact remains that one-quarter of the students who did enter failed to satisfactorily complete a course of study leading to the degree. Another significant fact brought out by this federal study was that scholastic difficulties were the cause of more than forty-five per cent of the withdrawals from this College. This figure was higher than that obtaining in any of the other institutions studied. Which fact seems to indicate one of two things, namely, the selection process at the College is not as effective as that of other colleges, or the scholastic standards of the College are higher than those of the other universities considered in the study. From an analysis the present writer made of the entrance requirements of comparable state colleges, he would be inclined to favor the latter thesis.

C. Selection of Students

The standards for the selection of students at the Massachusetts State College are generally higher than those of the other land-grant colleges in the country. The chief basis for selection is that of past scholastic record, or of achievement on entrance examinations. As a member of the New England College Entrance Certificate Board, the college will admit students certified by accredited high schools. In the event a prospective student is not certified or his preparatory school is not accredited, the college gives entrance examina-

tions. These examinations may be given either in specific subjects or under the College Entrance Examination Board Plan B. No diploma from a secondary school will be accepted as the basis for entrance. This is contrary to the practice of many state colleges, particularly those of the South and Middle West, where completion of the secondary course is the only requisite for admission. Certainly the high standards of this College are commendable from a personnel point of view. The question naturally arises, however, are these modes of admission selective enough? Which in turn raises the problem of how selective a state-supported institution should be. It is hardly within the scope of this study to deal with this latter problem. It is quite obvious, however, that the success of the college, in best serving its students and the commonwealth, depends in a large measure upon the effectiveness of its selective process.

Unfortunately data are not available upon which to base a thorough study of the selectivity of the present system of admissions. From the stand-point of men applicants, the College is not faced at present with a difficult problem of discrimination, for it is able to admit all those wishing to enter who have complied with the scholastic requirements. In the case of the women, however, the College authorities find it necessary to limit the enrolment so that only one-third of the qualified applicants are finally admitted. This selection is done mainly on the basis of past scholastic achievement.

D. Orientation of Freshmen

Much has been said of the gap that exists between the comparative dependence of secondary school experience and the independence of college life. In the mind of the sub-freshman this abrupt change is frequently over-emphasized. Yet there is no denying that certain adjustments should and must be made, if the student is to continue upon a satisfactory educational venture. The American colleges have met this situation rather sanely; not by eliminating the need for adjustment, but by providing the new student with the tools with which he can evolve for himself a satisfactory solution.

One of the more general methods of initiating the freshman successfully into college life is by conducting an introductory period called Freshman Week. At the Massachusetts State College, this period serves several purposes. Lectures related to the regulations, student activities, traditions and customs of the college are given by upperclassmen and faculty members. Further advantage is taken of this period to register the student, to give him physical and psychological examinations, and to see that he is comfortably established in living quarters. The new student, on the other hand, has an opportunity to become acquainted with some of his classmates, with some of the upper-classmen, and, it is to be hoped, with some of the faculty members.

It is during Freshman Week that each new student meets with his faculty adviser, at which time the freshman fills in

an information blank. The information on this blank is read over carefully by the adviser, who makes a record of such facts as may be helpful in advising the student. This blank is kept as a permanent record in the Dean's Office, and is used by several departments as a source of statistical information.

This introductory period is not without its social functions. Such affairs include the President's Reception, The Student Sing, teas for the women, and fraternity rushing for the men. While many criticisms could be made of the present fraternity rushing system, there can be no doubt that this activity brings the men students together rather effectively.

At best the Freshmen Week merely starts the new student off on the right foot. There are more subtle adjustments and deeper problems that call for solution. Some of these will be the determining of an efficient method of study, or the orienting of oneself in a world of new ideas and increasing knowledge. To this end a required course termed "Freshman Orientation" is given. Since this course serves a fundamental purpose a detailed description of it follows:

"Orientation Course -- The word orientation may be defined as the determination of one's bearings or true position in relation to circumstances, ideas, etc.' This course attempts to orient the student to the physical and social world in which he lives and works. The first part deals primarily with the nature of our universe and the method of thinking used by man in coming to an understanding of it. An attempt is made to establish a time and space perspective and to form

a well defined conception of the cosmos and one's relation to it. A total viewpoint is sought. It is shown that this comes only through synthesis of the contributions of many subjects, astronomy, geology, chemistry, physics, biology, etc. During the second part of the course the main theme is man in society. The student is made conscious of his own original nature and of the several institutions which serve that nature. The development of these institutions is traced. The student is urged to identify his own activities with them. There is also an introduction to some of the social problems man now faces because of his attempt to understand and control his physical environment and himself. This is really an orientation to the social sciences.

The central thought of this course is human life. The aim is to see life as a whole. Since this is the objective no attempt is made to teach the subject matter of any one science. Rather the course seeks to organize around the individual life the material from many sciences without considering the conventional lines separating one from the other. It suggests how from such an organization a fuller understanding of life may arise and how this may lead to the living of life more knowingly and abundantly. It is hoped that by this orientation the student may see unity in the mass and maze of college subjects and that he may be led to plan his course more intelligently. Theoretically, such an organization should assist the student in organizing his future information and aid him at the end of his senior year in making the final synthesis of his four years of subject matter in terms of his own life." (14:31)

What this course attempts to do in an academic way regarding the thought life of the individual student, the entire personnel program attempts to do in his complete collegiate experience. Generally included in this course are lectures upon efficient study habits, budgeting of time and the use of the college library.

In some respects the matter of adjustment is more difficult or more complex for women students than for men; consequently, during the first semester the Adviser of Women gives a course on college adjustments, in which is made "a

study of the experiences of every day life in college, to help students recognize various social problems and think in terms of their solution."

E. The Advisory System

Although each member of the faculty plays an important role as counselor through his courses and informal relationships with the students, the college has long recognized the necessity of providing a more positive method for student advisement. For more than ten years the present advisory system has been in operation at the Massachusetts State College. This system divides itself logically into three parts: the freshman, the divisional, and the departmental advisory programs.

The freshman advisers are generally instructors of freshman courses, who are thus closely connected with the problems of the new students. Each adviser is assigned fifteen or twenty students. No attempt is made to relate the assignment of students to the interests of adviser or advisee. Each new student meets his adviser during the first week of the college session, at which time the information blank mentioned above is filled in. The only other times the adviser is sure of meeting his advisees is at the period when progress reports or mid-semester grades are issued. If through these reports the student appears to be having scholastic difficulties, the adviser will probably call him in

for a conference. With the meager information at his disposal, the adviser usually deals in generalities concerning the effective ways of study, the need for application and concentration, or the desirability of a time schedule, hoping that he will hit upon the cause of the difficulty and bring about a change in the fortune of the student.

Many of the advisers, feeling that there should exist a closer friendship between faculty and students, entertain their advisees in their homes. This is generally not practicable, however, for the young instructors who are called on to serve as freshman advisers.

The present system of divisional advisers for sophomore students can hardly be termed an advisory system. Its primary function is to facilitate the making out of a course of study for the student. The head of each division meets twice a year with the second-year students who have elected to specialize in that particular division, at which times the students submit their courses of study for the adviser's approval. With the administrative and teaching duties connected with the direction of an entire division, these professors have little time to give the students for the purpose of guidance.

A more satisfactory arrangement is possible during the junior and senior years, when the head of the department in which the student is doing his major work becomes his adviser. A more deliberate and valuable counselling relationship can exist between the student and the head of the department.

There is a strong likelihood that common interests will appear. If such a relationship goes beyond a perfunctory consideration of course selection, and serves as a stimulus to the student and a challenge to the instructor, it constitutes an important guidance service.

F. The Testing Program

At present it cannot be said that a testing program, as such, is in operation at the Massachusetts State College. The only significant measures administered to the entire student body are the mental alertness or psychological examinations given to all new students upon entrance. The value of these tests might well be questioned in the light of the limited use made of the results. In the past the college policy has been to keep the student in ignorance of his relative standing on the tests. Apparently the only use made of the results, as far as the students are concerned, has been by the Scholarship Committee, which considers the test scores as supplementary information before approving the dismissal of a student having scholastic deficiencies. Such use is, of course, chiefly administrative and can be termed as a form of guidance in only a secondary respect.

From time to time, various aptitude and personality tests have been administered to selected groups of students. This work has been done in connection with the regular courses in educational measurements, or in relation to specific research problems, with little attempt being made

to relate the results directly to the individual's problems. The future possibilities of an organized testing program at the College will constitute a significant part of the conclusion of this present study.

G. The Placement Service

The work of the Placement Service may be broadly divided into two phases; that of occupational guidance and that of undergraduate employment and graduate placement. Such a division is somewhat arbitrary inasmuch as vocational service is a continuous process, not an isolated event. It is not surprising, however, that at present the second phase is more highly organized than the first. Employment, both term-time and permanent, presents itself as a direct and immediate necessity, as far as the student is concerned, that may be fulfilled in a direct and, it is to be hoped, facile manner. Occupational guidance is a more subtle thing, requiring as it does the integration of many of the other personnel services, such as curriculum adjustment, aptitude testing, health analysis, individual records, and occupational research. Under the present organization of the Placement Service, the Placement Officer for Women and the Placement Officer for Men carry on both the student guidance and the employment programs.

Much of the work in vocational guidance is now done through groups. The Placement Officer for Women conducts a course in "Vocational Opportunities" for all freshman women.

This course presents a general survey of the occupations suitable for women graduates of the College, as well as detailed information regarding the methods of securing a position. To give the students specific information related to the conditions and the work in the various occupations, women already engaged in the different occupations are invited to speak to the class. In connection with this course and as a supplement to the individual conferences with the instructor, the students are given a bibliography of literature related to the numerous careers for women. A similar course for men is now being considered. This early guidance is supplemented by lectures and consultations conducted principally for seniors by the placement officers, on the technique of "job finding and getting."

The assisting of students to secure part-time employment during the school year is another major duty of the placement staff. While this function is under the general advisory supervision of a committee on student aid, which makes recommendations concerning the student's need for financial assistance from the College, the actual locating of positions and assignment of students is a placement duty. In order to insure an equal distribution of employment, the Placement Office serves as a "clearing house" for all College positions. At present, students are employed under the National Youth Administration, and a special emergency fund appropriated by the State and by the various college departments.

In recent years the number so employed constituted approximately sixty per cent of the student body. In addition to the remuneration, these jobs provide an excellent opportunity for vocational experience and occupational trial. Valuable information regarding the student's ability and aptitude is frequently secured from the staff member who supervised his part-time work. The facilities of the placement service are also used to bring students in contact with local employers.

No concerted attempt is made by the service to locate summer employment for students, but upon request of an employer, qualified applicants are recommended and the contact between employer and student is facilitated in every way possible. The contacts made for women are much more numerous than those for men, chiefly because this service has been longer available for women, and the Service has attained a reputation.

A large part of the Placement Service work is in the assisting of seniors and graduates secure suitable permanent employment. This service is a combination and culmination of guidance and placement activity. To facilitate the placement process, a questionnaire is sent to each senior; this blank, as shown on pager 24 and 25, gives pertinent information regarding the individual student, his background, college activities, work experience, career objective, and placement prospects. With this information as a starting point, the placement officers interview those seniors who wish to take advan-

tage of the placement facilities. The usual process, after the student has decided upon the concerns he wishes to contact for employment, is to have the placement officer send a letter of recommendation and a summary of the student's activities to the personnel officers of these concerns or institutions. The student likewise sends a personal letter of application and wherever practicable requests the opportunity of a personal interview. Frequently representatives from the larger business and industrial organizations come to the campus to interview applicants. The details of these interviews are taken care of by the placement officials.

In order to have additional information as a basis for recommending the student, the placement officials secure a personality rating from the faculty members in the student's major department. The rating scale for men, reproduced in Appendix I, gains objectivity and reliability from the number of persons whose opinion it represents. A less standardized form is used for the women; this blank indicates the student's career objectives and requests the faculty member's opinion regarding her qualifications and handicaps for such work.

Figure I

Promptness in filling out and returning this questionnaire to the placement office will insure an early initiation of your placement program.

Name:

Date:

Home Address:

City

Street

Home Phone No:

State

College Address:

Phone:

Fraternity:

Phone

Date of Birth:

Height:

Weight:

Health:

Physical Deficiencies:

High or Prep. School:

Religious Preference:

Father's Occupation:

Born and reared on Farm?

Farm experience:

Athletic and Non-Athletic Information

Football

Basketball

Baseball

Track

Soccer

Hockey

Swimming

Boxing

Wrestling

R. O. T. C.

Musical Clubs

Debating

Oratorical

Dramatics

Publications

Class Offices

Honor Societies

Membership on committees

Other activities:

Career Objective:

Give results of any aptitude tests:

Placement Prospects: With whom and in what capacity?

Do you plan to Attend:

Graduate School - Institution:

Medical School:

Dental School:

Law School:

Business Administration School:

Engineering School:

Other:

Figure I (cont.)

Positions Held Before Entering College (Include Vacation and Part-Time Work)

Type	Place	Date	Remuneration
------	-------	------	--------------

Positions Held DURING College

Type	Place	Date	Remuneration
------	-------	------	--------------

What per cent of your College expenses did you earn?

Concerns to be contacted in your behalf: (If space is insufficient list on separate sheet.)

List the names of three faculty members you wish for references:

H. Health Service

Within the past few decades colleges have come to recognize the importance of physical health to the individual's adjustment and development. At the present time the Massachusetts State College has rather adequate facilities for the maintenance of a sound student health program. This program includes an annual physical examination for each student, required physical education for freshmen, physical hygiene courses for men and for women during the first year, medical diagnosis in case of illness or poor health, hospitalization and clinic facilities, all under the supervision of trained officials. From the standpoint of the protection and development of the individual student's physical health the present provisions at the College are both adequate and sufficiently progressive. The aspect of the student's well-being that has been gravely neglected is that of mental health. The College makes no provision, as such, for the mental hygiene of the student. The necessity for and the possibility of such a service will be discussed in detail in Chapter III.

Another duty of the College that may be considered as a personnel service is that of the supervision of the housing and eating facilities available to the student. At the present time this work is in the hands of a faculty committee, which has rather direct control over the college dormitories and dining hall, and more remote or advisory re-

lationship to the fraternities, sororities and private boarding places. Although an adequate measure is impossible, there can be little doubt as to the importance of these environmental conditions in the development of the individual student. The problem that must be considered in this study is the method by which satisfactory living conditions may be maintained for the students.

I. Personnel Records

Before education can be effectively individualized, those persons concerned in the educative process must have complete and accurate information regarding the individual student. The natural source of such information is the record of the student's activities after entering high school until the time under consideration. The exact nature of these records would depend upon the purpose for which they were intended. There does not seem to be a lack, in the number at least, of record forms kept for each student at the College. Indeed, the situation at Massachusetts State College is characterized more by the multiplicity of forms and duplication of effort than by accuracy and purposefulness. At the present time at least three college offices have individual records for each undergraduate. On file in the Student Health Department is the complete medical history of each student, (Appendix II), in the Placement Office is a Kardex form containing information pertinent to employment and placement, (Appendix III), in the Dean's Office are the most extensive records, which

include a high school transcript and activities record, all college grades, and a personal information blank for each student. All of these records are essential to the effective work of each particular department. There is not, however, any coordination of all this information into a "live" record that could serve as the basis for educational and vocational guidance.

J. Personnel Research

Personnel research is in actuality the testing and orienting of the personnel program. It is the scientific estimate of the worth, validity, and reliability of present personnel activities, as well as the valuable indication of the shortcomings in any program. Only in the light of research results can college officials be assured that their guidance programs are effective. Without doubt the most definite criticism that can be made of the present personnel program at Massachusetts State College is the lack of any purposive research whereby the various services might be evaluated and the need for development suggested. As a result of the deficiency of research results, this present study must be based upon more or less subjective opinion instead of upon significant objective data.

CHAPTER III

EVALUATION AND CRITICISM OF THE PRESENT PERSONNEL PROGRAM

With this rather detailed description of the present personnel services as they are administered at the Massachusetts State College completed, the writer proposes to evaluate the effectiveness of these services and to suggest such improvements or developments as seem pertinent to the increasing success of the personnel program. This undertaking is entered upon with full realization that errors of judgment are possible, in spite of the fact that the author has attempted to be as objective as the conditions permit.

In the absence of significant data relative to the accomplishments of the various phases of the personnel program, the writer submitted a questionnaire to the members of the student body, which questionnaire was designed to measure the adequacy, value or desirability, from the students' point of view, of certain services now offered or suggested for the near future. The maturity of judgment and objective disinterestedness of the students may be in question, but there can be little doubt that the ultimate success of any attempt at "individualized education" depends to a large extent upon the student attitude toward such a goal. An analysis of the replies made to this questionnaire will serve a double purpose: that of indicating

the attitude of the students, and of providing a point of departure for the discussion of both the success and inadequacies found in each phase of the program.

A. The Student Questionnaire

Only those aspects of the personnel program were included in the questionnaire with which the average student would be familiar, or concerning which he could be expected to have a significant attitude. The reaction of the students to the questionnaire and to the motives behind the entire study was indeed encouraging.

There was no concerted attempt made to secure a reply from every student, since this would have involved more time and expense than the author felt the procedure warranted. Since the questionnaires were not signed by the students, it was impossible to determine which students had not replied, and thus secure a complete return. A large majority of the returns were obtained by having representatives in each of the dormitories, sororities, and fraternities distribute and collect the blanks. The total number of returns was 519, or 48.7 per cent of the student body. To determine whether or not the opinions expressed by this group were representative of the opinions of the student body as a whole, the writer submitted the questionnaire to twenty-five unselected students who had not previously filled out the blank. The replies from this small group corresponded very closely with those of the larger group. Therefore,

it may be assumed that the answers of the 48.7 per cent of the student body are, in general, an expression of the attitude of the entire student body. Such deductions, of course, may not be tenable in a statistical or psychological study, but considering the purpose of the questionnaire, this broad interpretation seems justified.

Each part of the questionnaire will be considered separately, with the replies classified according to class and sex. The answers of the small test group will be included for the purposes of comparison. It would be unwise to make a general statement as to what percentage of replies should be considered a definite expression of satisfaction or dissatisfaction. The questionnaire used is produced on page 33.

B. The Advisory System

From the data reproduced in Table 2, it may be seen that the advisory system is or has been inadequate for a strikingly large percentage of the student body. Of those answering the question, forty-five per cent were dissatisfied with the freshman system, sixty-one per cent with the divisional system, and thirty-two per cent with the departmental. Although this may be a quantitative and not a qualitative indication, the responses from the students correspond very closely with the deficiencies generally recognized by the faculty and administration. An opportunity was given the students, however, to suggest what they considered to be the reasons for the failure of the

advisory system. It is from an analysis of these replies that constructive criticism should be forthcoming.

Adviser's lack of time.

Anyone who has been called upon to give counsel to young men and women or even to adults will attest to the time consuming character of such work. The most general complaint among personnel administrators and faculty advisers is the insufficiency of time definitely designated for guidance purposes. That the students recognize the handicap of lack of time is evidenced by the replies to this question, reproduced in Table 3. At present at the Massachusetts State College no compensation in decreased teaching load is made for those instructors who are designated to serve as student advisers. Consequently much of the so-called guidance is done "on the run". Numerous students commented on the unsatisfactory conditions of having to limit the time spent with the adviser to the few hurried minutes between classes.

One of the more positive methods of insuring adequate time for effective guidance is through relieving the adviser from some of his teaching duties. This practice is becoming more generally accepted in American colleges and universities. For more than five years Syracuse University and Iowa State College have decreased the teaching load of their faculty advisers in proportion to the number of students assigned to them. (18:27-28). A partial remedy of

Figure II

STUDENT QUESTIONNAIRE

In connection with a thesis study of the personnel and guidance services of the College, I am soliciting the student attitude regarding certain aspects of the present guidance program. This expression of student opinion may influence the future improvements of the personnel program. Your honest and deliberate answers to the following questions will be greatly appreciated.

(all questions should be answered "Yes" or "No".)

I. The Present Advisory System.

1. Do you consider the present advisory system adequate for your needs?
 - a. 1st year, Freshman adviser_____.
 - b. 2nd year, Divisional adviser_____.
 - c. 3rd and 4th years, Departmental adviser_____.
2. If you are or were not satisfied with the advisory system, was the difficulty in:
 - a. the adviser's lack of time_____.
 - b. the adviser's lack of interest_____.
 - c. the adviser's lack of information concerning your specific problems_____.
 - d. the adviser's lack of ability for this work_____.
 - e. your failure to consult the adviser_____.
 - f. your failure to follow his suggestions_____.

II. Occupational Information.

(Men answer)

1. Would you welcome the addition of a one credit course in "Occupational Opportunities", designed to give pertinent information concerning occupations and professions_____.
2. If you are now a junior or a senior, would you have welcomed such a course before making your selection of a major course of study_____.

(Women answer)

1. Do you feel that the course in "Vocational Opportunities for Women" has been or will be of genuine value to you in your selection of:
 - a. a course of study_____.
 - b. a future occupation or career_____.

III. Aptitude Testing.

1. Do you feel that you have adequate knowledge and understanding of yourself (your abilities, aptitudes, and personality) to select your major most wisely_____.
2. Would you be interested in taking various tests of aptitudes, abilities, and personality_____.

IV. Placement Service

1. Do you feel that the Placement Service should institute a more extensive program to help students secure summer employment_____.
2. As far as you have been able to observe, has the Placement Service carried on an effective program for:
 - a. Term-time employment of undergraduates_____.
 - b. Assisting graduates find permanent employment_____.

- V. Do you consider that you have taken full advantage of the above services that are at present offered by the college_____.

Please use the reverse side of this sheet for any further comments you wish to make concerning either the personnel services or the questionnaire itself.

Designate your class_____.

Table 2

STUDENT QUESTIONNAIRE

I. Present Advisory System

1. Do you consider the present advisory system adequate for your needs?

	1st Year Freshman Adviser		2nd Year Divisional Adviser		3rd and 4th years Departmental Adviser	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	33	44	26	51	55	22
Women	16	19	15	19	26	9
Class of 1939						
Men	53	52	42	63	74	31
Women	14	18	12	20	13	19
Class of 1940						
Men	47	43	31	59		
Women	15	11	15	11		
Class of 1941						
Men	75	43				
Women	31	5				
Total	284	235	142	233	168	81
Per cent of Stu- dent Body	26.0	22.0	19.9	29.9	35.1	16.9
Per cent of those answering Ques- tionnaire	54.7	45.3	38.9	61.1	67.5	32.5
Validating Group	12	13	7	15	10	7
Per cent of Vali- dating Group	48.0	52.0	32.0	68.0	59	41

Table I. shows the student attitude as measured by the questionnaire toward the adequacy of the present advisory system. Figures for the percentage of student body are based on enrolment Second Semester of 1937-1938 (1066). Answers on the advisory system of the years other than the first are those of the students who would have had an opportunity to come in direct contact with the system, i.e. upper classmen.

Table 3

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system, was the difficulty in:

a. the adviser's lack of time?

	<u>1st Year Freshman Adviser</u>		<u>2nd Year Divisional Adviser</u>		<u>3rd and 4th years Departmental Adviser</u>	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	22	22	25	26	8	14
Women	10	9	8	11	4	5
Class of 1939						
Men	24	28	26	37	14	17
Women	8	10	10	10	10	9
Class of 1940						
Men	21	22	29	30		
Women	6	5	4	7		
Class of 1941						
Men	16	27				
Women	2	3				
Total						
Men	83	99	80	93	22	31
Women	26	27	22	28	14	14
Totals	109	126	102	121	38	45
Per cent of Student Body	10.2	11.8	13.7	16.2	7.5	9.4
Per cent of those answer- ing ques- tionnaire	21.0	23.8	27.9	33.2	14.5	18.0
Per cent of those answer- ing question I. 1. "no"	46.3	53.7	45.7	54.3	44.4	55.6
Test Group	8	10	7	8		
Per cent of Test Group	44.0	56.0	46.2	53.8		

the present situation at the College would be to have each adviser designate certain hours each week at which time he would be available to his advisees.

An even more satisfactory arrangement would be the provision for a full-time counselor for freshman and for sophmores. Under such circumstances deliberate and experienced counsel, easily accessible and consistently administered, would be possible. These special class counselors would not replace the faculty advisers entirely, for there is need for the personal relationship that is possible under the faculty advisory system.

Students having problems of a technical nature regarding course selection, or such that would require thorough consideration of their cumulative record, would be referred to the counselor either by the adviser or by officials of the college. For more than ten years Northwestern University has provided both faculty advisers and full-time counselors for its freshman and sophmores. According to the Director of Personnel, this system "has been productive of highly desirable results." (13:108). Such a system would, perhaps, remove many of the other criticisms of our present system.

Adviser's lack of interest.

It is impossible to determine the factors contributing to an adviser's apparent lack of interest in the welfare of his advisees. Such a condition might arise from the demand of academic duties, or from a realization of

his own inability to offer positive advice. One may feel justified in assuming, however, under the rather arbitrary method of assigning advisers in the present system, that there are those faculty members who do not care to spend the time and thought necessary for an effective guidance program. Such a statement is merely a recognition of individual differences. Regardless of the cause, the situation, indicated by the fact that fifty per cent of those expressing dissatisfaction with the present advisory system, attributed the cause to the adviser's lack of interest, stands as a direct criticism of the present system. (Table 4). Certainly satisfactory guidance cannot result if the adviser is uninterested in the student and his difficulties, or even if the adviser only appears to lack interest. The harmony or rapport necessary for effective counselling cannot exist if the student feels that the adviser is not interested in him as an individual.

Under the present system of divisional advisers, it is practically impossible for the head of a division to show more than perfunctory interest in each of the many students that come to him. This same criticism might be directed at the plan for a special class counselor, but this person, able to devote most of his time to the students, would be selected in the light not only of his training and experience but also of his broad interests and keen understanding of human wants and needs. In the event

Table 4

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system, was the difficulty in:

b. the adviser's lack of interest?

	<u>1st Year Freshman Adviser</u>		<u>2nd Year Divisional Adviser</u>		<u>3rd and 4th years Departmental Adviser</u>	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	25	19	25	26	12	10
Women	7	12	9	10	4	5
Class of 1939						
Men	29	23	30	33	16	15
Women	7	11	8	12	8	11
Class of 1940						
Men	24	19	31	28		
Women	4	7	4	7		
Class of 1941						
Men	19	24				
Women	2	3				
Total						
Men	97	85	86	87	28	25
Women	20	33	21	29	12	16
Total	117	118	107	116	40	41
Per cent of Student Body	10.9	11.1	14.3	15.6	8.4	8.5
Per cent of those answer- ing ques- tionnaire	22.5	22.7	29.3	31.8	16.1	16.4
Per cent of those answer- ing question I. 1. "no"	49.3	50.7	48.0	52.0	49.3	50.7
Test Group	9	9				
Per cent of Test Group	50.0	50.0				

that a special class counselor could not be provided, the sophmores should, it would seem, be assigned to members of the faculty who had volunteered for advisory service. These assignments could be made either upon the request of the student or upon a consideration of the mutual interests and personality traits of the adviser and student. Adviser's lack of information concerning your specific problems.

Perhaps the most legitimate criticism of the present advisory system at the Massachusetts State College is that of the inadequacy of specific information at the disposal of those called upon to advise the students. More than two-thirds of the students suggested that this circumstance contributed to their being dissatisfied with the system. (Table 5). This difficulty is due more to the inaccessibility of the information than to its complete absence. Under the present arrangement, the freshman adviser is informed as to the scholastic progress of his advisees during the course of the semesters, but he is not notified whether or not a student actually fails a subject at the end of the semester. Such a practice leaves him at a disadvantage in measuring the value of his counsel.

If an instructor were intent upon gaining a complete picture of the student coming to him for counsel, he would find it necessary to contact several college departments to secure the desired information. Fortunately the defi-

Table 5

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system was the difficulty in:

c. the adviser's lack of information concerning your specific problems.

	1st year Freshman Adviser		2nd Year Divisional Adviser		3rd and 4th Years Departmental Adviser	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	33	11	35	16	17	5
Women	16	3	13	6	7	2
Class of 1939						
Men	35	12	46	17	23	8
Women	17	6	15	5	14	5
Class of 1940						
Men	24	19	36	23		
Women	11	0	9	2		
Class of 1941						
Men	17	26				
Women	1	4				
Total						
Men	109	73	117	56	40	13
Women	40	13	37	13	21	7
Total	149	86	154	69	61	20
Per cent of Student Body	13.9	8.1	20.6	9.3	12.7	4.2
Per cent of those answer- ing ques- tionnaire	28.7	16.5	42.5	18.6	24.5	8.0
Per cent of those answer- ing question I. 1. "no"	63.4	36.6	69.6	30.4	75.3	24.7
Test Group	13	5				
Per cent of Test Group	72.0	28.0				

ciency in this case is not too difficult of solution. One of the major aids in supplying the counselors with information is the cumulative record folder. As the result of experimentation and research, individual folders are now available that answer the need of most college counselors. One such folder now in general use is that of the American Council on Education, a reproduction of which is given on page 81. A complete discussion of the matter of record keeping is given later in this chapter.

Adviser's lack of ability for this work.

The students' attitude toward the adviser's ability for this work is realistic at least. More than one-quarter of the students answering this question expressed the opinion that the adviser was not qualified for the duty. (Table 6). College administrators have been slow to admit that there are those on the faculties, who, distinguished as they may be in their particular field, are not able counsellors.

More than ten years ago, Doermann pointed out the necessity of careful selection of faculty advisers.

"The principal cause of the breakdown of the (advisory) system is now clearly seen to have been the inability of the average faculty member to perform the duties of a counsellor, particularly when the assignment was super-imposed upon a full teaching load. Skill in advising of students is not a by-product of scholarship and teaching. It is, however, a skill which is necessary in the college. Institutions alive to this situation, which still continue the teacher-

Table 6

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system was the difficulty in:

d. adviser's lack of ability for this work.

	1st Year Freshman Adviser		2nd Year Divisional Adviser		3rd and 4th Years Departmental Adviser	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	15	29	13	38	8	14
Women	4	15	3	16	1	8
Class of 1939						
Men	20	32	22	41	11	20
Women	6	12	7	13	7	12
Class of 1940						
Men	13	30	15	44		
Women	1	10	0	11		
Class of 1941						
Men	5	38				
Women	0	5				
Total						
Men	53	129	50	123	19	34
Women	11	42	10	40	8	20
Total	64	171	60	163	27	54
Per cent of Student Body	6.0	16.0	8.0	21.9	5.6	11.3
Per cent of those answering questionnaire	12.3	32.9	16.4	44.7	10.8	21.7
Per cent of those answer- ing question I. 1. "no"	27.2	72.8	26.9	73.1	33.3	66.7
Test Group	8	10				
Per cent of Test Group	44.0	56.0				

adviser system, are selecting those members of the staff who have interest and ability in counselling students, and they are relieving them of a portion of the regular teaching load. (7:82-83).

Even if the students' opinions are not justified, it is quite evident that their guidance experience was unsatisfactory because of their lack of confidence in the adviser. Confidence is essential to the effectiveness of all phases of a personnel program. Without such confidence the services become pedagogic sophistry.

The student's failure to consult the adviser.

The students seemed disinclined to accept the blame for the inadequacy of their advisory relations. Approximately one-fourth of the dissatisfied students suggested that the ineffectiveness of the system was due in part to their failure to consult with the adviser. (Table 7). In view of the above criticisms and the comments given by the students, it is not surprising that they should hesitate to seek guidance from their designated advisers. Under the most propitious circumstances there will always be students who, needing guidance, will not take the initiative to secure it. In such cases the student's difficulties would or should be brought to the attention of the proper officials. On the other hand, it is very questionable whether there should be any large amount of compulsion connected with the advisory system.

The student's failure to follow the suggestions of the adviser.

Table 7

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system was the difficulty in:

e. your failure to consult the adviser?

	1st Year Freshman Adviser		2nd Year Divisional Adviser		3rd and 4th Years Departmental Adviser	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	10	34	11	40	4	18
Women	5	14	5	14	2	7
Class of 1939						
Men	20	32	19	44	9	22
Women	0	18	1	19	1	18
Class of 1940						
Men	17	26	21	38		
Women	4	7	3	8		
Class of 1941						
Men	11	32				
Women	0	5				
Total						
Men	58	124	51	122	13	40
Women	9	44	9	41	3	25
Total	67	168	60	163	16	65
Per cent of Student Body	8.1	13.9	8.0	21.9	3.3	13.6
Per cent of those answer- ing ques- tionnaire	16.7	28.5	16.4	44.7	6.4	26.1
Per cent of those answer- ing question I. 1. "no"	27.2	72.8	26.9	73.1	19.8	80.2
Test Group	6	12				
Per cent of Test Group	33.0	67.0				

The number of students who admitted that they failed to follow the suggestions of their adviser is very small. Eight men and no women advanced this fact as a contributory cause of the failure of the advisory system. (Table 8). It should be noted in this regard that the purpose of a guidance program is not to have the adviser, upon consideration of the student's difficulties, pass a final judgment as to the course of action that the student should follow. Counseling should be the mutual thinking through of the student's problem by adviser and advisee until a satisfactory adjustment is reached. Inevitably there will be some questions on which neither the student nor the faculty member will have sufficient information to answer satisfactorily. For that reason certain other personnel services should be made available to the student; important among these added services is that of vocational guidance.

C. Occupational Information

One of the most persistent of the problems confronting students is that of making a wise vocational selection. The complexity of present day occupations makes it impossible for the graduate to have "all the world before him where to choose." Professions and business are today demanding special training or experience from the college man and woman; or if not training, at least a definite indication of aptitude or capacity. In view of these requirements the colleges are more and more accepting their

Table 8

Student Questionnaire (Cont.)

I. Present Advisory System

2. If you are or were not satisfied with the advisory system was the difficulty in:

f. your failure to follow the adviser's suggestions?

	1st Year <u>Freshman Adviser</u>		2nd Year <u>Divisional Adviser</u>		3rd and 4th Years <u>Departmental Adviser</u>	
	Yes	No	Yes	No	Yes	No
Class of 1938						
Men	2	42	5	46	1	21
Women	0	19	0	19	0	9
Class of 1939						
Men	1	51	1	62	0	31
Women	0	18	0	20	0	19
Class of 1940						
Men	0	43	2	57		
Women	0	11	0	11		
Class of 1941						
Men	1	42				
Women	0	5				
Total						
Men	4	178	8	165	1	52
Women		53	0	50	0	28
Total	4	231	8	215	1	80
Per cent of Student Body	.3	21.7	1.1	28.8	.2	16.7
Per cent of those answer- ing ques- tionnaire	.7	44.5	2.2	58.9	.4	32.1
Per cent of those answer- ing question I. 1. "no"	1.7	98.3	3.5	96.5	1.2	98.8
Test Group	0	18				
Per cent of Test Group	0	100.0				

responsibility of informing their students regarding the demands that a career will make upon them. Recognizing that a man's judgment is no better than his information, courses in Occupational Opportunities have been included in the curricula of many American colleges. In view of the fact that some consideration is being given the need for occupational instruction for men by the College authorities, the writer desired to get an expression of student opinion concerning such an addition to the curriculum. Since a similar course is at present given during the freshman year to the women students, an attempt was made to have the students evaluate this course both as an aid to course selection and to career choice. The responses to these questions included in the Student Questionnaire evidence a rather definite student attitude.

As may be seen from Table 9, the proposed course in occupations should be well received, for more than eighty per cent of those answering the questionnaire stated that they would welcome the addition of such a course to the present curriculum. The question immediately arises as to when in the student's educational career such occupational information would be most beneficial. Vocational counselors have long recognized that one can hardly begin too soon the consideration of an occupational objective. In his rather exhaustive study made at Yale, Crawford points out the significance of a definite occupational

Table 9

Student Questionnaire (Cont.)

II. Occupational Information for Men.

1. Would you welcome the addition of a one credit course in "Occupational Opportunities", designed to give pertinent information concerning occupations and professions?

	<u>1938</u>	<u>1939</u>	<u>1940</u>	<u>1941</u>	<u>Total</u>	<u>No Reply</u>
Yes	60	85	73	94	312	10
No	13	17	17	21	68	

Per cent of Student Body - Yes 41.5 No 9.1

Per cent of those answering question - Yes 82.1 No 17.9

Test Group - Yes 11 No 4

Per cent of Test Group - Yes 73.0 No 27.0

2. If you are now a junior or a senior, would you have welcomed such a course before making your selection of a major course of study?

	<u>1938</u>	<u>1939</u>	<u>Total</u>	<u>No Reply</u>
Yes	53	65	118	16
No	20	28	48	

Per cent of Student Body - Yes 34.8 No 14.1

Per cent of those answering question - Yes 71.1 No 28.9

Test Group - Yes 8 No 2

Per cent of Test Group - Yes 80.0 No 20.0

objective as an incentive to study. (14:58). It would, therefore, seem desirable to include the course in occupations in the freshman year. This conclusion is further substantiated by the replies of the junior and senior men as to the desirability of having occupational information before making a selection of a major course of study. The fact that two-thirds of the men answering this question, as shown in Table 8, would have welcomed the course in occupations before their junior year, carries the implication that were this information available they would have made a different major selection. On the other hand, the importance of occupational information in course selection is questioned by two-thirds of the women students who have taken such a course. (Table 10). Such a difference of opinion between the men and women may be attributed to the usual lack of correspondence between anticipation and reality, or to the definite limitations of career and course selection for women, or even to the inability of the student to appreciate the potential value of such a course. Vocational counselors have been, and probably will continue to be, faced with the very real difficulty of obtaining practical information concerning occupations. Counselors and placement officials generally agree, however, that the safest and most beneficial vocational guidance is self-guidance based on adequate and reliable information.

Table 10

Student Questionnaire (Cont.)

II. Occupational Information for Women.

1. Do you feel that the course in "Vocational Opportunities for Women" has been or will be of genuine value to you in your selection of a course of study?

	<u>1938</u>	<u>1939</u>	<u>1940</u>	<u>1941</u>	<u>Total</u>	<u>No Reply</u>
Yes	12	4	9	17	42	16
No	19	27	14	11	71	

Per cent of Student Body - Yes 13.3 No 22.6

Per cent of those answering question - Yes 37.2 No 62.8

Test Group - Yes 3 No 3

Per cent of Test Group - Yes 50.0 No 50.0

2. Do you feel that the course in "Vocational Opportunities for Women" has been or will be of genuine value to you in your selection of a future occupation or career?

	<u>1938</u>	<u>1939</u>	<u>1940</u>	<u>1941</u>	<u>Total</u>	<u>No Reply</u>
Yes	12	12	11	28	63	10
No	19	19	14	4	56	

Per cent of Student Body - Yes 20.0 No 17.7

Per cent of those answering question - Yes 52.9 No 47.1

Test Group - Yes 8 No 2

Per cent of Test Group - Yes 80.0 No 20.0

It is interesting to note that the upperclass women were skeptical of the value of the vocational course in selecting a future occupation or career. Many of the students expressed the belief that the course would be more beneficial if given later than the freshman year. Their contention being that in the freshman year their experience was too limited and the necessity of a decision too remote for them to put the information to practical use. The matter of timeliness is important in the consideration of the effectiveness of occupational information, and probably can be decided only through experimental methods.

As definite aids to the student in carrying on self-guidance in the field of vocations, numerous blanks have been devised. A rather complete battery of analysis blanks issued by the Personnel and Placement Bureau of Rutgers University are reproduced in Appendix IV. Such forms could be used at the end of the course in Occupational Opportunities, and would provide a sound basis for the vocational guidance that would logically follow such courses. In all probability, the duties of giving vocational counsel and of conducting the courses in Occupational Opportunities would fall to the regular Placement Officers. Such an arrangement would have many advantages, one of the most important being, that it would bring about an early acquaintance between this officer and the student. Regarding the relationship between student and vocational counselor, Walter Bingham expresses a very intelligent attitude.

In speaking of the difficulties involved in vocational counseling he says:

"Today, with the best resources available, student and counselor can reach only tentative conclusions. Fortunately, there are compensations for this lack. It is not wholly to be regretted that no forecaster is capable of predicting with entire precision the sort of career a person might most appropriately undertake; for such a counselor would be tempted to rob his client of the privilege of self-discovery. The wise consultant asks more questions than he answers. He raises considerations that challenge thought, stimulate self-appraisal, develop an objective attitude toward self-analysis, and encourage explorations into unfamiliar areas of experience.

Self-knowledge is a gradual growth. To gain a clear understanding of one's aptitudes is an achievement of years rather than of hours.....

As aids to self-understanding, scientifically constructed tests of aptitude are not a substitute for insight and common sense. They may, however, serve to supplement or modify the considered judgment of a counselor who combines and weighs all the facts, from personal history and personal interview as well as from the test record." (1:12-13)

D. Aptitude Testing

Aptitude testing has come to be recognized as an important objective aid to all phases of guidance, either educational or vocational. Although at present Massachusetts State College has no definite testing program for the purpose of measuring aptitudes, abilities, personality traits, and interests, plans for such a program are now under consideration. The students have expressed a rather definite attitude toward this phase of guidance. Sixty per cent of those returning the student questionnaire stated that they recognized the lack of sufficient knowledge and understanding of their aptitudes and personalities to

choose a major most wisely. An even larger number, as shown by Table 11, indicated that they would appreciate the opportunity of participating in a testing program. This response shows a healthy desire on the part of the students for a better understanding of themselves.

In his very thorough study of aptitudes and aptitude testing published recently, Walter Bingham suggests some pertinent factors to be considered in the selection of tests for guidance use.

"Consider most carefully the evidence that the test is valid for the purpose in hand. A test can be 'good' only in relation to the specific purpose to which it is put. It may be used: 1) to help in estimating the probabilities that a person can achieve the educational status appropriate for entry on an occupation he is considering, and that his mental powers will be equal to the demands made upon him while training for the occupation, and after; 2) to find out the relative strength of his special aptitudes for undertaking different kinds of activity; and in particular, to reveal exceptional talents; 3) to indicate whether his interests are such that he will probably enjoy the work and its associations; 4) to help in ascertaining any limitations or specific disabilities which should be corrected before undertaking the occupation or beginning the special course of training for it.

These are obvious uses. In addition, tests may be given in order to stimulate a person to think seriously about his plans, so that he will make decisions only after due consideration of the facts as to his aptitudes; and also to help him to get an objective attitude toward himself and his abilities." (1:221)

While Bingham refers particularly to vocational guidance, the purposes to be considered in test selection appertain equally for educational guidance.

Table II

Student Questionnaire (Cont.)

III. Aptitude Testing.

1. Do you feel that you have adequate knowledge and understanding of yourself (your abilities, aptitudes, and personality) to select your major most wisely?

	1938		1939		1940		1941		Total	No Reply
	Men	Women	Men	Women	Men	Women	Men	Women		
Yes	35	17	55	12	30	5	41	7	202	9
No	41	17	48	18	60	21	74	29	308	

Per cent of Student Body - Yes 18.9 No 28.9

Per cent of those answering question - Yes 39.6 No 60.4

Test Group - Yes 6 No 18

Per cent of Test Group - Yes 25.0 No 75.0

2. Would you be interested in taking various tests of aptitudes, abilities, and personality?

	1938		1939		1940		1941		Total	No Reply
	Men	Women	Men	Women	Men	Women	Men	Women		
Yes	55	29	82	22	81	22	103	32	426	9
No	21	5	22	10	6	4	12	4	84	

Per cent of Student Body - Yes 40.0 No 7.8

Per cent of those answering question - Yes 83.5 No 15.2

Test Group - Yes 21 No 3

Per cent of Test Group - Yes 88.0 No 12.0

Intelligence Tests.

Without doubt the mostly highly developed of the numerous psychological measures are those related to scholastic ability or intelligence. Colleges, in search of a standardized and objective indication of the probable success of applicants, have carried on extensive experimentation with scholastic aptitude tests.

The use made of these mental tests depends upon the nature and the policies of the particular institution. At Northwestern University the scholastic aptitude test score is a determining factor in the admission of students in the lower half of their secondary school class or of those graduating from non-accredited schools. Under their new plan of admission, Columbia College requires either the Thorndike or the College Board scholastic aptitude test score as part of the entrance credentials.

In general the coefficient of correlation between mental test scores and college grades has ranged between .40 and .60, depending upon the test used and the institution using it. Such a relation is not sufficiently high to warrant the use of mental tests either as the sole basis or even as a predominant factor in the selection and admission of students. The mental test results would seem to be most useful in the admission policy regarding borderline cases, particularly since these tests have been found to be a better indication of probable

failure than of success.

In a study made at the College in 1927 of the comparative validity of high school marks and mental test records in predicting college success, McDonnell found that "high school averages are somewhat superior to either the mental test scores or a combination of high school marks and mental test scores in predicting college success at Massachusetts Agricultural College." (16:183). The results of her study show the following correlations between college marks and mental test scores or high school marks or both. "The average coefficient of correlation of high school and college marks was .53, the average coefficient of correlation of the mental test scores and college marks was .44, and the average coefficient of correlation of the combination of mental test scores and high school marks (with college marks) was .50." (16:84)

Thus it may be seen that at this time (1927) high school marks were of greater value in predicting an applicants college success than mental test scores would have been. In the past ten years, however, experimentation has increased the predictive value of mental tests, so that it is generally agreed that a combination of high school marks and mental test scores constitutes a more valid indication of the student's probable success than does either of these factors considered alone.

In 1932 Holway made a thorough-going analysis of the comparative validity of subject matter in certain scholastic aptitude tests. He found that the Massachusetts State College Scholastic Aptitude Test had greater predictive value than either the Army Group Examination Alpha or the Psychological Examination. (9:151). The development of this test by the staff of the College Psychology Department is a sound indication of what may be done both in providing a predictive measure particularly adapted to the needs of the College, as well as in contributing to the improvement of diagnostic instruments for the educational and vocational guidance of students.

A more common and perhaps more valid use of mental test results than in the selection of students, is in the educational guidance of students after admission. In 1935 approximately 85 per cent of the colleges and universities in the United States employed standardized tests for diagnostic purposes. (18:235). One of the chief difficulties encountered in the effective use of these tests is the limited understanding and sympathy on the part of the faculty regarding the nature of aptitude tests. Such a condition can be overcome only by the institution of a sound testing program, which will gain recognition in proportion to its effectiveness as a contribution to the guidance program.

The results of intelligence tests may likewise play an important role in vocational guidance. Through extensive research and statistical compilation, psychologists have been able to determine critical scores for many of the professions and occupations. These critical scores, based on statistical probability, indicate the minimum intelligence necessary for success in a given occupation. In view of the fact that professional schools have come to depend upon the results of mental tests in selecting applicants for advanced study, it would seem advisable for the College to use similar test results in its vocational guidance program.

At present the use of the Medical Aptitude Test as a basis for admission into medical college has become such a recognized practice that those making a score in the lowest three percentiles are seldom considered for admission. Considering the importance of this test to pre-medical students it is significant to note that the scholastic aptitude tests administered by the College to all new students correlate very highly with the more technical medical test. Of the 150 cases recently analyzed by the Psychology Department, it was found that the coefficient of correlation between percentile rank on the College tests and the percentile rank on the Medical Aptitude Test was .76. Such a relation warrants the use of scholastic aptitude tests as the basis of

guidance for students considering medicine as a career. If a student because of his limitations in intelligence will be denied entrance to a medical school even after completing two or more years of pre-medical training, should he not be informed of this probability before undertaking his college specialization?

If mental tests or intelligence tests were to be used in vocational guidance at the College, definite steps would have to be taken to increase the reliability of these measures. Through close contact with undergraduates in the past few years, the writer is convinced that not infrequently students approach the taking of mental tests in an indifferent or mildly antagonistic attitude. Such a situation results chiefly from insufficient motivation. For the students realize that the results of these tests, taken immediately after entering college, can have slight bearing upon their status as students. With admission as a possible incentive, students would be more likely to consider the tests in a more serious light, and thus increase reliability of the test results. If it were impracticable to administer the tests before entrance, the student should at least be informed that the results would play an important part in his subsequent guidance.

Vocational Aptitude Tests.

Not the least among the many difficulties confronting

a vocational counselor is the paucity of accurate measures of specific aptitudes related to professions and occupations that college graduates desire to follow. Industry is developing, to be sure, with the assistance of trained psychologists, numerous aptitude tests for the selection of employees; unfortunately, these tests are not generally applicable to college guidance. The lack of significant tests for the more complex professions and occupations such as medicine, teaching, selling, and business may be attributed to the difficulty of isolating the various factors that contribute to success in these fields. Indeed, counselors have come to recognize that valid measures of personality, intelligence and interest are as important in such guidance as are those of specific skill or ability.

Such a situation should not militate against the sane use of those available measures of the fundamental capacities, such as mechanical, manual, musical, artistic, and scientific aptitudes. A definite lack of musical talent as measured by a battery of the Seashore tests should be sufficient justification for a counselor to recommend serious deliberation by the student before entering upon extensive training for it. ~~It is pointed out that~~ ~~it is not~~ ~~the~~ ~~place of common sense, but should rather make more re-~~

liable the counsel of the vocational adviser.

Vocational Interest Inventories

One of the most frequent questions posed by vocational counselors to students seeking advise is, "What are you interested in?" Interest has come to be recognized as an important factor in successful achievement. Interest and satisfaction are so closely linked that the presence of the former may be considered a significant predictive factor to the vocational success and adjustment of the individual. Interest alone is not sufficient basis for the selection of a vocation, but it constitutes a very real motivating power that frequently marks the difference between vocational adjustment and maladjustment.

Psychologists and counselors, realizing that the simple statement of interest on the part of the individual concerning a career is often transient and unconsidered, have attempted to devise a measure that would be both reliable and easily administered. The most thorough-going interest inventory now available is that developed by E. K. Strong. Strong's Vocational Interest Blank is based upon the statistical analysis of the interests of men successfully engaged in more than twenty different occupations. This blank through the large number and variety of its items indicates a significant differentiation in the interests of persons engaged in the typical vocations.

There are several important reasons why the determination of a person's interests should have a bearing upon vocational counseling. The first and most important purpose of interest inventories is, to find out whether or not the individual will like the work he is considering; the second is, to ascertain whether the individual will have congenial relationships with his fellow workers. A third, and more remote reason for knowing one's interest, is based on the relationship that exists between interest and ability; the fourth, and a rather considerable one in early counseling, is that such a measure may point to fields of activity which might otherwise be overlooked.

These interest inventories would be a valuable adjunct to the vocational counseling program at the College provided the counselors recognized the limitations and the true purpose of these measures.

Personality Measures

Another consideration, much more elusive of measurement than intelligence or aptitude, but none the less important in vocational and educational guidance, is the personality of the individual student. In its broad aspects personality is one of the most comprehensive of psychological concepts, for it connotes both the presence and integration of dynamic tendencies. Allport has defined personality as "the individual's characteristic

reactions to social stimuli and his adaptation to the social features of his environment." (11:321). For the purpose of measuring or describing these reactions and this adaptation, numerous devices have been constructed. These measures can be little more than indicators of tendencies because of the complexity of the thing to be measured. And yet it is important that the student and his counselor know wherein lie his strength and weakness of personality, to the end that the strong points may be capitalized upon and the weaknesses overcome.

The common measures of personality are the rating scale, the questionnaire, and the objective test. All of these might well become valuable sources of personnel information, if used discreetly.

E. Placement Service

Inasmuch as the function of vocational guidance as part of the work of the Placement Service has been considered under the section devoted to Occupational Information, discussion here will be confined to the function of placement in employment. The proper placing of a student in employment is an important and delicate task. Part-time employment while in college, a job during the summer, the first position, or a change in position after graduation, may influence a person's whole career as well as his attitude towards his college, industry, or his

profession. Because of preoccupation with studies and college activities, the student seldom has opportunity to make direct contacts with possible employers. To compensate for this situation, it is the task of the Placement Service to provide students with employment information and facilitate the employment process by bringing to the attention of employers the qualifications of students interested in positions.

Summer Employment

From the student's point of view summer employment serves several important purposes: first, it makes possible the earning of a considerable part of the expenses for the coming year; second, it provides definite vocational experience; third, if the right position is secured, it may serve as a tryout in his profession; and fourth, it may lead to permanent employment after graduation. At the present time, the Placement Service at the College, because of the inadequacy of its staff, is able to do very little in assisting students to find suitable summer employment. Although the staff of the Placement Service does not question the need or the desirability of an effective summer employment program, an attempt was made to determine the student attitude toward such a service. The replies to the questionnaire, reproduced in Table 12, leave little room for doubt. Practically eighty-five per cent of those submitting

Table 12

Student Questionnaire (cont.)

IV. Placement Service

1. Do you feel that the Placement Service should institute a more extensive program to help students secure summer employment?

	1938		1939		1940		1941		Total	No Reply
	Men	Women	Men	Women	Men	Women	Men	Women		
Yes	67	20	91	18	79	17	90	21	403	44
No	8	14	9	12	5	6	9	9	72	

Per cent of Student Body - Yes 37.8 No 6.7

Per cent of those answering question - Yes 84.8 No 15.2

Test Group - Yes 16 No 7

Per cent of Test Group - Yes 65.0 No 35.0

2. As far as you have been able to observe, has the Placement Service carried on an effective program for term-time employment for undergraduates?

	1938		1939		1940		1941		Total	No Reply
	Men	Women	Men	Women	Men	Women	Men	Women		
Yes	49	29	69	25	59	21	80	22	354	68
No	24	3	27	3	21	4	14	1	97	

Per cent of Student Body - Yes 33.2 No 9.1

Per cent of those answering question - Yes 78.5 No 21.5

Test Group - Yes 21 No 2

Per cent of Test Group - Yes 91.0 No 9.0

3. As far as you have been able to observe, has the Placement Service carried on an effective program for assisting graduates find permanent employment?

	1938		1939		1940		1941		Total	No Reply
	Men	Women	Men	Women	Men	Women	Men	Women		
Yes	15	14	24	8	24	12	25	17	139	192
No	47	18	52	14	31	6	18	2	188	

Per cent of Student Body - Yes 13.0 No 17.7

Per cent of those answering question - Yes 42.5 No 57.5

Test Group - Yes 5 No 16

Per cent of Test Group - Yes 24.0 No 76.0

replies feel the need for a more extensive summer employment program. It is interesting to note that a larger percentage of men favored such an increased service than women. This may well be explained by the facts that fewer women are interested in summer employment than men, and that the present facilities of the Service permit greater consideration for such employment for women.

The need for the development of a program to assist students secure desirable summer employment is quite apparent; the institution of such a program is, however, largely dependent upon the appointment of a placement official whose duty it would be to organize and conduct this work.

Part-time Employment

The necessity of complete or partial self-support constitutes a definite personnel problem for many students. Fortunately rather extensive and adequate provisions are made at the College for the granting of financial aid to students. All forms of student aid, such as loans, scholarships, and employment are coordinated under a faculty committee on student aid. Before a student may receive financial assistance from the College he must file a detailed report of his expenses and sources of income. This budget serves both to inform the committee as to the student's need for

assistance and to give the student a clear conception of his own situation. In the light of the students' need for assistance the various forms of aid are administered.

It is upon the basis of the recommendations of student aid committee that part-time work through the College is assigned. The effectiveness of this phase of the placement work is attested to by the replies of three-quarters of those returning the student questionnaire. (Table 12). Because of the funds available under the National Youth Administration and those appropriated by the state for work done by students in the various college departments, a very large percentage of the students desiring employment are assigned to some position. Of the five hundred undergraduates who applied for part-time work in the college year 1937-1938, four hundred forty, or 88 per cent, secured jobs. While need is the primary consideration in the granting of positions through the college, every effort is made to match the student's experience and vocational interests with the work involved, to the end that valuable training as well as remuneration will benefit the student.

There is need for improvement in the part-time employment program, however. Satisfactory placement of a student in employment that is suited to him is not always achieved, and considering the unpredictable dif-

ferences of individuals such a goal can never be completely attained, but better adjustments would be possible if more specific information concerning the duties of all positions was provided those making the employment assignments. The technique of job analysis used in industry, in a modified form, seems desirable.

Senior Placement

The satisfactory placement of the senior student is in many respects the objective of the entire personnel program, and as such it is both a difficult and a delicate task. The task becomes more difficult if there is not present in the minds of the college officials and the students a clear conception of what the purpose and the responsibility of the Placement Service is. Not infrequently the college senior approaches the problem of permanent employment with the attitude that, having completed four years of collegiate training, he may expect the college officials to "place" him in a desirable career job. Even if the relations between industry and a college placement service were such that each graduating student could be assured of a career position for the asking, few personnel officials, either in education or industry, would commend such a neglect of individual initiative. Clearly conceived a college placement bureau is not an employment agency, but a service which, through the broad contacts and cumulative

experience of its staff, may be able to offer definite occupational information as well as assistance in making more effective the student's contact with prospective employers.

A study of the senior employment questionnaires submitted by 171 men in the College class of 1938 shows that at least two-thirds of these students needed to begin at once a systematic employment procedure. Of the 171 students giving information, 35 expressed the intention of continuing study in a professional or graduate school, 36 said that they already had a placement prospect, and 110 revealed that they had no placement prospects at the time. More significant than the large number without present prospects was the fact that 12 of these students had been in college more than three years, but still lacked a career objective. This information clearly suggests the need for a positive program to provide both vocational guidance and up-to-date information concerning the companies that hire college graduates.

The replies of the students to the question regarding the effectiveness of the Placement Service in assisting graduates find permanent employment, (Table 12) shows a marked lack of confidence on the part of more than fifty per cent of those submitting an opinion. This lack of confidence may be attributed, in part at least, to

the previously mentioned misconception of the purpose of the Placement Service, as well as to the noticeable tendency shown by students to postpone the undertaking of a systematic self-analysis and occupational opportunity study.

An important aspect of the work of the Placement Service is the bringing together of the representatives of employing organizations and the students having an interest in and qualifications for entrance upon a career with these organizations. Through the experience of the officers and the facilities at their disposal interviews are conducted in an expeditious and business-like manner. This arrangement permits a saving of time and effort both for the employers and the students. For the convenience of the interviewer, the placement officials make available a concise record of each student's educational and vocational background. These services can be carried on much more effectively by one office than by the various academic departments. For this reason every attempt is made to have the Placement Office serve as a clearing-house for graduate employment. Not that any attempt is made to curtail the activity of the members of various departments in utilizing their professional contacts for the placing of graduates in employment; for the members of the faculty generally have more intimate knowledge of the occupational opportunities in fields

related to their work than the placement officers could hope to have.

The increasing effectiveness of the Placement Service seems to depend upon its many-sided growth and expansion, expansion not only of facilities, but growth of reputation in the eyes of the students, alumni, and potential employers.

F. Preliminary Contacts between the College and Prospective Students.

The extent to which the personnel program will include a definite effort to bring the opportunities of the Massachusetts State College to the attention of prospective students and thus perform a pre-college guidance service depends almost entirely upon the attitude of the College administration toward this development. Apparently this service is in rather general use among American publicly controlled institutions, for a recent survey conducted by the National Educational Association shows that of the eighty-five publicly controlled colleges and universities included in the study 84.7 per cent make direct contact with part of their prospective students. The most common method of making pre-college contacts is through a representative of the college who visits the various secondary schools. Such a representative could give valuable guidance without indulging in the questionable forms of college recruiting. The extent to which the College might carry its contacts with prospec-

tive students has been well summarized by the National Education Association Bulletin:

1. Published information may properly be sent to high schools with or without invitation. It is ethical to display such material in high schools, but those in authority are under no obligation to the colleges to arrange such displays.
2. High school authorities may properly assist their students in obtaining part-time work, loans, scholarships, or other forms of financial help announced in college bulletins, but it is unethical to seek forms of assistance not thus listed in published statements.
3. Colleges may properly hold high school visiting days and high schools should feel free to announce such programs and allow students to attend them.
4. It is unethical for a college to employ any representative whose salary depends on the number of students recruited.
5. High schools may properly invite college representatives to appear on guidance programs, but such representatives should refer to their own institutions only in reply to direct questions from students as to facilities and offerings. (15:76)

G. Selection of Students

A long-range view must be taken if an effective selective process is to be adopted by the College. It is impossible now to say whether or not the number of qualified applicants will become so large that some basis other than scholastic achievement will be necessary. The rapid increase in the number of qualified women applicants and the more moderate increase of men applicants are definite indications that the college in the near future will find it essential as well as desirable to

carefully select its students. (See Figure III) It should be clearly understood that a selective system is not primarily for the benefit of the institution, but as part of a personnel program it constitutes a major form of guidance. This fact has been well expressed by the dean of a state university which faced a situation comparable to that now likely to confront the Massachusetts State College officials. Dean Johnston of the University of Minnesota pointed out the benefits of selection.

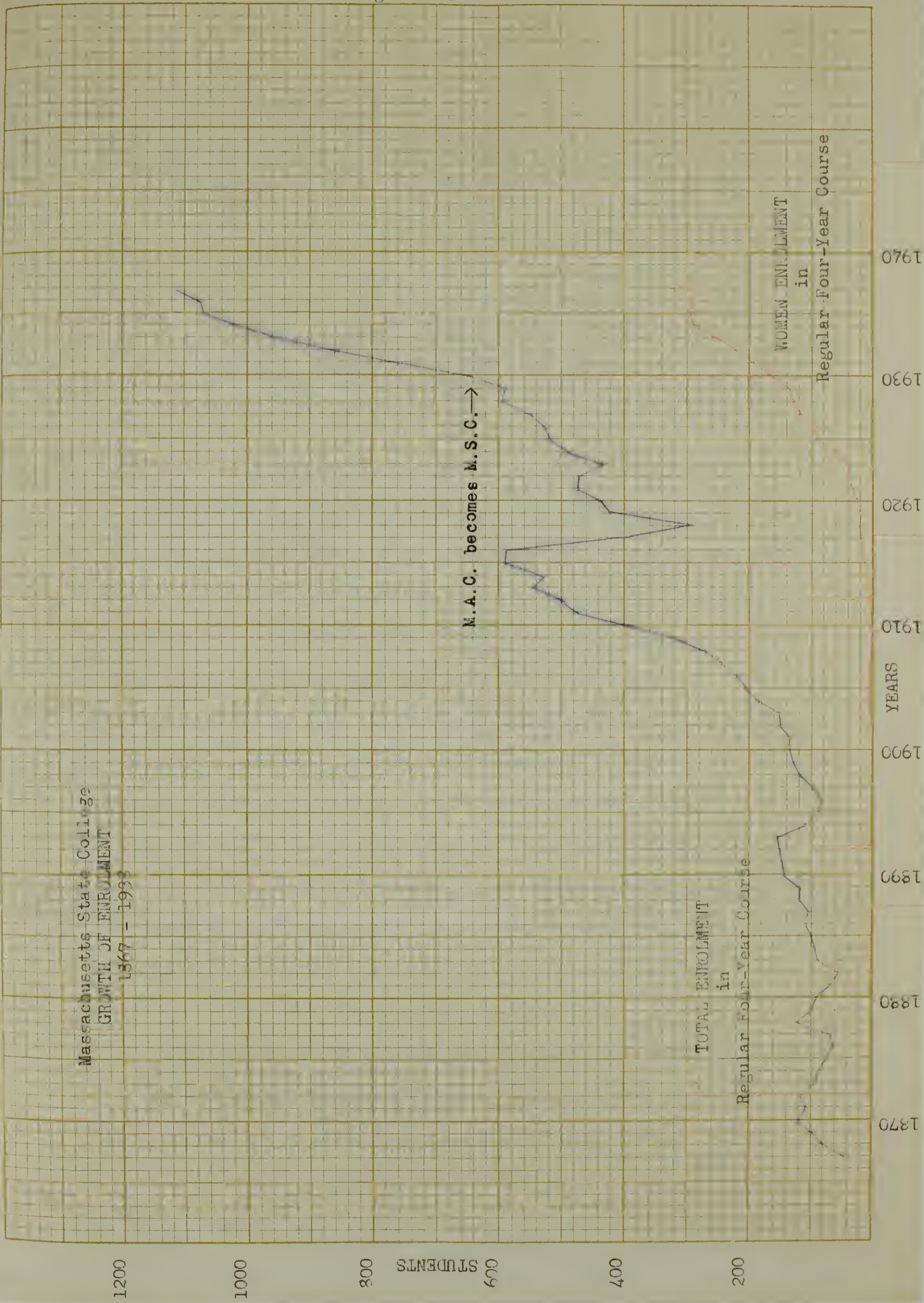
The Benefits of Selection

"The necessity for some degree of selection at entrance to college because of economic and other limitations which appeal both to the institution and to the general public has never been questioned; nor has the benefit of selection to the institution in its intellectual interests ever been doubted. It has generally been recognized also that the exclusion from college of those who are in reality least capable proves beneficial to the students who are admitted. The advantage which has scarcely been recognized is that which the selection of students bestows on those who are rejected.

Parents expect the public schools to make educated people of their children. A boy whose innate mental and physical powers fit him for a mechanical trade is educated when he is properly prepared for a trade that he likes and is provided with a certain fund of general information, together with a liking for reading or conversation which will keep him informed on the affairs of the day. Such a boy is not educated by being sent to a school or college where the kind of work done is beyond capacity of his mental equipment. The parent has a right to expect public education for his son, but someone must exercise judgment as to what kind of education is fitting. The present method of allowing that boy to make a wrong choice of school and then flunking him out is not beneficial. This kind of selection comes too late to help him prepare for a suitable vocation.

Students who have had low standings in the secondary

Figure III.



school come into college under great handicaps. They often have a difficult and harrowing experience. Failing they return home discouraged and disheartened and are less able than before to make a success of a suitable vocation, if they can find it."

One of the significant elements in selection according to Dean Johnston:

"The dissemination of information from universities, colleges, and high schools until the general public is acquainted with the basis of selection in individual of frankly facing the facts in order to find his place. Individual differences are the sole ground for social organization and the only means by which the individual may discover his place in society. (11:244 -5)

The most reliable bases for selection cannot be determined in a summer or in a year, they should be decided upon only after thorough research has been carried on to determine the factors that contribute to academic success and failure. For that reason it would be highly desirable if a research project were set up, with the necessary control groups and complete personnel records for entering students, and carried on over a period of several years. Through experimentation the predictive value of the various measures of scholastic aptitude, personality adjustment, and social compatability might be increased to the point where they could be used advantageously in the selective process.

H. Freshman Orientation

The orientation of the new student calls for a focusing of practically all the personnel services, but to prevent duplication of discussion only those features

of the service peculiar to the problems of new students will be considered under this topic. As has been previously mentioned, the new student is introduced into the business of being a college student during the special period of Freshman Week. This period serves two important functions in the personnel program, that of informing the student about the college, and that of informing the college about the student. In the absence of adequate measures of the effectiveness of this period, one would venture the opinion that the present program at the College is more successful in realizing the former purpose than the latter. In other words, the College is missing a fine opportunity to secure important personnel information through objective measures and faculty interviews. Certainly this is the ideal time to familiarize the student with the fact that personnel services are available to assist him in making a satisfactory adjustment in the college community. Through well-considered interviews with counselors he will come to recognize that there are those in the college family who are interested in him as an individual. There are certain limitations to this brief preliminary period of orientation of which the personnel authorities should be cognisant. Knodel has made an appraisal of freshman week activities, and he makes the following observations:

1. Freshman week is a successful institution which bids fair to become a permanent device.
2. It is not a panacea for all orientation ills.
3. The frequent failure of college officials to follow up the contacts made during freshman week is a lamentable weakness of such programs.
4. No freshman week program should be undertaken without careful previous study.
5. After being inaugurated, freshman week programs should be subjected to continuous study. (15:87)

I. Physical and Mental Health Service

As has been suggested in the foregoing chapter, the present facilities for the physical development of the individual student at the College are comparatively adequate. The outstanding need for development in this regard is the integration of health information into the guidance program, so that important conditions in the individual's health will be given due consideration to prevent the student's undertaking more, or perhaps even less, than he is physically capable of accomplishing. An exact statement of the student's health should be included in the record that is made available to all of his advisers. To neglect this is to invite maladjustment and inadequate counseling. Improvement could be made in the following up of health disorders brought to light by the regular physical examination. Experience has shown that the student cannot be depended upon to report

the reoccurrence of a chronic disorder. Such periodic re-examination could be carried on without over-emphasizing the student's difficulty.

One of the amazing and certainly disappointing tendencies of college administrators in years past has been their unwillingness to admit that there might be members of their college student body who were in definite need of mental hygiene or even psychiatric treatment. This attitude was probably the result of the former lack of knowledge concerning mental or personality difficulties and of a hardy individualism that eschewed reference to the abnormal. It is impossible to estimate the results of this ignorance and indifference, but observation is sufficient to impress one with the reality of mental illness, emotional instability, and maladjustments among the members of a student body. Since the Great War the principles and practices of mental hygiene have been developed to such an extent that colleges are now able to present a partial solution, at least, to these problems.

One of the great needs for development in the personnel program at Massachusetts State College is the provision for the organized application of mental hygiene services. An important advance toward realizing these services would be the appointment of a full-time or even part-time psychiatrist. Among authorities

the consensus is that this specialist should be attached to the Department of Health, that he should be a man with medical background and with additional training in clinical psychiatry, and that he should be of such a type as to instill confidence in faculty and students alike. It is quite apparent that without a person so qualified, the work might well be delayed. For the work of an incompetent or indiscreet psychiatrist would result in greater difficulties than are to be found where a mental hygiene service is not maintained.

The rapid spread of mental hygiene services in American colleges at a time when financial conditions suggested a curtailment of services rather than an increase is distinct testimony to the important role such services play in the total program for individualized education.

J. Personnel Records

The most important consideration in individualized education or guidance is the seeing of the individual whole. Inability to see the complete individual leads counselors to give insufficient or inaccurate guidance. The most valuable aid in gaining a total picture of the student is an accurate and comprehensive personnel record. The American Council on Education has carried

on extensive research toward the perfection of an adequate cumulative record for college students; the following are some of the criteria it has set up for a good record card:

1. The record must show trends of development of abilities and interests.
2. It must be based on accurate measures and concrete observations.
3. The record must provide a means for recording measures and observations in comparable and meaningful terms, wherever such measures are available, but must at the same time provide for convenient recording and clear differentiation of whatever measures, subjective and non-comparable, may be available.
4. The data should appear in a form and order capable of showing their interrelations, thus presenting a coherent and integrated picture of the individual.
5. The record should be capable of quick reading; hence it should be in graphic form so far as possible. (16:201)

A distinct need in the present personnel program at the College could be met by the installation of a centralized record system, using a personnel card that fulfilled the above specifications. Such a card, reproduced in Fig. IV, is now available through the American Council on Education. This cumulative record folder is both highly servicable and inexpensive, in addition to being inclusive and graphic. Such a card would likewise serve as a folder for the inclusion of special information regarding the student, with all or parts of the record available to the proper persons.

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LAST NAME

FIRST NAME

MIDDLE NAME

NICK NAME

DATE AND PLACE OF BIRTH

SEX

COLOR

MARRIED?

YES

NO

RELIGION

COLLEGE SOCIAL FRATERNITY

NAME OF HIGH SCHOOL LAST ATTENDED

TYPE

GRADUATED?

H.S. RANK

INDEX NUMBER AND LETTERS

ACHIEVEMENT-TESTS-AND-SCHOOL-MARKS

STANDARDIZED TESTS

LOCAL PERCENTILES

HEIGHT AND WEIGHT

PERCENTILE

GRADES

98

A

95

A-

90

B+

85

B

80

B-

75

C+

70

C

65

C-

60

D

55

D

50

E

45

F

16

17

18

19

20

21

22

23

24

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PHOTO

COURSES TAKEN

CATALOGUE NUMBER

UNITS OF CREDIT

DISCIPLINE

ADVISERS

NAMES OF COLLEGES

REASONS FOR LEAVING

IRREGULARITIES IN COURSE

YEAR

AGE

NOTABLE ACCOMPLISHMENTS

UNUSUAL EXPERIENCES

CLUBS, FRATERNITY OFFICES

ATHLETIC

EXTRA

HRS-WK

CURRICULAR

NON-ATHLETIC

HRS-WK

VOCATIONAL

AND DURATION

EXPERIENCES

WEEKLY PAY

HRS-WK

SUPPORT OF SELF AND DEPENDENTS

LOANS AND SCHOLARSHIPS

STUDY CONDITIONS AND STUDY HRS-WK

SUMMER EXPERIENCES

EDUCATIONAL PLANS

EDUCATIONAL SUGGESTIONS

VOCATIONAL AND PROFESSION PREFERENCE

INTERESTS REPORTED

PHYSICAL DISABILITIES

HEALTH

MENTAL HEALTH

SOCIAL ADJUSTMENT AND HOME CONDITIONS

COMMUTING TIME HOURS A WEEK

[illegible]

While the individual cumulative record could not be turned over indiscriminately to all who wished information concerning the student, it would be a valuable source of information to Deans who must take disciplinary action, to committees responsible for making awards, to scholarship committees, to student nominating committees, and most important of all to educational and vocational counselors, who require some indication of the student's past experiences and achievements. A centralized record system would do much to coordinate the numerous services in the personnel program.

K. Personnel Research

Service, as a function of personnel work, has been described in its various aspects. Research, while as a function of the personnel staff is not an end in itself, must go hand in hand with personnel service. For without research the personnel program would lack direction and criteria of effectiveness. The most immediate need in the future development of the program at the Massachusetts State College seems to lie in the field of research.

For the purpose of illustration some projects are here enumerated that would be of value in orienting and evaluating the College's personnel program.

Selection and Admission.

Factors of success and failure in college

Prognostic value of intelligence tests, person-

ality ratings, and other criteria.

Educational Guidance.

Value of special faculty guidance for students having scholastic difficulties.

Reasons for scholastic retardation, elimination and mortality.

Value of guidance for students with high intelligence test scores and low grades.

Incentives to study.

Comparative value of required and elective courses.

Vocational Guidance.

Vocational information and monographs.

Value of occupational information.

Influence of occupational objective upon scholastic success.

Survey of occupational success of graduates.

Improvement of guidance interview.

Opportunities for summer employment.

Records.

Improvement of record forms.

Importance of records in personal guidance.

This list is far from complete, and as the program extended its services, further need would arise for scientific measurement of results. There are actually two aspects of personnel research, one, the analysis and technical investigation of problems, and the second, the utilization of the findings of this research and the interpretation of the results as they affect individual students. To develop the student we need both the findings of research and their human application.

While extensive research has not been carried on by the various departments in relation to the effectiveness of personnel services offered by these departments, some research has been accomplished by other agencies, the results of which have a direct bearing upon personnel problems. In 1936-1937 a federal project under the Emergency Relief Administration Act was conducted at the College in an attempt to determine the factors contributing to college success as indicated by grades. For the purpose of illustrating what may be done in the way of personnel research, some of the findings of this survey are given below. A thorough analysis of the implications of these results seems ill-advised, since it would lead far beyond the purpose and scope of this present study.

On the basis of the research carried on relative to the personnel information supplied by the members of the Class of 1935, the following conclusions may be considered significant:

1. That there is a direct relation between personality ratings and college grades. On the basis of a personality rating made by the officials of the high school from which the student was graduated and his average college mark, it was found that students having a personality of six and below received a scholastic average for four years at College three points lower than that received by students having a person-

ality rating of eight and above. If the personality ratings were not influenced by the student's scholastic achievements, these findings would indicate that personality has a direct bearing upon scholastic success.

2. That a similar relation exists between "accuracy" ratings and college grades. It is not strange that the same grade differences were found as in the case of the personality rating, since accuracy is a personality trait.

3. That there appears to be a "best" time to enter college, for a relation was found to exist between the age a student started his college course and his composite college mark.

The following data make this clear:

<u>Number of Cases</u>	<u>College Average</u>	<u>Standard Deviation</u>	<u>Age</u>
26	77.00	4.38	16 yrs.
105	82.8	4.98	17 yrs.
52	77.15	3.73	18 yrs.
10	73.3	2.44	over 18 yrs.

This information should be of value in the determination of entrance policies.

4. That a relation exists between place of lodging and college grades. The average college mark for students living in college dormitories or private homes was from two to three points higher than that of the students living at home, and one point higher than

that of students living in fraternities or sororities. Which fact should be recognized in the College's attitude toward commuting.

5. That participation in sports and activities in college to the amount of ten hours per week is more conducive to college scholastic success than is a greater or lesser participation.

6. That certain coefficients of correlation exist between the composite college grade for four years and other measures of intelligence:

<u>Number of Cases</u>	<u>Different Criteria</u>	<u>Constant Criteria</u>	<u>Coefficient of Correlation</u>	<u>Probable Error</u>
172	Mental Test	College Average	.392	.043
166	Mark in High School Social Studies	College Average	.403	.043
166	High School English	College Average	.435	.042
168	High School Mathematics	College Average	.305	.047
156	High School French	College Average	.31	.04
28	High School Commercial Subjects	College Average	.194	.122
157	High School Science	College Average	.289	.049
47	High School Art & Music	College Average	.27	.091
49	High School Vocational Subjects	College Average	.132	.083

The most significant of these coefficients of correlation is that between High School English grades and college grades. While .435 is not exceptionally high, it is sufficiently high to warrant the consideration of past success in the study of English in the admission of students.

Perhaps the most valuable result of this federal research project has been the suggestion of what may be accomplished through the cooperation of agencies in making personnel research.

Coordination of Personnel Services

Frequent reference has been made throughout this study of the personnel program at the College, actually this is a rather premature use of the term, for at present a clearly conceived and completely integrated program does not exist at the institution. It is not difficult to recognize the inter-related nature of the personnel services, since they all have as their object the adjustment and growth of the individual student. Certainly the results of the testing program should have a bearing upon the educational and vocational guidance program, the health of the student upon the extent of his self-support or educational undertakings, the occupational objectives of the student upon his curriculum selections, and personnel research upon all the services. And yet the present arrangement at the College is characterized more by the independence than by the interdependence of the various services. To some extent the ad-

ministration of the several services must be maintained distinct and separate because of the very nature of the work carried on. Coordination of services is possible, however, without any one service losing its identity.

Perhaps the most important step toward bringing together the related personnel services into a progressive program would be the assimilation of the personnel point of view by the entire organization. With the individuals and groups concerned with the various aspects of personnel work in agreement as to the aims of the work as a whole, the fact of coordination could be readily attained.

The responsibility of coordination would of necessity be delegated to one individual or to a small faculty committee, for the general charging of responsibility to the entire group of persons concerned with personnel services is not specific enough to be effective. The position of Director of Personnel has been created in many institutions to provide for the supervision and coordinating of all services. Such a position is essential in a university with several undergraduate schools, and should be filled by a person not affiliated with any particular school. In the comparative homogeneity of a small college this position would be more or less nominal and could be filled by a person already having contact with many of the services. Until the College becomes a university or greatly increases its enrolment, the need for a separate personnel office and

staff is not pressing. What is imperative is that the present officials become more aware of the personnel program as a whole, and see more clearly the place their particular work fills in this whole.

Chapter IV

Conclusions

A. Summary

While this analysis of the personnel services at the Massachusetts State College has been more of a philosophic than a scientific study, certain conclusions seem warranted:

1. That even in the absence of a definite personnel program, numerous personnel services are now offered by the college. These services include:

- a. The selection of students for admission (to a limited extent).
- b. The orientation of new students.
- c. The educational guidance of students through faculty advisers.
- d. The supervision of student health.
- e. The assisting of students secure financial aid from such sources as scholarships, loans, and employment.
- f. The vocational guidance of some students.
- g. The assisting of students secure employment after graduation.
- h. The keeping of partial records for all students.

2. That on the basis of the replies of 48 per cent of the student body to a questionnaire, the attitude of the students toward some of these services is as follows:

- a. Present advisory system inadequate for from thirty to sixty per cent of the students.
- b. The vocational course for women is not of value in the selection of a course of study for sixty-two per cent of the women.

- c. This course is of value to fifty-three per cent of the women in the selection of a career.
 - d. The part-time employment program is not effective according to the opinion of twenty-one per cent of the students.
 - e. The program for assisting graduates find permanent employment is not effective according to fifty-seven per cent of the students.
3. That on the same basis as number two, certain additions to the personnel service would be desirable, namely:
- a. A one-credit course in Occupational Opportunities for men.
 - b. The opportunity to take various tests of aptitudes, abilities and personality.
 - c. A more extensive program to help students secure summer employment.
4. That the present personnel records are inadequate for sound educational and vocational guidance.
5. That insufficient provision is made for the mental health of the students.
6. That little or no significant personnel research has been carried on at the College.

B. Recommendations

In making these recommendations, the writer recognizes fully the obstacles that lie between the pointing out of a need and the final answering of it. He likewise realizes that this study has not been sufficiently scientific to serve as anything more than an introduction to the serious consideration of personnel problems at Massachusetts State College. On the other hand, until thought is given to the

developing of the personnel services and action taken, the institution will fail to provide adequately for the adjustment and development of the individual student.

On the basis of the foregoing study and to the end that the College may more effectively serve its students, the following recommendations are made:

1. That provision be made for the direct contact of prospective students by a representative of the College, so that the objectives and opportunities of the institution may be more clearly understood.

2. That thorough consideration be given the factors that contribute both to the success and failure of students at the College, so that a more effective selective process could be established, if and when necessary.

3. That full-time counselors for freshmen and sophmores be provided, in order that the problems of these students might receive more adequate consideration than is at present possible.

4. That, in the absence of full-time counselors, compensation be made in the teaching load of freshman and sophomore advisers, to permit their giving more effective guidance.

5. That, in the absence of a full-time counselor for sophmores, faculty advisers be designated for these students within the student's major division, each adviser to have no more than fifteen advisees.

6. That faculty advisers be selected on the basis of their interest, ability and desire to serve as educational counselors.

7. That faculty advisers be kept informed regarding all curriculum changes, as well as the scholastic progress, health, extent of self-support, etc. of his advisees.

8. That the effectiveness of the educational and vocational guidance programs be measured, so that improvements and valuable suggestions might be made.

9. That a course in "Occupational Opportunities" be provided for men students.

10. That the most beneficial time for such a course be determined through a consideration of the success or failure of similar courses at other colleges, and eventually through a study of its effectiveness at this College.

11. That a systematic and extensive program of aptitude and personality testing be instituted, with particular emphasis upon the tests having value as diagnostic and prognostic measures that might be utilized in educational and vocational guidance.

12. That a cumulative record be kept for each student, on which would be included all pertinent personnel information and which would show clearly the individual's trends and tendencies.

13. That the placement staff be increased so that an effective program for assisting students secure suitable

summer employment might be established.

14. That the part-time employment program be better coordinated to the abilities and needs of the individual student, through a more careful analysis of specific job requirements.

15. That the facilities of the Placement Service be better adapted to assist students find part-time employment in the local community, to the end that more students might secure financial assistance through employment.

16. That the contacts of the Placement Service be broadened, in order to increase the effectiveness of senior and graduate placement.

17. That a survey be made of available literature related to careers, professions, and occupations, and this literature be made readily accessible to students interested in self guidance.

18. That the services of a psychiatrist be made available to students, and a sound program for mental hygiene be established.

19. That well-considered research be carried on in relation to all the personnel services.

20. That the students and faculty be informed of the personnel services available, and of the conditions under which these services can be most effective.

21. That provision be made for the satisfactory coordination of the various personnel services.

A P P E N D I C E S

Name of Student	Class	Major	
1. General Appearance Good Physique Well Dressed Good Facial Expression Leaves Good Impression	987654321 987654321 987654321 987654321 987654321	7. Application Does Not Procrastinate Industrious Works Systematically	987654321 987654321 987654321 987654321
2. General Personality Prompt Reliable Serious Minded Self Confident Good Self Control Has Broad Interests	987654321 987654321 987654321 987654321 987654321 987654321 987654321	8. Originality Independent Adaptable Resourceful Initiative	987654321 987654321 987654321 987654321 987654321
3. Mental Qualities Scholarly Intellectually Curious Mentally Alert Has Sound Judgment	987654321 987654321 987654321 987654321 987654321	9. Accuracy Attends to Details Conscientious Careful	987654321 987654321 987654321 987654321
4. Executive Ability Aggressive Good Organizer Good Leader Ambitious	987654321 987654321 987654321 987654321 987654321	10. Speed or Rapidity in Work or Thinking Starts Tasks at Once	987654321 987654321
5. Speaking Ability Good Sense of Humor Speaks Clearly Tactful Asserts Self Readily	987654321 987654321 987654321 987654321 987654321	11. Moral Character Honest Trustworthy Morally Upright	987654321 987654321 987654321 987654321
6. Cooperative Helpful Not Obstructing Understanding	987654321 987654321 987654321 987654321	12. Sociability Likable Good Mixer Courteous	987654321 987654321 987654321 987654321
Total Numerical Rating		Average Numerical Rating	
Name		Class	

APPENDIX II

PHYSICAL EXAMINATION RECORD

Date_____	Hernia_____
Weight_____	Nerve System_____
Height_____	Extremities_____
Color Eyes_____	Posture_____
Color Hair_____	Breathing_____
Chest Normal_____	Lungs_____
Chest Expanded_____	Vascular Sys._____
Chest Contracted_____	Heart_____
Eyes, Rt. & Lt._____	Pulse B & A_____
Eye Glasses_____	Blood Pressure_____
Hearing, Rt. & Lt._____	Remarks:_____

Nostrils, Rt. & Lt._____	Dr.'s Re-Exam. Report_____
Teeth, G. P. or P._____	
Throat_____	
Tonsils_____	
Ears_____	
Skin_____	
Gland Sys._____	

Examination Summary

Name_____	Class	O.K.	Athl- etics	Mil. Drill	Phy. Ed.	Sp. Ex. cused	Ex- cused	Follow Up
-----------	-------	------	----------------	---------------	-------------	------------------	--------------	--------------

Vaccinations and Inoculations

Name:_____	Placement Restrictions_____
Class:_____	Residence_____
Age at Ent:_____	
Family History: Father:_____	Urinalysis:_____
Mother:_____	
Siblings:_____	

Personal History:

Illnesses: Measles Mumps Chicken Pox Whooping-Cough Scarlet-Fever
Diphtheria Tonsillitis Influenza Pneumonia Pleurisy
Typhoid Malaria Rheumatism Infantile Paralysis Appendicitis

Accidents: _____

Operations: _____

Medical History in College: _____

APPENDIX III

Home Address _____ Phone _____
 College Address _____ Phone _____
 Fraternity _____ Father's Occupation _____
 No. Brothers _____ Sisters _____
 Religious Preference _____
 Height _____ Weight _____ Physical Handicaps _____
 Prep or High School Record: _____
 Scholastic Standing _____ Honor Societies _____
 Athletic Activities _____
 Non-Athletic Activities _____
 Farm Background _____ 4-H Club _____
 Work Experience with Earnings: _____
 How will your college course be financed? _____
 Personal Savings \$ _____
 Family Assistance \$ _____
 Loans \$ _____
 Scholarships \$ _____
 Part-time Employment \$ _____
 Intelligence Tests _____
 Aptitude Tests you have taken, Results _____
 Career Objective. _____
 What contacts do you have in this field? _____
 Summer Activity Plans: _____
 Necessary action by Placement Office: _____
College Record
 Freshman Year. Scholarship _____ Health _____
 Activities _____
 Employment _____
 Summer Activities _____
 Remarks _____
 Sophomore Year. Scholarship _____ Health _____
 Activities _____
 Employment _____
 Summer Activities _____
 Remarks _____
 Junior Year. Scholarship _____ Health _____
 Activities _____
 Employment _____
 Summer Activities _____
 Remarks _____
 Senior Year. Scholarship _____ Health _____
 Activities _____
 Employment _____
 Summer Activities _____
 Remarks _____

Name

Class

1 2 3 4 5 6 7 8 9

Rutgers University
Bureau of Personnel and Placement
(Senior Placement)

Preliminary Analysis

1. Name _____ Date _____

2. Indicate ten specific jobs in which you are interested.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

3. Indicate the specific and salient features of each job that interests you.

- | |
|-----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |
| 6. _____ |
| 7. _____ |
| 8. _____ |
| 9. _____ |
| 10. _____ |

4. Where have you applied for work? _____

5. What is your greatest attraction to the prospective employer? _____

6. Indicate your specific assets or aptitudes.

Experience _____

Personality _____

Education _____

Background _____

Physique _____

Social _____

RUTGERS UNIVERSITY
Bureau of Personnel and Placement
(Senior Placement)

Job Analysis

1. a. In what type of job can I be of greatest utility to the employer and myself?
b. Present? c. Future
2. a. For what specific job or jobs am I applying? d. Place of job in organization
b. Title? e. Specifications of higher position?
c. Function? f. Salary limits?
3. a. Ordinary lines of promotion? g. Minor duties and responsibilities?
b. Understudy jobs? h. Regular responsibilities?
c. Related jobs? i. Irregular responsibilities during work, slack, or emergency?
d. Advanced jobs?
e. What are duties and responsibilities?
f. Major duties and responsibilities?
4. What experience does the job offer which may be used in other work? Where?
5. a. Is training oral? c. Written?
b. Graphic? d. Performance?
6. a. What is length of training period? c. Job training?
b. Formal school?
7. a. Frequency of promotion? c. Opportunities?
b. Basis of promotion?
8. a. What is the primary business of the company?
9. a. What are the products or functions of the company? f. Tangibles?
b. Utility? g. Intangibles?
c. Seasonal? h. Service?
d. Luxuries? i. Philanthropic?
e. Staples? j. Governmental?
10. a. What is the organization of the company?
b. Who controls the company?
11. a. What is the personnel policy of the controlling company?
b. Is it a "family" company?
c. Does it lend security?
d. Insecurity?
e. Opportunity for advancement?
12. a. Is there an efficient coordinated and centralized company personnel policy?
b. Departmental?

Job Analysis (Cont.)

13. Is there a safety and health service for employees?
14. a. Are there educational facilities? c. Outside courses?
b. Company courses?
15. a. Are there recreational facilities? b. Eating facilities?
16. a. What is the salary? e. Drawing account?
b. Commission? f. Pension plan?
c. Bonus? g. Insurance?
d. Piece Rate? h. Luncheon included?
17. a. Hours? c. Night? e. Sunday?
b. Day? d. Overtime? f. Holiday?
18. Is there a physical examination required?
19. a. Does work require physical dexterity? b. Mental dexterity?
20. a. Is job near home? c. Involve traveling?
b. Involve commuting?
21. a. Does job require strong physique? d. Neat appearance?
b. Height? e. Pleasing personality?
c. Weight? f. Strength?
22. What are age limits?
23. a. Sex? b. Marital state? c. Color?
24. Does work necessitate specific training; i.e., Accounting, Engineering, Stenography, Chemistry, Education, Typing, etc.?
25. Does work require specific experience? i.e., Sales, Mechanical, Clerical?
26. a. Does work necessitate specific personality qualities?
b. Inspiration? g. Tenacity? l. Aggressiveness?
c. Sincerity? h. Ambition? m. Self-control?
d. Concentration? i. Cheerfulness? n. Judgment?
e. Tact? j. Alertness? o. Common sense?
f. Courage? k. Enthusiasm?
27. a. Does work require speed? i. Optimism?
b. Accuracy? j. Stability?
c. Leadership? k. Serious mindedness?
d. Cooperativeness? l. Happy carefree contentment?
e. Initiative? m. Earnestness?
f. Adaptability? n. Honesty?
g. Dependability? o. Integrity?
h. Care? p. Loyalty, etc.?

Job Analysis (Cont.)

28. a. Ability to meet people? d. Develop people?
b. Lead people? e. Discover details?
c. Follow instructions? f. Assume responsibility, etc.?
29. a. Work outdoors? b. Indoors?
30. a. Work require driving? d. Walking?
b. Standing? e. Lifting?
c. Sitting?
31. a. Surroundings clean? c. Orderly?
b. Dirty? d. Lonely?
32. a. What is the type of competition? c. Laborers?
b. Are associates college graduates? d. Clerks?
33. a. Is work repetitive? c. Heavy? e. Automatic?
b. Varied? d. Active?
34. Is work subject to extreme temperatures?
35. a. Is work hazardous or unhealthy? f. Eyes k. Limbs?
b. Fire? g. Ears? l. Machinery?
c. Explosive? h. Lungs? m. Chemicals?
d. Electricity? i. Nerves? n. Fatigue?
e. Steam? j. Skin? o. Endurance?
p. Sanitation?
36. Religion:
a. Protestant? c. Roman Catholic?
b. Jew? d. Quaker, etc.?
37. Nationality:
a. American born? b. Parents American born?
38. Intelligence:
a. High? b. Low? c. Average?

RUTGERS UNIVERSITY
Bureau of Personnel and Placement
(Senior Placement)

Background Analysis

A. Personal

1. a. Is my name awkward to pronounce?
b. What impression does it convey?
2. a. What is the nationality of my parents?
b. Education?
c. Religion?
d. Occupation?
3. a. What is my age?
b. Height?
c. Health?
d. Physique?
e. Weight?
4. a. Where was I born?
b. Where did I live in childhood?
c. Youth?
5. a. How many brothers and sisters?
b. Dependents?
6. a. Is my appearance repulsive?
b. Indicative of care?
c. Neutral?
d. Careless?
7. a. Am I courteous?
b. Neutral?
c. Inconsiderate?
d. Brusque?
e. Genuine?
f. Affected?
g. Hypocritical?
h. Aggressive?
i. Passive?
j. Lethargic?
8. a. Do I talk easily?
b. Deliberately?
c. Ordinarily?
d. Use wide vocabulary?
e. Make words count?
f. At loss for words?
g. Use bad Grammar?
h. Limited vocabulary?
9. a. Is my voice pleasing?
b. Agreeable?
c. Weak?
d. Loud?
e. Disagreeable?
10. a. Is my pep energy average?
b. More than average?
c. Normal?
d. Easy going?
e. Lazy?
11. Am I mature for my age?

B. Education (curricula and extra-curricular)

1. In what subjects am I distinctly weak or strong?
2. Have I enjoyed working with people or things?
3. a. What has been my training?
b. Primary school?
c. Secondary school?
d. College?
4. a. Has my training been specialized?
b. How?
5. a. What has been the nature of commendation or criticism from my instructors?
b. Family?
c. Friends?

Background Analysis (Cont.)

6. What deficiencies or attributes does it indicate?
7. a. What is my rank in class? c. Why was it not?
b. Could it have been better?
8. a. Have I indicated leadership? g. Accuracy?
b. Initiative? h. Neatness?
c. Ambition? i. Thoroughness?
d. Executive ability? j. Judgement?
e. Cooperation? k. Faithfulness in duties?
f. Honesty? l. Determination, etc.?
9. Where and under what conditions?
10. a. How well do I get along with people?
b. Do I follow or lead?
11. Is my word respected?
12. Can I budget time and money?
13. a. Is my mentality alert? e. Original? i. Uncertain?
b. Slow? f. Conventional? j. Vacillating?
c. Torpid? g. Stereotyped? k. Sagacious?
d. Neutral? h. Decisive? l. Injudicious?
m. Illogical?
14. a. Can I give, take, and follow orders? b. Which do I like most?
15. a. In what extra-curricular activities did I participate? Why?
b. Why didn't I participate in others? (be specific)
16. a. Honors? c. Societies?
b. Clubs? d. Fraternities?
17. a. Do I inspire confidence? b. Show promise?

C. Experience

1. a. How did I spend my summers? b. What did I learn and earn?
2. a. What did I do during the college year? c. How much did I earn?
b. What did it teach me?
3. a. Can I use former employers as reference? b. Who?
4. What job would I have selected?
5. Would I have chosen the work at which I was engaged if I had an absolute free choice?
6. What did I like about my first jobs? Why?

Background Analysis (Cont.)

7. What did I dislike about my first jobs? Why?
8. a. How well did I perform my job? c. Did I fail?
b. Were my services satisfactory?
9. Could I have done a better job? How?
10. For what qualities was I praised or criticised?

RUFGERS UNIVERSITY
BUREAU OF PERSONNEL AND PLACEMENT
(Senior Placement)

Summary

1. The types of work for which I am fitted:

a) TYPE _____
WHY? _____

b) TYPE _____
WHY? _____

c) TYPE _____
WHY? _____

d) TYPE _____
WHY? _____

2. The opportunities of obtaining employment for which I am qualified:

Name

Location

Person to see

3. How am I going to develop my opportunities?

a) Friends _____

b) Professors _____

c) Former employers _____

d) Business associates _____

e) Neighbors _____

f) Employment agencies _____

g) Personal visit and communication _____

WHAT DO I HAVE TO SELL?

WHERE AM I GOING TO SELL IT?

HOW AM I GOING TO SELL IT?

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Approved by:

J. M. Slick
H. H. Hapfeller
Edward S. Skinn

Graduate Committee

Date June 6, 1938

