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October 17, 1928

Memorandum to Mr. Judd:

The meeting of the American Council on Education on Saturday, October 13, brought to pass two results that are of some importance. The Council appointed a committee of three to draft a letter to President Coolidge to the effect that, as a national organization with non-personal interests, the American Council on Education urges the appointment of a Commissioner of Education who is selected solely on his merits as an educator. The end sought is to reach the present administration before any temporary appointment is made, but an equally desirable objective is to see that both of the present candidates sense this spirit before they get into any agreement regarding such an appointment. The other result in my mind is that the Director accepted the opinion of the Council on the subject of his relations with industry. He understands that from now on, the "Job Analysis" under its new name "Record of Usage" is to be subordinated to studies of what is required in the educational field for accomplishment of specific results. In short, Mr. Mann will make his oversight of the four surveys to be made in Baltimore a minor part of the program that he ably defended in his report last Saturday. His work with the employees of Government departments in Washington, as already in operation in cooperation with Georgetown University, pleased the members of the Council. He will spend much more time on that work, I think, and I hope that he may take up the topic that I have sketched in the memorandum of which I am sending you a copy.

David H. Stevens,

Assistant to the President.

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F2

October 17, 1938

Memorandum to Mr. Judd:

The meeting of the American Council on Education on Saturday, October 15, brought to pass two results that are of some importance. The Council appointed a committee of three to draft a letter to President Coolidge to the effect that, as a national organization with non-personal interests, the American Council on Education urges the appointment of a Commissioner of Education who is selected solely on his merits as an educator. The end sought is to reach the present administration before any temporary appointment is made, but an equally desirable objective is to see that both of the present candidates receive this spirit before they get into any agreement regarding such an appointment. The other result in my mind is that the Director accepted the opinion of the Council on the subject of his relations with industry. He understands that from now on, the "Job Analysts" under its new name "Record of Usage" is to be subordinated to studies of what is required in the educational field for accomplishment of specific results. In short, Mr. Mann will make his oversight of the four surveys to be made in Baltimore a minor part of the program that he only defended in his report last Saturday. His work with the employees of Government departments in Washington is already in operation in cooperation with Georgetown University, please the members of the Council. He will spend much more time on that work, I think, and I hope that he may take up the topic that I have sketched in the memorandum of which I am sending you a copy.

David H. Stevens,

Assistant to the President.

My dear Mr. Mann:

I wish to report that my expenses for the meeting in Washington on October 13 amounted to \$82.46. Of this amount the sum of \$10.40 was required for meals and taxi fares. I hope that my coming did some small service in return for this charge, and I assure you that I gained a great deal from the discussion. The enclosed memorandum is on the one topic that I should like to have you consider in any plans for investment of new money.

Cordially yours,

David H. Stevens

Assistant to the President.

Mr. C. R. Mann, Director
American Council On Education,
26 Jackson Place,
Washington, D. C.

My dear Mr. Mann:

I wish to report that my expenses for the meeting in Washington on October 13 amounted to \$82.48. Of this amount the sum of \$10.40 was required for meals and taxi fares. I hope that my coming did some small service in return for this charge, and I assure you that I gained a great deal from the discussion. The enclosed memorandum is on the one topic that I should like to have you consider in any plans for investment of new money.

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David H. Stevens

Assistant to the President.

Mr. C. R. Mann, Director
American Council on Education,
28 Jackson Place,
Washington, D. C.

October 17, 1928

Memorandum to Mr. C. R. Mann:

I should like to open the question of a study of the possible effects of the Junior College movement in its educational aspects. I believe that one, or possibly two men, within six months, could make a survey to show that the present Junior College organization, as existing in the Middle West at least, is not taking into account the number of class room hours, the special training of teachers for separate subjects, or the amount of conference time necessary to the development of individual intelligence. A sense of independence in the graduate of the Junior College is one of the requisites for making him acceptable as a third year college student. This type of investigation is evidently quite apart from the serious program of cost. Laboratories, libraries and more extensive staffs of teachers are things that have concerned local and state boards of education. I can see no tendency to perfect the teacher to manipulate the machinery.

We are now setting out to find what the students in our University who have gone through at least one year of Junior College work have to say about the experience as related to subsequent life at the University of Chicago. We shall get some good impressionistic comments. The other type of study ought to give us a concrete basis for recommendations, and I have some hope that it would serve to prove to the National Government that we have a good case in asking for funds to study the secondary school problems outlined in the old bill.

David H. Stevens,

Assistant to the President.

Mr. C. R. Mann, Director,
American Council on Education.

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David H. Stevens,

Assistant to the President.

Mr. C. R. Mann, Director,
American Council on Education.

The University of Chicago

The School of Education

OFFICE OF THE DIRECTOR

Freeport, N.Y.

Sept 19

My Dear Mr Stevens,

Do you care to go
to the meeting in Washington
on Oct 13? If so I shall be
glad to arrange it when
I get home next week. If
you can not go will you
be good enough to pass it
on to Dean Boucher. If he
does not want to go will
you please ask him to
return the notice to my office
& I will take care of it.

Call Thursday

Very sincerely
Charles H. Fied

The University of Chicago
The School of Education

OFFICE OF THE DIRECTOR

Franklin, N.J.
Sept 19

My dear Mr. Stewart,

Do you care to

to the meeting in Washington
on Oct 13? Good place to
play a number of games

I have not much of

you can not go until you

are good enough to take it

on to the Board of the

don't want to go much

you please ask him to

return the letter to my office

I will take care of it.

Very sincerely
Charles A. Smith

Achievement Tests

THE Committee on Personnel Methods awaiting the completion of its study of available achievement tests, calls attention to standardized tests suited to the uses of secondary schools and colleges.

In the following list an asterisk preceding a title indicates that the test named is a revision of one used in the Pennsylvania survey in the spring of 1928. Since all data from the survey are not available, only tentative norms are furnished. The publishers of these tests will appreciate the return to them of the Report to Author which is attached to the Class Record. In return the publishers will furnish the results of the data received to those who cooperate.

Except No. 1 and No. 25 all tests are put up in packages of 25 test booklets, a teachers' Manual of Directions giving complete instructions for administering and scoring, a Scoring Key and Class Record. The prices per package are net F.O.B. publishers' shipping point. Orders for all except Nos. 1 and 25 must be for unbroken packages.

Orders for No. 1 should be addressed to the American Council on Education, 26 Jackson Place, Washington, D. C.

Orders for No. 25 should be addressed to Stanford University Press, Stanford University, California.

Orders for all the others should be sent to the World Book Company, Yonkers, New York.

1. AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION, 1928 edition, by L. L. Thurstone and Thelma Gwinn Thurstone, American Council on Education, 26 Jackson Place, Washington, D. C. Price: \$9.00 for 100 copies of the examination.

Description: The five parts of this test are printed in an eight-page booklet and require one hour for giving: Completion, 10 minutes; Artificial Language, 11 minutes; Analogies (by Lewis O. Anderson, University of North Dakota), 12 minutes; Arithmetic, 20 minutes; Opposites, 7 minutes.

2. AMERICAN COUNCIL ALPHA FRENCH TEST, by V. A. C. Henmon,

A. Coleman and M. R. Trabue. World Book Company, Yonkers, New York. Price: \$1.25 for 25 of each part.

Forms and Years: Two forms each of two parts for all four years of French study.

Time: 40 minutes for Part I; 40 minutes for Part II.

Description: The test is in two parts, each part being printed in a separate booklet. Part I contains a test in vocabulary and a test in grammar. The vocabulary test consists of 75 French words each followed by five English meanings, the pupil to select the correct meaning. The grammar test consists of 14 parts with 50 items. Part II contains a test in silent reading and one in composition. The reading test consists of seven French paragraphs, each followed by several French questions on the paragraph to be answered in English. The composition test calls for a composition based on a picture given in the test booklet.

3. AMERICAN COUNCIL ALPHA GERMAN TEST, by V. A. C. Henmon, B. O. Morgan, S. M. Hinz, C. M. Purin and E. Rossberg. World Book Company, Yonkers, New York. Price: \$1.25 for 25 of each part.

Forms and Years: Two forms each of two parts for all four years of German study.

Time: Part I, 45 minutes; Part II, 40 minutes.

Description: Part I contains two tests. The first is a vocabulary test containing 100 German words with five English meanings for each; the pupil is to indicate the one of the five that is correct. The second is a grammar test made up of 50 sentences with five translations for each, of which the pupil is to indicate the correct one. Part II contains two tests, the first calling for a composition based on a picture given in the test booklet, the second a test of silent reading containing seven German reading selections, each followed by several questions in German on the selection to be answered in English.

4. AMERICAN COUNCIL ON EDUCATION. GERMAN READING SCALES, by M. J. Van Wagenen and S. H. Patterson. Public School Publishing Company, Bloomington, Illinois. Price: \$.75 for package of 25.

Forms and Years: One form each of Division 1 for first and second years and of Division 2 for the second and third years.

Time: 50 minutes.

Description: The test includes a series of German paragraphs each followed by questions. It tests the student's ability to understand German paragraphs given in the Scales.

5. AMERICAN COUNCIL ALPHA SPANISH TEST, by M. A. Buchanan, J. P. W. Crawford, H. Keniston and V. A. C. Henmon. World Book Company, Yonkers, New York. Price: \$1.25 for 25 of each part.

Forms and Years: Two forms each of two parts for all four years of Spanish study.

Time: Part I, 37 minutes; Part II, 40 minutes.

Description: The test is in two parts, each part being printed in a separate booklet. Part I contains a test in vocabulary and a test in grammar. The vocabulary test consists of 75 Spanish words each

followed by five English meanings, the pupil to select the correct meaning. The grammar test consists of 14 parts with 50 items. Part II consists of a test in silent reading and one in composition. The reading test consists of seven Spanish paragraphs, each followed by several Spanish questions on the paragraph to be answered in English. The composition test calls for a composition based on a picture given in the test booklet.

6. *AMERICAN COUNCIL CIVICS AND GOVERNMENT TEST, by R. D. Leigh, J. D. McGoldrick, P. H. Odegard, and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.50 for package of 25.

Forms and Years: Two forms for high school and college. (Form A now available; Form B in preparation).

Time: 90 minutes.

Description: The test is in four parts. Part I contains 108 true-false statements. Part II contains 13 groups of items to be matched, with 65 items in all. Part III contains 24 multiple choice questions, and Part IV, 25 short answer questions. The test covers the subject comprehensively and includes questions on both facts and relationships in Civics and Government.

7. *AMERICAN COUNCIL ECONOMICS TEST, by H. Taylor, T. N. Barrows and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms and Years: Two forms for high school and college. (Form A now available; Form B in preparation).

Time: 90 minutes.

Description: The test is in three parts. Part I contains 90 true-false statements. Part II contains 12 groups of items to be matched, with 60 items in all. Part III contains 25 multiple choice questions. The test covers the subject comprehensively and includes questions on both facts and relationships in Economics.

8. *AMERICAN COUNCIL EUROPEAN HISTORY TEST, by H. J. Carman, W. C. Langsam and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.50 for package of 25.

Forms and Years: Two forms for high school and college. (Form A now available; Form B in preparation).

Time: 90 minutes.

Description: This test has four parts. Part I contains 70 true-false statements. Part II contains 10 groups of items to be matched with 50 items in all. Part III contains 45 multiple choice questions, and Part IV, 20 short answer questions. The test covers the subject comprehensively and includes questions on both facts and relationships in European History.

9. *AMERICAN COUNCIL SOLID GEOMETRY TEST, by H. W. Raudenbush, L. P. Siceloff, and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.25 for package of 25.

Forms and Years: Two forms for high school and college. (Form A now available; Form B in preparation.)

Time: 60 minutes.

Description: This test is in two parts. Part I contains 92 true-false statements concerning facts and relationships in solid geometry. Part II contains 28 problems.

10. *AMERICAN COUNCIL TRIGONOMETRY TEST, by H. W. Raudenbush, L. P. Siceloff and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.25 for package of 25.

Forms and Years: Two forms for high school and college. (Form A now available; Form B in preparation.)

Time: 60 minutes.

Description: This test is in two parts. Part I contains 92 true-false statements concerning facts and relationships in solid geometry. Part II contains 28 problems.

11. COLUMBIA RESEARCH BUREAU ALGEBRA TEST, by A. S. Otis and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms: A and B.

Time: Thirty minutes for each of the two parts.

Description: The test covers a year's work in algebra. It has two parts. The first part contains 20 equations the solution of which involves many of the mechanical phases of algebra. The second part consists of 20 problems and graphs.

12. COLUMBIA RESEARCH BUREAU AMERICAN HISTORY TEST, by H. J. Carman, T. N. Barrows and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.50 for package of 25.

Forms and Years: Two forms for high school and college.

Time: 120 minutes.

Description: The test is in four parts. Part I contains 80 true-false statements. Part II contains 8 groups of items to be matched with 50 items in all. Part III contains 50 multiple choice questions, and Part IV, 20 short answer questions. The test covers the subject comprehensively and includes questions on both facts and relationships in American History.

13. COLUMBIA RESEARCH BUREAU ENGLISH TEST, by H. R. Stevens, A. Abbott and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.50 for package of 25.

Forms and Years: Forms A and B for high school and college.

Time: Two hours.

Description: This test has four parts (1) Spelling 40 words—to choose the one of four given ways which is the correct spelling of each word; (2) Mechanics—a paragraph in which corrections are to be made; (3) Vocabulary, 100 words—multiple choice type, four choices for each word; (4) Literary knowledge, 100 items of the multiple choice type, four choices for each item.

14. COLUMBIA RESEARCH BUREAU FRENCH TEST, by A. A. Meras, Suzanne Roth and B. D. Wood. World Book Company, Yonkers New York. Price: \$1.30 for package of 25.

Forms and Years: Two forms for second, third and fourth years of French study.

Time: 90 minutes.

Description: The test has three parts. Part I is a vocabulary test containing 100 French words each followed by 5 English meanings of which the pupil is to indicate the correct one. Part II is a comprehension test containing 75 French statements following each of which the pupil is to indicate whether it is true or false. Part III is a grammar test containing 100 English sentences with the French translation of each. One word or phrase of the translation is omitted, which the pupil is to supply.

15. COLUMBIA RESEARCH BUREAU GERMAN TEST, by C. M. Purin and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms and Years: Two forms for all four years of German study.

Time: 90 minutes.

Description: The test has three parts. Part I is a vocabulary test containing 100 German words each followed by 5 English meanings of which the pupil is to indicate the correct one. Part II is a comprehension test containing 75 German statements, following each of which the pupil is to indicate whether it is true or false. Part III is a grammar test containing 100 English sentences with the German translation of each. One word or phrase of the translation is omitted, which the pupil is to supply.

16. COLUMBIA RESEARCH BUREAU PHYSICS TEST, by H. W. Farwell and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms: Two forms, A and B.

Time: 75 minutes.

Description: The test consists of 144 true-false questions, both informational and reasoning.

17. COLUMBIA RESEARCH BUREAU PLANE GEOMETRY TEST, by H. E. Hawkes and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.20 for package of 25.

Forms: A and B.

Time: 60 minutes.

Description: The test has two parts. Part I contains 65 true-false statements on geometrical facts. Part II contains 35 problems.

18. COLUMBIA RESEARCH BUREAU SPANISH TEST, by F. Callcott and B. D. Wood. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms and Years: Two forms for second, third, and fourth years of Spanish study.

Time: 90 minutes.

Description: The test has three parts. Part I is a vocabulary test containing 100 Spanish words each followed by 5 English meanings of which the pupil is to indicate the correct one. Part II is a comprehension test containing 75 Spanish statements, following each of which the pupil is to indicate whether it is true or false. Part III is a grammar test containing 100 English sentences with the Spanish translation of each. One word or phrase of the translation is omitted, which the pupil is to supply.

19. CROSS ENGLISH TEST, by E. A. Cross. World Book Company, Yonkers, New York. Price: \$1.20 for package of 25.

Forms and Years: Forms A, B and C for high school and first year college.

Time: 45 minutes.

Description: The test consists of the following:

1. Spelling in which 32 pairs of words are given, the one correctly spelled to be checked.

2. Pronunciation in which 32 words are given with two pronunciations in code (the code being explained) the correct pronunciation to be checked.

3. Sentence recognition.

4. Punctuation.

5. Verb forms.

6. Pronoun forms.

7. Idiomatic expressions.

8. Miscellaneous faulty expressions.

20. OTIS GROUP INTELLIGENCE SCALE, by A. S. Otis, World Book Company, Yonkers, New York. Price: \$1.25 for package of 25.

Forms and Years: Two forms for grade 5 up to adult level.

Time: 45 minutes for the test proper (about 60 minutes in all).

Description: The test is in ten parts each part testing a different phase of mental ability—ability to follow directions, recognition of opposites, organization of written thought, matching meanings, arithmetical problems, special relationships, analogies, similarities, completion, memory.

21. POWERS GENERAL CHEMISTRY TEST, by S. R. Powers. World Book Company, Yonkers, New York. Price: \$1.10 for package of 25.

Forms and Years: Two forms for high school chemistry.

Time: 35 minutes.

Description: The test is in two parts. Part I contains 30 multiple choice questions that test range of information. Part II contains 27 problems.

22. RUCH-COSSMAN BIOLOGY TEST, by G. M. Ruch and L. H. Cossman. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms: Forms A and B.

Time: 38 minutes.

Description: Part I of the test contains 40 multiple choice items of information. Part II contains 18 multiple choice reasoning questions. Part III contains 15 items which are to be matched with numbered items in pictures. Part IV contains a problem on the subject of the Mendelian Inheritance. Part V contains 5 problems in the forms of completion paragraphs. Norms are available at the end of the year.

23. RUCH-POPENOE GENERAL SCIENCE TEST, by G. M. Ruch and H. F. Popenoe. World Book Company, Yonkers, New York. Price: \$1.30 for package of 25.

Forms: Forms A and B.

Time: 40 minutes.

Description: The test consists of Part I, containing 50 multiple choice information questions; and Part II, containing 20 problems each referring to a picture or diagram.

24. TERMAN GROUP TEST OF MENTAL ABILITY, by L. M. Terman. World Book Company, Yonkers, New York. Price: \$1.20 for package of 25.

Forms and Years: Two forms from grade 7 up to adult level.

Time: 27 minutes for the test proper (about 35 minutes in all).

Description: The test is in 10 parts, each testing one measure of mental ability—information, selection of best answer, similarity and opposite, logical selection, arithmetical problems, sentence meaning, analogies, organization, classification, number series.

25. STRONG VOCATIONAL INTEREST BLANK, by E. K. Strong, Jr. Stanford University Press, Stanford University, California. Price: 25 copies for \$2.00; 100 copies, \$6.00; 500 or more, \$5.00 a hundred.

Scales for following occupations now available: Advertiser, Architect, Certified Public Accountant, Chemist, Engineer, Journalist (Newspaper Editor), Lawyer, Minister, Psychologist and School Teacher and Administrator. Price: \$1.00 each.

University of the South Pacific
School of Business Administration
Honolulu, Hawaii
Dear Sir:
I am writing to you regarding the
application for the position of
Assistant Professor of
Business Administration.
I am enclosing herewith
the application form and
the curriculum vitae.
I am sure that you will
find the information
satisfactory.
Very truly yours,
[Signature]

AMERICAN COUNCIL ON EDUCATION

26 JACKSON PLACE
WASHINGTON, D. C.

September 17, 1928.

TO THE MEMBERS OF THE EXECUTIVE COMMITTEE:

The regular autumn meeting of the Executive Committee will be held at the office of the Council, Washington, D.C., Saturday, October 13, at 10:00 A.M. Arrangements are made for the Committee to lunch together and continue the session until all business is transacted.

The important question for discussion is policy with regard to relations with industry, with the Chamber of Commerce of the United States, and with other non-educational organizations.

Chairman Robinson is particularly anxious that the members of the Committee themselves attend if possible in order that there may be continuity of consideration of such problems.

All expenses to these meetings are paid by the Council. In case it is impossible for you to attend personally, you are authorized and instructed to send a proxy.

OR Mann
Director.

AMERICAN COUNCIL ON EDUCATION

22 JACKSON PLACE
WASHINGTON, D.C.

September 17, 1938.

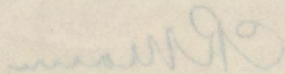
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Director.

E 2

July 22, 1927

My dear Mr. Robertson:

Thank you for your letter of July 20 and the minutes of the conference on Cooperative Experiments on Personnel Methods.

The names of persons who would like to receive information concerning plans of the Committee are Déan C. S. Boucher, Miss Faye Millard, Bureau of Vocational Placement and Guidance, Dean W. S. Gray, and Dr. Dudley B. Reed.

Very truly yours,

Secretary to the President

Mr. David Allan Robertson
American Council on Education
26 Jackson Place
Washington D.C.

4 III

July 22, 1927

My dear Mr. Robertson:

Thank you for your letter of July

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Very truly yours,

Secretary to the President

Mr. David Allan Robertson
American Council on Education
28 Jackson Place
Washington D.C.

AMERICAN COUNCIL ON EDUCATION

26 JACKSON PLACE

WASHINGTON, D. C.

July 20, 1927.

President Max Mason,
University of Chicago,
Chicago, Illinois.

My dear President Mason:

The enclosed minutes of a conference on Cooperative Experiments on Personnel Methods present a program which is important to institutional members of the American Council on Education.

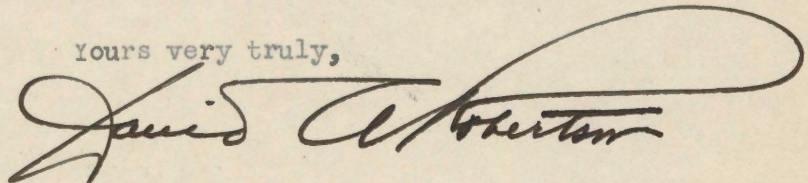
You will note that Professor Charters is a member of one of the committees and that Professor Waples, representing him, participated in the West Point conference.

Please let me have the names of those officers of your institution who will be most interested in keeping closely in touch with the plans of this Committee, persons like the dean of the college, dean of men, dean of women, registrar, examiner, personnel officer, professor of education, professor of psychology, health officer, instructor in charge of Freshman English or Orientation courses and secretary of Employment Bureau or Board of Recommendations. The administrative officers of the other schools, Education, Medicine, Commerce and Administration, etc., might be interested. Certainly graduate departments will soon need to institute selective admission program.

Please also give directions to send to me at this office such printed or mimeographed forms as you sue for admission, personal record cards for permanent or occasional use, health records, mental hygiene records, achievement tests, interview memoranda, personality rating scales, vocational guidance tests, bulletins, and leaflets, and reports on personnel methods published or unpublished, prepared by members of your staff.

I shall be grateful if you will comment on your experience with personnel forms and procedure, especially the notable successes you have had - things which might help others to do their work as well as you do yours.

Yours very truly,



Assistant Director.

DAR/SIL

AMERICAN COUNCIL ON EDUCATION

28 JACKSON PLACE
WASHINGTON, D. C.

July 20, 1937

President Max Mason,
University of Chicago,
Chicago, Illinois.

My dear President Mason:

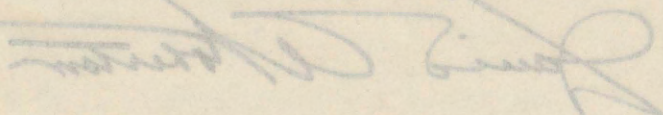
The enclosed minutes of a conference on cooperative experiments on personnel methods present a program which is important to institutional members of the American Council on Education. You will note that Professor Charter is a member of one of the committees and that Professor Haples, representing him, participated in the most recent conference.

Please let me have the names of those officers of your institution who will be most interested in keeping closely in touch with the plans of this Committee. Persons like the dean of the college, dean of men, dean of women, registrar, examiner, personnel officer, professor of education, professor of psychology, health officer, instructor in charge of Freshman English or Orientation courses and secretary of English, head nurse or head of home economics. The administrative officers of the other schools, education, medicine, commerce and administration, etc., might be interested. Certainly graduate departments will soon need to institute selective admission program.

Please also give directions to send to me at this office each printed or mimeographed form as you see fit for admission, personnel record cards for permanent or occasional use, health records, medical questionnaires, achievement tests, interview questionnaires, personality rating scales, vocational guidance tests, bulletins, and leaflets, and reports on personnel methods published or unpublished, prepared by members of your staff.

I shall be grateful if you will comment on your experience with personnel forms and procedures, especially the notable successes you have had - things which might help others to do their work as well as you do yours.

Yours very truly,



Assistant Director.

EAR/SIL

CONFERENCE ON COOPERATIVE EXPERIMENTS IN PERSONNEL METHODS

West Point, New York, July 1 and 2, 1927.

A conference on Cooperative Experiments in Personnel Methods, under the auspices of the Committee on Personnel Methods of the American Council on Education, was held in the Hotel Thayer, West Point, New York, Friday, July 1, and Saturday, July 2, 1927.

There were present: H. E. Hawkes, Columbia University (Chairman); Mrs. Mary H. S. Hayes, New York City; Miss Emma P. Hirth, New York City; Miss Grace E. Manson, Ann Arbor; Miss Margaret Smith (Proxy for Miss Leahy), New London; Messrs. Samuel S. Board, New York, (Proxy for A.B. Crawford, New Haven); F. F. Bradshaw, Chapel Hill; J. J. Coss, New York City; V.A.C. Henmon, New Haven; L. B. Hopkins, Crawfordsville; D. T. Howard, Evanston; W. B. Learned, New York City; C. R. Mann, Washington, D.C.; D. G. Patterson, Minneapolis; D. A. Robertson, Washington, D.C.; E. K. Strong, Jr., Stanford University; M. R. Trabue, Chapel Hill; Douglas Waples, Chicago, (Proxy for W. W. Charteris); B. D. Wood, New York City; and C. S. Yoakum, Ann Arbor.

The conference was called to order at 9:00 a.m., Friday, July 1, 1927, by the chairman of the Committee on Personnel Methods, H. E. Hawkes, who referred to the principal events which had resulted in this conference. The interest of the National Research Council, Division of Anthropology, led to calling the National Research Council Conference on Vocational Guidance in Colleges held January 1, 1925, in Washington, D.C. This was attended by representatives of fourteen universities who were constituted an Advisory Council with power to increase its membership, who voted to ask the American Council on Education to be its sponsor, and who elected H. E. Hawkes chairman of the Advisory Council and of the Executive Committee of five which the chairman was authorized to appoint. The Executive Committee, Messrs. Hawkes, Holmes, Mann, Scott and Wellman, prepared many memoranda and endeavored to secure financial support. A grant from John D. Rockefeller Jr.'s Benevolent Fund made possible a study of personnel procedure in fourteen institutions by Mr. L. B. Hopkins (Educational Record, October, 1926, Supplement: Personnel Procedure in Education). The Executive Committee then presented to Mr. Rockefeller a plan (1) to inform the colleges and universities concerning the best methods of personnel; (2) to prepare a personal record card which should afford personal information to teachers and administrators at the college level; (3) to prepare achievement tests and make available all the facts concerning them in an effort to stimulate such testing; (4) to develop objective and useful measurements of character; (5) to prepare vocational monographs. For these projects Mr. Rockefeller granted to the American Council on Education the sum of \$20,000 a year for three years. The Executive Committee then decided that it would invite the cooperation of scholars in the work of four committees, of which the chairman of each should be a member of the Executive Committee, and determine policies at a conference of all committees to be held at West Point July 1 and 2, 1927. The American Council on Education invited the following men and women to serve on these committees and to attend the West Point conference:

Central Committee on Personnel Methods: H. E. Hawkes, Chairman, H. W. Holmes, L. B. Hopkins, C. R. Mann, W. D. Scott.

CONFERENCE ON COOPERATIVE EXPERIMENTS IN PERSONNEL METHODS

West Point, New York, July 1 and 2, 1927.

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General Committee on Personnel Methods: H. E. Hawkes, Chairman.
H. W. Holmes, L. B. Hopkins, C. R. Mann, W. D. Scott.

1. Personal Record Cards: L. B. Hopkins (Wabash), Chairman, Mary H. S. Hayes (New York), J. H. Willits (Pennsylvania), J. J. Coss (Columbia), D. T. Howard (Northwestern).
2. Achievement Tests: H. E. Hawkes (Columbia), Chairman, Agnes B. Leahy (Connecticut College), V.A.C. Henmon (Yale), M. R. Trabue (North Carolina), Ben D. Wood (Columbia).
3. Rating Scales: D. A. Robertson (American Council on Education), Chairman, Grace E. Manson (Michigan), F. F. Bradshaw (North Carolina), Donald G. Patterson (Minnesota), E. K. Strong, Jr., (Stanford).
4. Vocational Monographs: C. R. Mann (American Council on Education), Chairman, Emma P. Hirth (New York), W. W. Charteris (Chicago), A. B. Crawford (Yale), C. S. Yoakum (Michigan).

The Chairman then proposed a general conference Friday morning; Committee meetings Friday afternoon and a general conference Saturday morning to receive the reports of committees.

The Director of the American Council on Education, Dr. C. R. Mann, emphasized the educational character of the project. It is the purpose to discover the best tools at present available, to induce the colleges and universities to experiment with these, and to compare results.

During a discussion in which all members of the conference engaged enthusiastically and pertinently it became clear that it was desirable to cooperate with all reputable organizations and institutions interested in personnel procedure.

It was voted to invite all interested groups to a conference next winter.

Further discussion developed the opportunities and responsibilities of a central office for quick evaluation of material available; for information concerning personal record forms, achievement tests, rating scales, and vocational monographs; and for stimulating the cooperation of colleges and universities, secondary schools, and other organizations concerned in personnel procedure.

The afternoon and evening of Friday were devoted to sessions of the several committees.

The final session of the Conference was called to order at 10:00 a.m. Saturday morning by the Chairman, Dean H. E. Hawkes.

The Committee on Personal Record Cards presented the following report:

The Committee agreed to undertake the formation of two separate record forms, as follows:

1. A "Complete Educational Personnel Record".

This form contains items of record covering a student's school life from the seventh grade through college inclusive. It contains personal items, extra-curriculum and academic records. It is intended as a check list of items considered useful for immediate

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service in colleges, high schools, schools, and in research. Each item is defined, its use described, and whenever possible a summary is given of the supporting experimental evidence. The items are so worded as to indicate the probable wisdom of their inclusion on cards intended for different purposes. The American Council on Education will receive items not included when accompanied by definitions, descriptions of use and evidence of experimental check upon use.

2. A "College Personnel Record" (A List of Items and Manual of Instructions).

This list contains items of record selected because of their immediate utility in the individual care of students of college grade. It contains items from the secondary school record, and items of the college record, personal, extra-curriculum and academic in character. Each item is defined, its use discussed, and whenever possible a summary is given of the supporting experimental evidence. Items which may be included on a teacher's card are indicated. The list as a whole is intended for the key personnel card of the college, distinct from the record kept for admission or for the cumulative record of grades.

The American Council on Education would offer for sale a card on which all listed items are included.

The Committee recommends that funds be assigned for the formation of these projects as follows: For work on the "Complete Educational Personnel Record", two thousand dollars, and for work on the "College Personnel Record", five hundred dollars.

It was voted to approve the report.

The Committee on Achievement Tests presented the following report through H. E. Hawkes:

1. It is recommended that the Executive Committee through its Secretary and central office make a census of work that is being done in schools and colleges in the preparation and use of objective achievement tests.

2. It is recommended that the Executive Committee through its Secretary attempt to stimulate the intelligent use of placement tests and objective achievement tests in colleges. To this end an annotated list of available tests for the college level, with directions and suggestions for their use, should be prepared under the direction of the sub-committee, and distributed to institutions proposing to make use of the achievement tests.

3. It is recommended that the sub-committee be authorized to promote comparability studies on the part of such institutions and commissions as they can interest in the project.

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3. It is recommended that the sub-committee be authorized to promote comparative studies on the part of such institutions and commissions as they can interest in the project.

4. It is proposed that objective achievement tests in the following subjects be prepared as rapidly as possible, the subjects below being listed in the order of their importance for this purpose: Economics, Government, Ancient History, European History, Solid Geometry and Trigonometry, Biology.

(It is to be noted that objective achievement tests are already available in Modern Foreign Languages, High School Mathematics, American History, English, First and Second Year Latin, Physics and Chemistry.)

5. Attention is called to the fact that although there are a sufficient number of forms and objective achievement tests to last for three or four years, any permanent use of such tests is contingent upon the preparation of new forms in practically every subject of study.

6. Although the preparation of a general high school content examination may be desirable, no recommendation is made for its preparation at the present time.

7. An allocation of \$1500 for the use of this committee is recommended. This sum will be used in preparing new tests, as proposed under suggestion number four.

It was voted to approve the report of the Committee.

The Committee on Rating Scales through D. A. Robertson presented the following report:

After general discussion in which it appeared that it was too late to offer rating scales in connection with the admission of students to the colleges in 1927 and that the committee was in agreement in its attitude toward existing rating scales and the uses for which they are intended, -- an attitude which may be described as open minded -- the Committee on Rating Scales unanimously presents these recommendations:

I. The name of the Committee should be Committee on Personality Measurement.

II. Personnel work demands in addition to ability and aptitude tests estimates and measurements of other personality traits.

III. Rating Scale techniques are recognized as provisional pending development of objective measurements.

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I. The name of the Committee should be Committee on Personality Measurement.

II. Personnel work demands in addition to ability and aptitude tests estimates and measurements of other personality traits.

III. Rating Scale techniques are recognized as provisional pending development of objective measurements.

IV. Meantime sufficient progress has been made in measuring certain personality traits to warrant further trial at the present time.

V. In view of the small number of valid tests of personality traits it is recognized that rating scales will be necessary for some time to come.

VI. In using rating scales an effort should be made to safeguard and improve rating procedures by adhering to the following principles:

1. Rate only traits observed by the rater.
2. Rate only those traits for which valid objective measurements are not now available.
3. If instructors are to rate large numbers of students the number of items should not exceed five.
4. Traits should be mutually exclusive.
5. No single trait should include unrelated modes of behavior.

VII. If the Executive Committee desires, this Committee will prepare a rating scale on these principles for use in a cooperative experiment among selected secondary schools and colleges; and

The Committee will prepare instructions for the guidance of raters and makers of "word pictures" recognizing the importance of training raters in order to obtain valid ratings.

VIII. Cooperative experiment with Self-rating scales is postponed.

IX. Impressed by the Vocational Interest Test prepared by E. K. Strong, Jr., the Committee desires to offer it to such institutions as desire to cooperate in our experimental program and to develop scales and a scoring manual, commends the project to President Ray Lyman Wilbur of Stanford University, and recommends to the Executive Committee of the Committee on Personnel Methods the appropriation of five hundred dollars for this purpose. It is desired to secure first scales for Engineering, Ministry, Law, Medicine, C.P.A.

An appropriation to cover the expense of future meetings of this Committee is requested.

IV. Meaningful progress has been made in measuring certain personality traits to warrant further trial at the present time.

V. In view of the small number of valid tests of personality traits it is recognized that rating scales will be necessary for some time to come.

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An appropriation to cover the expense of future meetings of this Committee is requested.

The Committee will be glad to consider other tests of personality traits sufficiently developed to warrant inclusion in this cooperative program.

It was voted to approve the report.

The Committee on Vocational Monographs presented the following report through C. R. Mann:

The Committee recommends the following procedure concerning vocational monographs:

I. The Committee itself will prepare a statement defining

1. The results a well-written monograph achieves.

2. The types of information such a monograph contains.

3. Suggestions as to sources of information and methods of presentation.

As a result of this conference the committee is fairly well agreed on the main points in this statement so that it should be ready very soon.

II. Employ a specialist full time for a couple of months to collect and analyse as many existing vocational monographs as practicable for the purpose of critically revising the statement prepared under I. On the basis of this work develop a working model outline of form and content for such monographs. This should be completed by November.

III. Invite four or five individuals or industrial firms to prepare one vocational monograph each in some occupational field where reliable occupational data are available. These should be completed by next March, 1928.

IV. Distribute samples of these four or five monographs to colleges that have appointment offices for trial on students graduating in June, 1928.

V. Collect reports on student reaction to these experimental monographs, compile results, improve outlines and forms, and prepare improved monographs for similar experimental trial in 1929.

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The expenses of this program for the current-fiscal year ending May 1, 1928, are estimated at \$2500. The committee requests that this sum be allocated to it for the aforementioned purposes.

It was voted to approve the report.

It was voted to approve the four reports as a whole and to refer the report to the Committee on Personnel Methods.

The Director of the American Council on Education expressed the appreciation of the Council for the cooperation of those present in a very effective conference.

Mr. Waples expressed the appreciation of the members of the conference for the Director's provision for the comfort of the guests of the American Council on Education.

The Chairman extended the thanks of the Committee on Personnel Methods to all who had participated in an important, energetic and fruitful conference which held great promise for future service.

Respectfully submitted,

DAVID A. ROBERTSON
Secretary.

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THE AMERICAN COUNCIL ON EDUCATION

Chicago, November 16, 1926

Mr. President:

As representative of the University of Chicago to the American Council on Education, I herewith submit a report for the year ending April 30, 1926.

The Council comprises representatives from National Educational organizations (constituent members) and from universities, colleges, and professional and technical schools of similar grade (institutional members). Each constituent member has three representatives (with but one vote however), and each institutional member one representative. A majority of constituent members represented at any meeting is necessary to pass any motion which has adverse votes..

The Council in effect represents higher education in all its forms. A list of members will be found in Appendix I, pp. 43-48. There are 18 constituent members, and 207 institutional.

"The general object of the Council is to promote and carry out coöperative action in matters of common interest to the Associations and institutions represented. It is understood that such matters will lie mainly in the field of university and college work." The Council "will also encourage international coöperation in educational matters" (Appendix I, p. 39).

~~Four regular~~ Meetings are held during the year, in New York or in Washington. The headquarters are in Washington,

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Four regular meetings are held during the year, in New York or in Washington. The headquarters are in Washington,

at No. 26 Jackson Place.

The Council originated during the late war, the purpose then being to unite the higher educational institutions of the country to aid the government in the prosecution of the war. It seemed expedient as a result to continue the organization.

Special Activities of the Council

The Council is not merely a place for annual discussions on educational topics. It is a working body, busied in carrying on definite projects which seem of general interest to the educational world.

The Council has carried on, through a Commission appointed for that purpose, a study on Educational Finance. The report of the Commission has been published in thirteen volumes. ^{\$ 200,000,} The cost of the work [^] was provided by the General Education Board, the Carnegie Corporation and ^{60,000.00} by the Commonwealth Fund, ^{and \$20,000 by the Milbank Memorial,} ~~\$10,000.00~~ by each. "Facts with respect to the cost of education have been presented in considerable detail for four states, New York, Illinois, Iowa and California." Professor C. H. Judd is a member of this Commission.

The Council has charge of a study of the Teaching of Modern Foreign Languages in the United States and Canada. A Commission, of which Professor Algernon Coleman is a member, is engaged in an investigation of Modern Foreign Language Study in the United States, and a similar Committee is engaged in the same work in Canada. For these investigations the Carnegie Corporation

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contributed a fund of \$90,000. In the first preliminary report of the Commission it is said: "The first word should be one of acknowledgment to the American Council on Education for its willingness to act as sponsor of the study. That we have been permitted to work under its auspices has been a direct advantage to us, not merely in our collegiate contacts but throughout the entire range of our organization and investigation. The Council's support and sympathy have served as an introduction to wide circles and have given to the study a prestige which it could not have enjoyed except after a long period of probation. The Director, Dr. Mann, and the Assistant Director, Mr. Robertson, have been ready with advice and suggestions, wherever sought, and have put at our disposal a wide range of experience with many forms of collective educational effort."

Other studies of a coöperative character are under way, and still others are contemplated.

The University Union

An important Committee of the Council is that on International Relations. This Committee resulted from a fusion with the Council of the American University Union in Europe.

The University Union was formed during the war by a group of universities and colleges in order to provide special social advantages to their alumni and students in the combatant areas. Offices were maintained in London and Paris, and a partial office in Rome. The work of the Union during the war tended to

contributed a fund of \$20,000. In the first preliminary report of the Commission it is said: "The first word should be one of acknowledgment to the American Council on Education for its willingness to act as sponsor of the study. That we have been permitted to work under its auspices has been a direct advantage to us, not merely in our collegiate contacts but throughout the entire range of our organization and investigation. The Council's support and sympathy have served as an introduction to wide circles and have given to the study a prestige which it could not have enjoyed except after a long period of probation. The Director, Dr. Mann, and the Assistant Director, Mr. Robertson, have been ready with advice and suggestions, wherever sought, and have put at our disposal a wide range of experience with many forms of collective educational effort."

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bring into constant relations the American educational institutions with those especially of Great Britain and France. For this reason it was determined after peace was made to continue the Union, with the object of aiding American students abroad and of keeping in rather definite relations the universities on both sides of the Atlantic. The London and Paris offices were kept up, and efforts were made to disseminate information about the educational opportunities of the respective countries.

In 1925 the Union was united with the Council, retaining the name of the "American University Union" in its foreign work, but becoming the standing Committee of the Council on foreign relations. Those who had been members of the board of directors of the Union were appointed as members of the Committee.

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The Committee has general charge of the foreign work of the Council. The offices in London and in Paris are maintained, the Director being appointed annually from the faculties of American universities.

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"It is a pleasure to record the co-operation existing between the Embassy and the Consulate of the United States, on the one hand, and the Union, on the other. All matters of educational policy that come under the cognizance of the Embassy and the Consulate General are referred at once to the Union for decision and action."

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The Union obtains remunerative work for American students in France by which they are able more or less to pay their way.

"Between March, 1925 and March, 1926, 4744 students registered with the American University Union; 3870 of these pursued their studies in Paris, and 874 in the provinces - 1739 were men and 3005 were women."

The Director estimates that there are at least 6000 young Americans studying in France.

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"The Union looks after the academic interests of American men and women, whether undergraduate or graduate, proposing to pursue or pursuing curricula in British universities. ** From day to day it gives largely of its time to consultations with them, and with professors and alumni of American universities in need of advice or letters of introduction. It keeps a card catalog of all visitors and is able to supply addresses and make appointments possible. It furnishes also postal facilities.

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The Union also aids actively in the selection of British holders of scholarships and fellowships in the United States." The Director is a member of the Committee on the Rose Sedgwick Fellowship and of the Committee on the Riggs Fellowships at the University of Michigan."

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The Prince of Wales is a patron of the American University Union and is Honorary President of the Commonwealth Fund Fellowships.

These are some of the many functions of the Union. The Report for 1925-6 emphasizes the amazing misunderstanding of the United States in England, and of England in the United States. Similarity of language and of legal systems would seem to imply identity in a very general way. In fact the whole system of education and of life in the two countries is so different that words even have a radically diverse connotation, and thus lead often to real confusion of thought. The Director says: "Equally at home in both lands now, I am impressed profoundly by the bare fact that identical terms and phrases imply incompatible meanings which in turn are traceable to dissimilar situations."

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The Institute of International Education

The Institute of International Education was founded in 1919 under the auspices of one of the Carnegie Funds. The Institute has a purpose similar to that of the Committee on International Relations of the Council, but by the nature of its organization it is not like the Council a representative body. Arrangements of cooperation between the Institute and the Council have been made, by which their work does not overlap. The Secretary of the Institute is also Secretary of the Council International Committee.

The Institute provides information and assistance to students seeking scholarships or fellowships outside their own country. The number of such student aids is surprisingly large (Appendix II).

Finances

The budget of the Council for 1926-7 is based on an income and expenditure of \$205,740.45 (Appendix I, pp. 8-15).

Membership dues yield \$27,370.00. The grant from the Laura Spelman Rockefeller Foundation is \$35,000 a year for a term of years, for the International Committee work - \$25000 unconditioned and \$10,000 to duplicate personal gifts; for a study of the teaching of modern foreign languages, the Carnegie Corporation made a grant of \$90,000; for special studies, Mr. John D. Rockefeller, Jr., has made grants of \$21,000.

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The Reports of the Officers^{are}/herewith appended
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Other Matters

Detailed information will be found in three
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Appendix I is the Report of the Officers for
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Appendix II is a Report of the Institute of Inter-
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Appendix III is a Report of the Assistant Director
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It may be of interest to note that two former members
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