

JOURNAL OF HIGHER EDUCATION

THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

October 16, 1929.

Dr. F. C. Woodward, Vice President,
University of Chicago,
Chicago, Illinois.

My dear Dr. Woodward:

Mr. Stevens has wired me that when I come to Chicago the next time you would like to review the present plan of operation of the Board of Vocational Guidance and Placement. For your review before my arrival, I am submitting herewith a brief statement of the present schedule of things, pending the appointment of the new Secretary of the Board.

The three present functions of the Board are, as you know, part time placement, business placement, and educational placement. Below I am summarizing the status of each for the fall quarter.

Part Time Placement

This part of the Board's activity is under the direction of Mr. Kennan and Miss Wood. They are both working vigorously since the fall is always the busiest time of the year. For this work Mr. Kennan is averaging about fifty interviews a day and Miss Wood about half that many. Everything is going very smoothly since both have been managing their divisions of the work for over a year and know their field very well. Mr. Kennan is taking charge of general direction, and, during my two days a week, I am coming in on more difficult problems.

Business Placement

This function of the Board does not become active until the spring although we will have a few graduates in December who will want help. Both Mr. Kennan and Miss Wood are handling this part of the work too. I think it is in capable hands. Kennan is particularly able and can be relied upon to do an excellent piece of work. It may interest you to know that just before my departure from Chicago he worked with one of our alumni out of a job, and he went out and found for him a \$7500.00 position.

You will see from my President's Report that last year we placed in the neighborhood of 250 men and women seniors

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Educational Placement

The educational placement season does not begin actively until the middle of December when mid-year positions are reported to us. About 100 will be listed with us at that time, and then the spring jobs, to the extent of 3,000, will begin coming in January.

During the fall two main responsibilities exist in educational placement. The first of these is the completion of last year's records. The second is the setting up of machinery for handling the large volume of business later in the year. Both of these functions are proceeding smoothly. We had had, more or less, complete turn-over of help in the last two months, but the two key positions in the office are in the hands of two very capable young women who have had experience with us last year and who can be relied upon to carry on the work with facility.

My chief duties in coming up two days a week are to oversee the work of Kennan and Miss Wood, to answer the more difficult problems of the entire staff, to keep the machinery well oiled, and to keep up the morale of the office which would be in rather bad shape were there no responsible head.

As you can understand, however, I am anxious to turn over the direction of the work of the Board to a successor as soon as possible. My responsibilities here at Columbus are growing, and my desire to get off my Ph. D. examination in January is insistent. I hope sincerely that at Saturday's Board meeting a decision upon policy may be reached so that in the near future I may be relieved of these weekly trips to Chicago.

Faithfully yours,


W. H. Cowley

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Dr. W. C. Woodward, Vice President,
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WHO:REM

The University of Chicago

The Board of Vocational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

*File - Board of Vocational
Guidance & Placement
A13*

September 12, 1929

Dear Mr. Woodward:

In our discussion a couple of weeks ago concerning the policy to be pursued by the Board of Vocational Guidance and Placement and the appointment of a successor to me, I suggested four possible plans which might be evaluated. So that you may have them before you for future reference, I am listing them below.

- See questionnaire
attached.*
1. The continuation of the policy of the present board looking forward to the expansion of its work to include vocational guidance along the plan outlined in my letter to Mr. Stevens of July 6. This plan proposes that the two individuals who do educational placement would devote half of their time to vocational guidance while the staff would be augmented as outlined.
 2. The addition to the staff of the board of a clinician to do vocational guidance work while the placement people spend their time entirely with placement. In this event the executive officer should most desirably be one of the placement men.
 3. The separation of the vocational guidance and placement into two separate units, the present organization to devote its entire time to placement, and the Psychology Department taking over the vocational guidance where a new man might be hired to do part time teaching and part time vocational guidance.
 4. The same plan as number three except that the vocational guidance would be attached to the staff of Dean Boucher with a teaching affiliation in the Psychology Department or the School of Education for the man chosen.

Whether the decision be in favor of one of these four plans or some other plan, may I suggest that the following factors need important consideration in choosing my successor.

1. Permanency should be a major consideration. The value of placement people to the University progresses geometrically each year since our ability to make placements depends upon the confidence that school and college ad-

*For Board of Trustees
 J. H. Wilson
 A. 3*

The University of Chicago
 The Board of Vocational Guidance
 and Placement

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1. The continuation of the policy of the present board looking forward to the expansion of its work to include vocational guidance along the plan outlined in my letter to Mr. Stevens of July 8. This plan proposes that the two individuals who do educational placement would devote half of their time to vocational guidance while the staff would be augmented as outlined.
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 3. The separation of the vocational guidance and placement into two separate units, the present organization to devote its entire time to placement, and the Psychology Department taking over the vocational guidance where a new man might be hired to do part time teaching and part time vocational guidance.
 4. The same plan as number three except that the vocational guidance would be attached to the staff of Dean Bowler with a teaching affiliation in the Psychology Department or the School of Education for the man chosen.
- Whether the decision be in favor of one of these four plans or some other plan, my suggestion was and is that factors need important consideration in choosing my successor.
1. Permanency should be a major consideration. The value of placement people to the University program generally increases each year since our ability to make placements depends upon the confidence that school and college al-

*Accepted
 J. H. Wilson*

The University of Chicago

The Board of Vocational Guidance and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

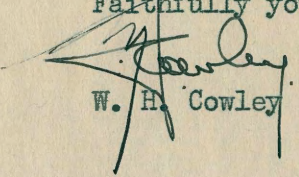
ministrators develop in the placement councilors' ability and recommendations. To have a change of personnel every few years is seriously to interfere with the placement powers of the University.

2. In order that the man chosen may look forward to prestige in the eyes of his colleagues here at the University and with administrators with whom he comes in contact, academic affiliations should be arranged if at all possible. The value of academic rank is so important for making and keeping contacts that everything possible should be done to give the placement staff departmental status. This would be desirable, too, for the vocational clinician.

In the event that the administration decides in favor of plans two, three, or four suggested above, may I remind you that for the clinical position Dr. Carr would like you to consider the candidacy of Dr. E. G. Stoy who last year took his Doctor's degree in the Psychology Department. I know Stoy very well and shall be happy to talk with you about him if you care to have me.

I am presenting this memorandum to you about three weeks before my departure for my new position and I shall be happy to come over and talk with you about its contents any time at your convenience in the interim.

Faithfully yours,


W. H. Cowley

WHC*G

Mr. F. C. Woodward
Faculty Exchange

Handwritten note:
Hater Maryland
900 Rock St.

The University of Chicago

The Board of Vocational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

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Faculty Exchange

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The Board of Vocational Guidance
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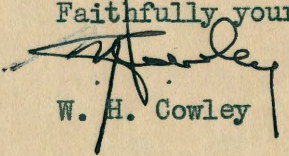
OFFICE OF
THE EXECUTIVE SECRETARY

March 2, 1929

Dear Mr. Haynes:

You will remember that I promised to send you a copy of the letter I wrote to Mr. Quantrell developing the points we discussed. I have just returned from a week's absence from the city and I am enclosing now a copy of my letter to Mr. Quantrell.

Faithfully yours,


W. H. Cowley

WHC*D

Mr. Rowland Haynes
Faculty Exchange

The University of Chicago

The Board of Vocational Guidance
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W.D.C.

Mr. Howard Haynes
Faculty Exchange

February 28, 1929

Mr. E. E. Quantrell
15 Broad Street
New York City

Dear Mr. Quantrell:

X I have just written an article for the alumni magazine, a copy of which I am enclosing. This reviews our situation here at the University, and I think it a more or less readable presentation of what we are actually doing.

It does not, however, stress the urgent need of research in vocational guidance. You will remember it was about that particular need that we talked most. To focus any discussion that may develop concerning vocational guidance, I have summarized four different points about which research must be undertaken if our work is ever to amount to anything really valuable. Briefly they are these:

1. The accumulation of occupational information: We need to have available for students descriptions of careers into which college people go. Such discussions need to include every available fact about all major businesses and professional specialties. Students thinking about becoming accountants should be able to compare their notions of the career with a clear picture of what accountants actually do and earn. Likewise, students who plan careers in banking, or insurance, or medicine need similar data. But three such discussions of careers now exist. I am enclosing one which X I have recently written for the American Council on Education. This is a first attempt but it suggests what might be done in this field had we the money to go ahead.

2. The accumulation of information about what college graduates actually do: Nobody knows the actual facts of the vocational distribution and orientation of college people. I'd like to know, for example, how many, comparatively, are in the insurance business, how many are in law, how many are in medicine, how many are undertakers. I am quite certain that with these facts at our disposal we could much more intelligently

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Mr. E. E. Quantrell -2-

discuss vocations with students, since we would almost certainly find gaps and groupings which would throw considerable light upon the disposition of the college product. Such facts would influence vocational education within the college, since almost everyone will agree that the colleges are now giving a great many courses which have neither cultural nor vocational value and which might be amended at least a little should we have more information available concerning what happens to the people we graduate.

We would not only find out where students go, but we would also discover the facts about their promotion, their salary scales, and perhaps most important of all the history of their turbulent adjustment period just after graduation. I know of one college graduate who has had eighteen jobs in the five years since he has graduated. I know few who have not had at least two or three. What are the facts about this adjustment period taking college graduates as a group? How many settle down permanently into their first jobs? Why? How many bat from job to job for one year or two - or five? Why? I consider the answers to these questions of utmost importance. We have few facts at hand now. We very much need them if we are ever to do a real job of helping students find their places easily and quickly in the economic structure.

3. The development of a technique for helping students discover the fundamental facts about themselves: We need to bring together all the psychological techniques which have ever been developed so that when the vocational counselor sits down opposite a student, he will have at his disposal devices which will help him speedily discover the student's centers of intellectual and emotional energy. I know of no concentrated effort anywhere to evaluate and apply all of these psychological techniques. If the vocational guidance job is ever to be done well, this piece of work must be done first.

4. The development of techniques of testing: I have suggested above the need of developing devices for discovering individual bents by means of the informal method of interview, but we also need to exploit psychological testing. At our disposal we must eventually have instruments of precision comparable to the instruments of precision developed by physicists and chemists. I agree with you that a great many people have bungled psychological testing, but although some have failed there is every reason to believe that more research will produce methods of measuring individual abilities and differences comparable to those developed in the natural sciences. I feel certain of your acquiescence to the proposal that the attempt is worth making, and it is my considered conviction that we need to canvass this field of research

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We would not only find out where students go, but we would also discover the facts about their promotion, their salary scales, and perhaps most important of all the history of their turbulent adjustment period just after graduation. I know of one college graduate who has had fifteen jobs in the five years since he has graduated. I know few who have not had at least two or three. What are the facts about this adjustment period taking college graduates as a group? How many settle down permanently into their first jobs? Why? How many bat from job to job for one year or two or three? Why? I consider the answers to these questions of utmost importance. We have few facts at hand now. We very much need them if we are ever to do a real job of helping students find their places easily and quickly in the economic structure.

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Mr. E. E. Quantrell -3-

just as carefully as the other three I have suggested.

This is a very sketchy survey of what I have in mind. Vocational guidance suffers because a great many people have played with it using anecdotal and amateurish methods. What we need now is careful scientific work which may not show results immediately, but which will ultimately surpass present methods as surely as chemistry surpassed alchemy.

I needn't tell you, very likely, how widespread is the need of the help we plan. Mr. Pettit and I have been doing a bit of investigating, and our conservative estimate is that sixty per cent of the men and seventy-five per cent of the women who graduate from the University of Chicago are very much in need of vocational counsel. Because no scientific help is now available psychological quacks and personality development racketeers ply a profitable but pernicious trade. That they thrive demonstrates the great need that numberless people have for help in their vocational problems. But as in medicine or agriculture or applied physics and chemistry, really sound assistance can come only from scientific investigations burrowing down to fundamentals. It is for such investigations that we seek financial support.

Faithfully yours,

W. H. Cowley

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**The
Self-Supporting Student
at the
University of Chicago**



**The
Board of Vocational Guidance
and Placement
The University of Chicago**

The purpose of this pamphlet is to present a frank and honest statement concerning the problem of working one's way through the University of Chicago.

THE UNIVERSITY ATTITUDE

It is well to consider several general questions of policy and procedure with reference to working one's way through college. Many students in the University of Chicago are partially self-supporting, and some men and women of exceptional ability are even successful in working their entire way through school. Thus, the educational advantages offered by the University are denied to no student of outstanding ability and promise. The average person, however, is likely to find the combination of part-time work and study clearly beyond his capacity. The Board of Vocational Guidance and Placement offers assistance to the student, but it never assumes responsibility for the success of the student's efforts. The placement officers can only assist. They can never guarantee employment. The limitations which classroom work place on a student's time and the difficulty of obtaining jobs which offer adequate return tend so to restrict the number of opportunities that it is impossible to make a guarantee of employment, or to secure a position for every available student. Because of the actual uncertainty of securing work, no student should enter the University without a reserve fund of approximately \$400.00. This capital will meet the expenses of the student during the period of adjustment to his University work, and it will give the placement counselors an opportunity to place the student in a satisfactory position that will not tend to jeopardize his academic standing.

Self-supporting students are usually represented in every branch of extra-curricular activity. Men working their way through school are represented on every athletic team, every publication, every dramatic production, and every social project which the University offers. A student's prominence and popularity depend on his qualities of leadership and personality, and not at all on his financial circumstances

There is no stigma attached to the large group of students who are engaged in part-time work in order that their University work may be made possible.

THE RANGE OF THE BOARD'S SERVICE

The services of the Board of Vocational Guidance and Placement extend not only through the academic year, but also through the summer months. Many students who are unable to do term-time employment earn part of their expenses by remunerative efforts during the summer vacation. The amount that may be earned for the type of work secured is entirely dependent upon the individual's ability and the nature of the employment that may be available for the summer months.

Our contact with and interest in the alumni is as great as with the student in residence. Graduates look to the University when assistance is needed in making occupational changes. The alumni in the community and city at large are continually reporting to the University remunerative opportunities for the self-supporting students. The Board maintains constant contact with employers throughout the city, many of whom depend upon the University to supply student help whenever opportunities become available in which student help may best be utilized.

REGISTRATION WITH THE BOARD

The Board of Vocational Guidance and Placement is located in Room 215, Cobb Hall. Entering students who are in need of part-time work are encouraged to register with the Board, but in no case can applications be accepted by mail nor may prospective students register until they have actually been admitted to the University. The student is encouraged to present his entire financial condition to the placement counselor. He is further encouraged to keep in close contact with the counselor, and to notify the Board immediately of any changes of address or telephone number. When a student is recommended for a position, he is expected to report to the employer immediately, and, equally as important, he must notify the placement counselor as to the results of the

interview. The co-operation of the student is indispensable in effective placement work. The student rate of compensation is usually fifty cents per hour, unless the job requires some particular training or experience, in which case the hourly compensation may be considerably greater. Entering Freshmen must bear in mind that they are competing with upper classmen for work. The Freshman does not always secure the most desirable type of work, but if he is willing to persevere and establish a successful employment record, his problem will be considerably diminished as his college work progresses. The Board places over three thousand students each year in remunerative part-time jobs. These jobs are assigned to students who are in need and who have the necessary qualifications to meet the demands of the employer. Part-time work must always be co-ordinated with classroom efforts so that conflict which tends to affect classroom achievement, health, or satisfactory job performance will not develop.

CLASSIFICATION OF PART-TIME POSITIONS

The following classification of part-time jobs is given in order that the student may have some idea as to the type of work in which students are engaged. There are many types of opportunities which do not lend themselves to classification but which are available. For the women there are calls for:

Camp councilors	Clerical workers
Houseworkers	Readers
Checkroom clerks	Companions
Cashiers	Stenographers
Waitresses	Switchboard operators
Saleswomen	Typists
Odd jobs	Typing theses

Women who wish to work in a private home doing housework or taking care of children in exchange for room and board have no difficulty in finding desirable homes in the neighborhood.

For the men there are opportunities for:

Athletic instructors	Hotel clerks
Salesmen	Typists
Chauffeurs	Houseworkers
Switchboard operators	Waiters
Draftsmen	Messengers

Companions	Stenographers
Real estate agents	Research workers
Soda-fountain attendants	Gas-station attendants
Ushers	Clerical workers
Proctors	Solicitors
Checkroom clerks	Musicians

ESTIMATE OF EXPENSES

The following table will enable the student to form an estimate of his quarterly expenses, exclusive of tuition and laboratory fees which are common to all students in the University.

	Low	AVER- AGE	LIB- ERAL
Rent and care of room	\$ 60.00	\$ 85.00	\$120.00
Board.....	84.00	100.00	115.00
Laundry and pressing	15.00	40.00	50.00
Textbooks and supplies.....	13.00	25.00	40.00
Incidentals.....	15.00	35.00	55.00
Total.....	\$187.00	\$285.00	\$380.00

Our tuition fee for each undergraduate student is \$100 per quarter, or \$300 for the three quarters—Autumn, Winter, and Spring—which constitute the regular college year for most of our students.

There are certain other necessary expenses which are common to all students; and in view of variations in quantity and quality, three estimates are given. These estimates are for a single quarter, and should be multiplied by three to arrive at an estimate for the regular college year of three quarters.

Applications for rooms in the Residence Halls, which rent for from \$48.00 to \$120.00 a quarter, should be sent to the University Cashier.

Applications for furnished apartments maintained by the University for married graduate students, ranging from \$50.00 to \$70.00 per month, should be made in advance to the University Cashier.

Board may be obtained at Hutchinson Commons, Ida Noyes Refectory, and Emmons

Blaine Lunchroom. A cafeteria service is provided, the cost of meals averaging about \$7.00 per week.

Students may secure furnished rooms in the neighborhood of the University at prices ranging from \$60.00 to \$150.00 a quarter. Lists of rooms may be obtained in person from the Housing Bureau, Room 105, Press Building, about one week before the opening of each quarter. Desirable furnished rooms for light housekeeping are rather difficult to find. They range in price from \$40.00 to \$75.00 a month. Furnished apartments vary in price from \$65.00 to \$125.00 per month.

CONCLUSION

The Board of Vocational Guidance and Placement attempts to aid the student continuously and progressively through his University work. First of all, it is the desire of the Board to help the Freshman get properly oriented, and to plan with him what his expenses and earnings should be. An earnest effort is made to develop every student's earning power as the student himself develops and progresses with his University work. Many a student, glad to do anything in his Freshman year in order to meet his necessary expenses, tends to be steadily promoted to more important assignments until graduation. The Board is then interested in assisting Seniors to promising positions after graduation. Thus it is that from Freshman days through and after graduation there is a continuity of effort in behalf of the student. It must be remembered, however, that success depends upon the individual. Character, determination, and successful scholastic achievement are pertinent factors for which the student alone is responsible. No man or woman possessing the proper qualifications coupled with the desire to secure the educational advantages offered by the University of Chicago need have them denied because of a lack of funds alone.

If this pamphlet does not provide you with sufficient information, or if your circumstances are such that you would like further advice, do not hesitate to write to us. Address THE BOARD OF VOCATIONAL GUIDANCE AND PLACEMENT, THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS.

For use with the Penney Foundation

Memorandum on Conversation with Mr. Woellner on Vocational Guidance

Work Throughout the Country

At the University of Chicago's School of Education they have courses on the administration of vocational guidance. They have the courses in the summer time because it is at this season that school superintendents and the like come here to study. They find that many of these superintendents want to introduce vocational guidance into their school system but do not know how to do it.

At Columbia University Mr. Kitson, who was formerly here at Chicago, seems to be largely interested in the survey of the need of vocational guidance in various communities throughout the country.

At the College of the City of New York Mrs. Reed, who was formerly here at the University of Chicago, is carrying on courses largely in the way of helping employers to find the type of workers they need. It comes close to the training of people for actual placement of workers without so much regard for the need of the individual as for the need of the manufacturing plants employing people.

Northwestern University, following President Scott's work in the personnel service of the War Department during the War, has certain courses in personnel management. These are in connection with their School of Commerce and Administration.

On the Pacific Coast, the emphasis seems to be on the analysis of jobs to see what types of ability are actually demanded by different jobs.

Rowland Haynes

August 22, 1928

Memorandum on Conversation with Mr. Woolner on Vocational Guidance

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Forland Haynes

The University of Chicago

The School of Education

THE UNIVERSITY HIGH SCHOOL
OFFICE OF THE PRINCIPAL

August 23, 1928

Mr. Rpwland Haynes
Office of the Secretary
Faculty Exchange

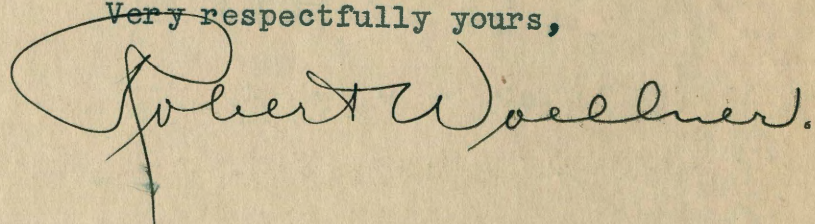
My dear Mr. Haynes:

Following yesterday's conversation concerning the work in Educational and Vocational Guidance at this institution, I am submitting to you two outlines that may make more complete your understanding of the character of work we are attempting to perform. The first outline is the syllabus of the course we are offering in the School of Education in Educational and Vocational Guidance. The topics will give you a more detailed notion of the work we are doing. The second outline is used in connection with the study Mr. Lyman and I are carrying on with the hope of discovering better books now available in the field of vocation. We feel that we can render the schools a real service in recommending to them the dozen usable texts from the list of over three hundred now available. This is a very meagre beginning of possible research work in this field, but considering the circumstances it is as much as we can do at the present time.

I am sending you a copy of a book entitled, "The Problem of Vocational Guidance" by Professor Myers of Michigan, which will give you as complete a presentation as can be had at the present time. There is no need for a hurried return of this publication.

Assuring you of my interest in the program of Vocational Guidance and of even the slight possibility of our receiving financial assistance in this field, I am

Very respectfully yours,

A handwritten signature in dark ink, appearing to read "Robert W. Coe". The signature is fluid and cursive, with a large initial "R" and "W".

RW-vsr

The University of Chicago

The School of Education

August 28, 1928

THE UNIVERSITY HIGH SCHOOL
OFFICE OF THE PRINCIPAL

Mr. Howland Haynes
Office of the Secretary
Faculty Exchange

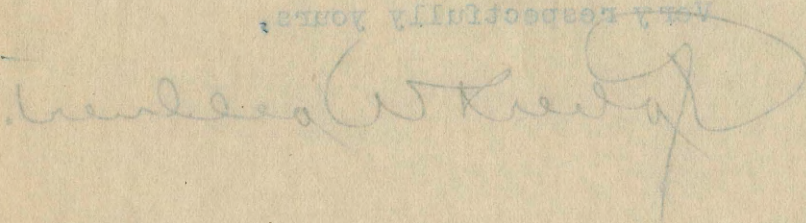
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Very respectfully yours,



RW-Var

University of Chicago
School of Education
Robert C. Woellner

Education 329

EDUCATIONAL AND VOCATIONAL GUIDANCE

I. The Nature and Scope of the Problem.

Burdge - - - - -	Introductory chapters
Edgerton - - - - -	Chapters I & II
Fryer - - - - -	Intro. & Chapters I & II
Kitson - - - - -	Chapters II & III
Myers - - - - -	Chapters I, II, III
Proctor - - - - -	Chapter I
Reavis - - - - -	Chapters I & II
Reed - - - - -	Pages 3 - 71
Thomas-Tindal & Myers -	Chapter I

II. Historical Background of Personnel Research and Service

Brewer #1 - - - - -	Pages 20-52
Burdge - - - - -	Entire Book
Edgerton - - - - -	Bibliography Pages 195-198
Kitson - - - - -	Chapter I
Payne - - - - -	See Index

III. Current Personnel Provision

1. In Public Schools
 - (a) Junior High Schools
 - (b) Senior High Schools
 - (c) Small city systems
 - (d) Large city systems
 - (e) State and Federal Departments
2. In Colleges and Professional Schools
3. Summary of current Industrial practice

Allen #3 - - - - -	Part I
Kelly - - - - -	Chapter IV
Myers - - - - -	Pages 262-305
Reavis - - - - -	Chapters III-XV
Scott and Clothier - -	Entire book
Thomas-Tindal & Myers-	Entire book
Twenty-third Yearbook	
Twenty-fifth Yearbook	
See Vocational Guidance Magazine	

IV. The Place of Intelligence Tests in a Program of Personnel Service

Allen #3 - - - - -	Part IV .
Edgerton - - - - -	See index & Biblio. pp. 201-04.
Fryer - - - - -	Chapter III & Appendices to Part I.
Kitson - - - - -	Chapters IV-VII

Education 323

EDUCATIONAL AND VOCATIONAL GUIDANCE

I. The Nature and Scope of the Problem.

Burde	Introductory chapters
Edgerton	Chapter I & II
Myers	Intro. & Chapters I & II
Kittson	Chapters II & III
Myers	Chapters I, II, III
Proctor	Chapter I
Reavis	Chapter I & II
Reid	Part 3 - VI
Thomas-Tindal & Myers	Chapter I

II. Historical Background of Personnel Research and Service

Brower	Part I - Pages 20-22
Burde	Entire book
Edgerton	Bibliography Pages 19-20
Kittson	Chapter I
Payne	See Index

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3. Summary of current industrial practice

Allen	Part I
Kelly	Chapter IV
Myers	Pages 202-203
Reavis	Chapters III & IV
Scott and O'Brien	Entire book
Thomas-Tindal & Myers	Entire book
Twenty-third Yearbook	
Twenty-fifth Yearbook	
See Vocational Guidance Magazine	

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Allen	Part IV
Edgerton	See Index & Bibliography
Tryer	Chapter III & Appendixes
Kittson	Part I
	Chapters IV-VII

Kornhauser & Kingsbury-Entire Book
 Myers - - - - - Pages 209-61
 Payne - - - - - Appendix "D" -also see index
 Proctor - - - - - Chapters II & IV and
 Bibliography Pages 340-42
 Toops - - - - - Entire Book

V. The Relative Importance of Ratings on Traits Other than Intelligence and Scholarship

Allen #2 - - - - - Pages 312-319
 Gambrill - - - - - Entire Book

VI. The Importance of Individual Case Study - Suggested Technique

Brewer and other #2 - -Entire Book
 Contributions - - - - Three Problem Children
 Reavis - - - - - Chapters III-XV
 Sayles, Mary B - - - - Entire Book
 See Mental Hygiene Magazine

VII. The Collection and Appraisal of Occupational Information

Adams - - - - - Entire Book
 Edgerton - - - - - Chapter VII
 Ernst - - - - - Entire Book
 Filene - - - - - Entire Book
 Fryer - - - - - Chapters IV-XXXI
 Hirth - - - - - Training for the Professions &
 Allied Occupations-Entire Book
 Jackson- - - - - Entire Book
 Lyon & Butler - - - - Entire Book
 Platt - - - - - Entire Book
 Twenty-third Yearbook -Chapter V

VIII. The Use of Occupational Information

1. Through regular school courses
2. Through orientation courses
3. Through special courses in occupations
4. Through individual adjustment

Allen #3 - - - - - Part II
 Bate & Wilson - - - - -Entire Book
 Bowman - - - - - Charts
 Edgerton - - - - - Chapter VII & Bibliography
 Pages 206-210
 Lyman and Hall - - - - Three volumes
 Lyon - - - - - Entire Book
 Myers - - - - - Chapters V, VI, VII
 Proctor - - - - - Chapters V-XIII
 Teeter - - - - - Entire Book

Kornhauser & Kingsbury-Entire Book
Myers - - - - - Pages 209-21
Payne - - - - - Appendix "D" - also see Index
Proctor - - - - - Chapters II & IV and
Bibliography Pages 240-42
Toops - - - - - Entire Book

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than Intelligence and Schooling

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Gambrell - - - - - Entire Book

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Ernst - - - - - Entire Book
Pitts - - - - - Entire Book
Fryer - - - - - Chapters IV-XXVI
Hirth - - - - - Training for the Professions
Allied Occupations-Entire Book
Jackson - - - - - Entire Book
Lyon & Butler - - - - - Entire Book
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Edgerton - - - - - Chapter VII & Bibliography
Pages 209-210
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Lyon - - - - - Entire Book
Myers - - - - - Chapters V, VI, VII
Proctor - - - - - Chapters V-XIII
Teeter - - - - - Entire Book

IX. Placement as an Educational Function

Allen #3 - - - - - Part V
 Edgerton - - - - - See index
 Myers - - - - - Chapter IX
 Proctor - - - - - Chapter IX

X. Fundamentals of Personnel Administration in School and in Industry.

Allen #2 - - - - - Part III
 Edgerton - - - - - Chapter VIII
 Kitson - - - - - Chapters XI-XIII
 Proctor - - - - - Chapter XV
 Scott & Clothier - - - See index

XI. Personnel Research and Service in Foreign Countries

Kitson - - - - - Chapter XIV
 See special bulletins

XII. Training Opportunities and Requirements for Personnel Service.

Edgerton - - - - - Chap. IV-VI & IX & Bibliography
 Proctor - - - - - Bibliography Pages 338-339
 Twenty-third Yearbook-

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IX. Placement as an Vocational Function

Allen 43 - - - - - Part V
Edgerton - - - - - See Index
Myers - - - - - Chapter IX
Proctor - - - - - Chapter IX

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Allen 42 - - - - - Part III
Edgerton - - - - - Chapter VIII
Klison - - - - - Chapters XI-XIII
Proctor - - - - - Chapter XV
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Macmillan, 1927
Lyon, Everett S. and Butler, A. Marie, Vocational Readings.

SCORE CARD FOR ESTIMATING THE VALUE OF A VOCATIONAL BOOK USED FOR INDIVIDUAL READING

Name of author.....Title of book.....

Scorer's name.....

Directions: Examine the book, keeping in mind an average ninth grade reader. Then examine the entire score card and begin by making your estimate of the three major numerical items, I, II, III. Write your estimates for the book you are appraising immediately below the numbers in the left hand column of the card; finally adjust the sub-items in the right hand columns as you think appropriate for the book in hand. Be sure to keep 1000 points as a total, and accurate adjustments of all sub-totals.

I. CONTENT: Does the book adequately inform, interest and inspire the reader?

800

A. Occupational Information: Is the book adequate in the following respects:

400

1. Is the description of the work reliable; that is, is it up-to-date, representative, and accurate?
2. Does it present both the advantages, and the disadvantages or the difficulties to be overcome?
3. Does it explain the preparation necessary for success?
4. Does it set forth the personal qualities necessary for success as well as the personal traits that might handicap?
5. Does it cover probable financial return, chances for advancement and social standing of the worker?

150

75

50

75

50

B. Reader's Interest: Does the book arouse and sustain the reader's interest?

150

1. Is it rich in incidents, examples, concrete situations?
2. Does it show the romance, adventure, and contest of the occupation?
3. Is the content reasonably within the capacity of a reader of average intelligence?
4. Does it stimulate to first-hand investigation of the subject?

50

25

50

25

C. Appreciations and Ideals: Does the book tend to create desirable attitudes?

250

1. Does it present in a dignified and reserved manner the values of the work to society?
2. Does it broaden the reader's sympathy for and understanding of the workers, showing the dignity of labor?

50

50

3. Does it help to develop in the reader's mind genuine standards for estimating success in one's life-work?			50
4. Does it stimulate the reader to a personal forward-looking program, helping establish self-appraisal and life-career motives?			100
II. <u>MECHANICAL MAKEUP</u> : Is the book convenient and attractive?	100		
A. <u>Size and Appearance</u> :		50	
1. Is the size suitable for easy handling?			25
2. Is the volume light and flexible, considering its size?			15
3. Is the color pleasing?			10
B. <u>Printing and Page Arrangement</u> :		50	
1. Is the paper of good quality?			25
2. Are the length of line and the margins conducive to easy reading?			10
3. Is the type legible and the inking distinct?			15
III. <u>COMPOSITION AND RHETORIC</u> : Is the book written simply, clearly, attractively?	100		
A. <u>Vocabulary</u> : What is the degree of technicality and difficulty? That is:		50	
1. What is the range of vocabulary? (the number of different words in 1000 should be about 500)			25
2. What is the number of uncommon words? (the number of uncommon words should not exceed 30-40 per 1000, not found in Thorndike's list of commonest words)			25
B. <u>Sentences</u> : Are they appropriate in structure and length? That is:		25	
1. What is the proportion of simple sentences? (should be about 1/3 of the total number of sentences).			15
2. What is the average length of sentences? (Sentence length should be about 25 words as estimated by 25 sentences selected at random on 25 different pages)			10
C. <u>Paragraphs</u> : Are they of reasonable length and well connected? That is:		25	
1. What is the average number of paragraphs per page? (should average approximately 3-5 per page of ordinary size)			15
2. Is the coherence between paragraphs adequate? (the thought should be clearly sequential and progressive)			10

General estimate as to grade placement. Check your judgment as to the level of readers for whom the book is best suited.

Junior High School () Senior High School () Adults ()

General estimate as to the value of the book as a whole for the readers indicated above.

Excellent () Good () Fair () Poor ()

Copy to D.A. Stevens

Scholarships
Harper rooms

June 25, 1928

Dear Mr. Payne:

Since my letter of the twentieth reviewing the proposal that the Board of Vocational Guidance and Placement have a coupon added to the registration ensemble, a third and equally significant reason has suggested itself in support of the project.

Our work, as very likely you remember, depends largely upon faculty recommendations of students. The machinery for getting these recommendations is now very cumbersome, and I am hoping to perfect it. When students register with us now, we give them forms to be taken around to faculty members with whom they have had courses. On these forms instructors express their judgment of the student's promise as a teacher. Frequently it happens that students register with us and refer to instructors with whom they have not had courses for several quarters. This means that when classes are large instructors have little recollection of students' work and make superficial statements based only upon grades. You can understand how colorless and meaningless this makes so many of our faculty recommendations.

4
If we could have the class schedule card which I am proposing, we could each quarter send out to instructors the official recommendation forms of the board for every student in their courses who have chosen teaching as a career. This would mean that during the last or first two weeks of every quarter, one of our girls would devote two or three days to making up lists for instructors of the students in their courses who plan teaching careers. Faculty recommendations would thus come along to us automatically awaiting the student's registration or completing the registration.

You can readily see how much our procedures would immediately be improved. Since our number of placements, moreover, depends upon the quality of our faculty statements, there is nothing that we can do which would improve our placement work so much as the perfection of our recommendation

Chas. A. A. Stearns

Harper re-ans
Scholarship

June 25, 1928

Dear Mr. Payne:

Since my letter of the twentieth reviewing the proposal that the Board of Vocational Guidance and Placement have a coupon added to the registration envelope, a third and equally significant reason has suggested itself in support of the project.

Our work, as very likely you remember, depends largely upon faculty recommendations of students. The machinery for getting these recommendations is now very cumbersome, and I am hoping to perfect it. When students register with us now, we give them forms to be taken around to faculty members with whom they have had courses. On these forms instructors express their judgment of the student's promise as a teacher. Frequently it happens that students register with us and refer to instructors with whom they have not had courses for several quarters. This means that when classes are large instructors have little recollection of students' work and make superficial statements based only upon grades. You can understand how colorless and meaningless this makes so many of our faculty recommendations.

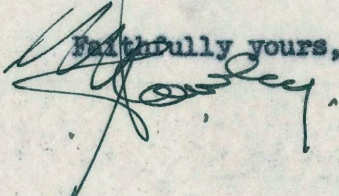
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-2-

It is obviously a wobbly practice to have instructors write judgments about students after they have all but forgotten them and their work, and I think we owe it to everyone concerned to secure these faculty judgments before the Law of Forgetting plays too much havoc. The way to meet this situation, I think, is to establish an automatic process by means of the schedule card.

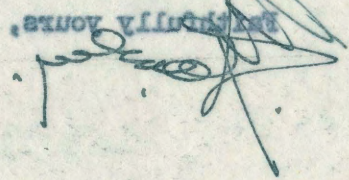
Faithfully yours,



WHC*K

Mr. W. A. Payne
Faculty Exchange

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Sincerely yours,


WHS:X

Mr. W. A. Payne
Faculty Exchange

The University of Chicago

The Board of Vocational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

Bd
Coupon plan
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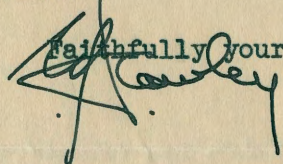
June 21, 1928

Dear Mr. Stevens:

May I hope to have your support in the project discussed in the attached letter to Mr. Payne? The problem is much more fundamental, I think, than I have been able to make it appear. I think it would be too bad if our board should be relegated to nothing more than a clerical unit when there is clamoring to be done the larger work of coordination and research in guidance and placement.

The project that I have outlined in my letter to Mr. Payne would bring to us data that would make it possible for us to do a really important piece of work. Some time at your convenience I hope I may come over and talk about it with you because it seems to me that the principle involved is urgently important?

Faithfully yours,



WHC*K

Mr. D. H. Stevens
Faculty Exchange

128
 Chicago plan
 W.D.

The University of Chicago

The Board of Vocational Guidance
 and Placement

OFFICE OF
 THE EXECUTIVE SECRETARY

June 21, 1928

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Very truly yours,
 [Signature]

W.H.C.

Mr. L. E. Stevens
 Faculty Exchange

June 20, 1928

Dear Mr. Payne:

As you suggested in our conversation of yesterday, I am sending along a dummy of the coupon that I hope we may have added to the registration cards filled out by each student at the beginning of each quarter.

There are two main reasons for proposing this added coupon, and these I should like to present below for your judgment and for the eventual approval of the General Administrative Board.

1. Each quarter we send out cards, similar to the coupon I am proposing, to each registrant of this board who is in residence at the University. This is a large clerical job, involving the typing of some fifteen hundred envelopes and the other clerical work involved in their mailing. The chief reason for proposing this coupon is to eliminate this clerical burden. Since the machinery exists for getting this necessary data automatically, I hope we may take advantage of it. The information contained upon this coupon is necessary for our office so that we may be able to find students at any time of the day for interviews with prospective employers. Now that we are taking over the part-time placement work of the University, the clerical burden in this connection will be doubled if not tripled.

2. You will notice that we are requiring that the card be filled out on both sides so that we may have information not only concerning the students whereabouts, but also additional information concerning the general placement problem at the University. If the work of our board is to be more than that of a catch-as-catch-can employment agency, we need to have at our disposal adequate statistics giving us information about trends and tendencies and the general placement situation at the University. We need to know for example:

1. The number and percentage of students of all grades whose vocational objectives are determined upon.

June 30, 1938

Dear Mr. Payne:

As you suggested in our conversation of yesterday, I am sending along a dummy of the coupon that I hope we may have added to the registration cards filled out by each student at the beginning of each quarter.

There are two main reasons for proposing this added coupon, and these I should like to present below for your judgment and for the eventual approval of the General Administrative Board.

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1. The number and percentage of students of all grades whose vocational objectives are determined upon.

2. The number and percentage of students of all grades who have positions to go to.
3. The number and percentage of students of all grades planning professional careers.
4. The number and percentage of students of all grades planning educational careers.
5. The number and percentage of students of all grades planning business careers.
6. The number and percentage of students of all grades registered with the Board of Vocational Guidance and Placement.

At present there are no means of getting this information, and it is my considered conviction that we ought to have it at our disposal if we are to do the sort of job that needs to be done. If we could have these cards from the Senior College, the Graduate Schools, the School of Commerce and Administration, the School of Education, the Divinity School, and the School of Social Service Administration, we should be able each quarter to review our placement problem and to save ourselves a clerical burden that our budget doesn't permit handling adequately. There are two reasons, then, for the proposed additional coupon.

1. The saving of clerical work.
2. The availability of more information for the development of our program and for the overall survey of the guidance and placement situation at the University.

I hope very much that we may talk about this proposal at your convenience, particularly if improvements in the project suggest themselves to you.

Faithfully yours,

WHC*K

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grades who have positions to go to.

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Respectfully yours,

W.H.K.

The University of Chicago

Board of Vocational Guidance
and Placement

Al 3

OFFICE OF
THE EXECUTIVE SECRETARY

November 15th, 1927.

Dear Mr. Stevens:

I am sorry to have been lost in the shuffle at Mandel this noon because I wanted to explain more fully my talks with Mr. Woodward. I have asked for both a man and a woman for vocational guidance chiefly because of Professor Thurstone's remarks toward the end of our board meeting. Perhaps you will remember that he asked who was going to do the vocational counseling and who the interviewing in connection with teacher's placement. You will recall his skeptical response when I replied that I expected to do both.

I came away from the meeting with the impression that the Board thought it would be unwise for anyone to undertake all of the interviewing in connection with teachers' placement and also in connection with vocational counseling of men undergraduates. Since there are about two thousand interviews a year in connection with teachers' placement alone, it seemed wise to amend my original proposal to the Board and to ask for both a man and a woman to help in the vocational counseling.

Now, of course, I am ready to do anything that the Board wants me to. If it wants me to undertake both the teachers' placement interviewing and the vocational counseling of men, I am willing to make the attempt. Yet I must express my conviction that Professor Thurstone's skepticism is justified.

As I said this morning, I am disappointed that I am not to do vocational counseling immediately. You will remember that I came into this work chiefly because of an interest in undergraduates; and although I am giving most of my attention now to teachers' placement, my interest continues to be with undergraduates. The sooner we can get going in the vocational guidance program, the better I will like it; but I don't think it would be wise to begin it without being sufficiently manned.

When we do begin it we shall, of course, take over the industrial placement work too, and with the same staff. At the same time we shall want to take over the part-time placement work because my conviction is that when we begin industrial placement work we should do the whole job in one office.

The University of Chicago

Board of Vocational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

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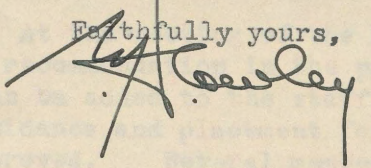
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At the same time we shall want to take over the part-time place-
ment work because my conviction is that when we begin industrial
placement work we should do the whole job in one office.

2 - Mr. Stevens.

November 25th, 1937.

I am writing in this detail because I hope I may have your cooperation in getting our organization established under a complete program as soon as possible. I am stepping into this teachers' placement work because the administration has wanted me to. My interest, however, continues to be centered in the undergraduate and his problems.

Faithfully yours,



WHC:EM

S - Mr. Stevens.

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have your cooperation in getting our organization established
under a complete program as soon as possible. I am stopping
into this teachers' placement work because the administration
has wanted me to. My interest, however, continues to be
concerned in the maintenance of this problem.

Respectfully yours,

[Handwritten signature]

WHD:EM

-:C O P Y:-

November 8th, 1927.

Dean H.G. Gale,
Faculty Exchange.

My dear Dean Gale:

At the meeting of the Board on October 15th the recommendation in the proposed program that a young woman be added to the staff to assist with the vocational guidance and placement for women undergraduates was approved. Several members also expressed the opinion that it would be unwise to begin any of the vocational guidance and placement work without an adequate staff.

Since the Board's meeting Mr. Woodward has reviewed the situation, and at his suggestion I am writing the members to tell them of the budgetary limitations which make it impossible to take on the added expense of the young woman and man necessary to handle adequately the vocational guidance and industrial placement work. This means that the Board's office for the time being will concern itself entirely with the development of the teachers' Placement work.

When budgetary considerations make it possible for the taking on of these two extra people we shall begin immediately with the two other general functions proposed at the Board meeting: --- vocational guidance for undergraduates to be concentrated in the sophomore year, and industrial placement both full and part-time. The immediate program includes the undertaking of several research projects upon which Dr. Hoyt will devote most of her time. Likewise preparations will be made for beginning the larger program later during the year.

Faithfully yours,

WHC:EM

-:C O P Y:-

November 24th, 1937

Dean E. C. Cole,
Faculty Exchange.

At the meeting of the Board on October 13th, the recommendation in the proposed program that a year be added to the staff to assist with the vocational guidance and placement for women was approved. Several members also expressed the opinion that it would be unwise to begin any of the vocational guidance and placement work without an adequate staff.

Since the Board's meeting Mr. Woodward has reviewed the situation, and at his suggestion I am writing the members to call attention to the budgetary limitations which make it impossible to take on the added expense of the young women and men necessary to handle adequately the vocational guidance and industrial placement work. This means that the Board's office for the time being will continue to function entirely with the development of the teachers' placement work.

When budgetary considerations make it possible for the taking on of these two extra women we will begin immediately with the two other general functions proposed at the Board meeting: -- vocational guidance for undergraduates to be concentrated in the sophomore year, and industrial placement both fall and spring. The industrial program includes the undertaking of several research projects upon which Dr. Cole will develop most of her time. Likewise preparations will be made for beginning the larger program later during the year.

Respectfully yours,

WRO:AM

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The University of Chicago

Board of Vocational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

2 - Mr. Woodward

October 17th, 1927.

Dear Mr. Woodward:

Last week I brought over a copy of the attached proposed program for the following year about which we had talked a couple of weeks ago, but in your absence I went over it with Mr. Stevens who presided at the Board meeting Saturday morning in your place.

Very likely you will want to review the action of the Board upon this program, and there are several points that perhaps should be discussed sometime soon. The Board passed the program in toto, and that makes it necessary to discuss the following:

1. On pages seven and eight the relationship of our work to the Board of Alumni Relations is briefly referred to. I have talked with Mr. Barrows about the program that I have tentatively evolved, but he has told me that he isn't able to take over the alumni work this year. Since many of our procedures will depend upon having our alumni relationship well defined, I hope I may go over this program soon with whoever is taking hold of the alumni situation.

2. The Board voted to approve the principle of centralization of part-time employment under this Board. The Board was of the opinion that such centralization should not be consummated until budgetary and other considerations adjust themselves, but I think it would help our whole set-up if we might plan on a tentative date. I should like to suggest January 1st, because then we shall have office space for the two people who will come over from Mr. Mather's organization. I am going over this tomorrow with Mr. Mather, and perhaps we shall be able to make a joint recommendation.

223
The University of Chicago

Board of Educational Guidance
and Placement

OFFICE OF
EXECUTIVE SECRETARY

October 17th, 1937.

Dear Mr. Woodward:

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Very likely you will want to review the action of the Board upon this program, and there are several points that perhaps should be discussed sometime soon. The Board passed the program in toto, and that makes it necessary to discuss the following:

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2 - Mr. Woodward

The Proposed Program for the Year 1927-28
The Board of Vocational Guidance and Placement
The University of Chicago

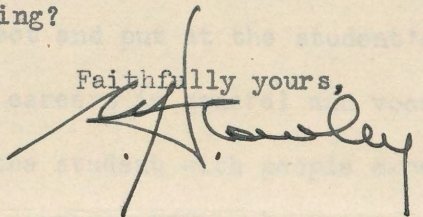
After conference between the Board's executive secretary and the departments of the University who have interest in either its vocational guidance or placement work, this tentative program has been drawn up for the discussion of the Board.

3. The Board also approved the suggestion in the program that we hire within the next few months a young woman to act as vocational counsellor for undergraduate women. I have several people in mind and should proceed to make a choice within the next fortnight. There is involved, of course, the matter of budget, and this will very likely require the amendment of our present appropriation. Sometime soon a budget adjustment will be necessary anyway to provide for our augmented activities, and very likely it would be valuable to have the program and the budget re-defined sometime soon.

4. The Board also approved the proposed publicity program discussed on pages nine and ten, and this will very likely require an expenditure which will also need consideration by the Committee on Expenditures.

May I come over sometime and discuss these developments from the Board meeting?

Faithfully yours,

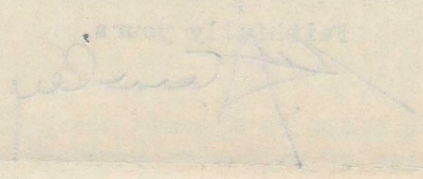


WHC:EM

3. The Board also approved the suggestion in the program that we hire within the next few months a young woman to act as vocational counselor for under-represented women. I have several people in mind and should proceed to make a choice within the next fortnight. There is involved, of course, the matter of budget, and this will very likely require the amendment of our present appropriation. Sometime soon a budget adjustment will be necessary anyway to provide for our augmented activities, and very likely it would be valuable to have the program and the budget re-defined sometime soon.

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Very truly yours,


W:W

The Proposed Program for the Year 1927-28

The Board of Vocational Guidance and Placement

The University of Chicago

After conference between the Board's executive secretary and the departments of the University who have interest in either its vocational guidance or placement work, this tentative program has been drawn up for the discussion of the Board at its initial meeting. The two functions of the organization are herein discussed and a plan submitted for their administration.

The Proposed Vocational Guidance Program

Objectives: The vocational guidance program of the Board of Vocational Guidance and Placement of the University of Chicago should include two services.

1. It should help the student analyze himself and his vocational inclinations and potentialities by putting at his disposal the best known techniques for unearthing his motives, interests, aptitudes, abilities, deficiencies, and limitations.

2. It should collect and put at the student's disposal all obtainable information about careers in general and vocations in particular, and make contacts for the student with people experienced in the careers or vocations he may be contemplating.

Technique of Counsel: The administration of such a vocational guidance service depends upon the development of a technique of counsel. It should be understood at the outset that no well developed counseling technique is available. A few studies have been made seeking to develop techniques for measuring interests and motives, but they are admittedly inadequate and in need of much more capable construction. Professor Kitson at Teachers College and Professor

The Proposed Program for the Board of Vocational Guidance and Placement
The University of Chicago

After conference between the Board's executive secretary and the members of the University the Board is now engaged in a study of the problem of placement work. This tentative program has been drawn up for the discussion of the Board at its initial meeting. The two functions of the organization are hereby discussed and a plan submitted for their administration.

The Proposed Technical Guidance Program

Objectives: The vocational guidance program of the Board of Vocational Guidance and Placement of the University of Chicago should include two main objectives.

1. It should help the student analyze himself and his vocation, his inclinations and aptitudes by putting at his disposal the best known techniques for measuring his interests, inclinations, aptitudes, abilities, deficiencies, and limitations.
2. It should collect and put at the student's disposal all available information about careers in general and vocations in particular, and make contact with the student and people experienced in the career field so that he may be recommended to a vocation.

The nature of the program: The administration of such a vocational guidance service should be

viewed together with the development of a technological program. It should be understood at the outset that no well developed commercial technique is available. A few schools have been seeking to develop techniques for measuring aptitudes and abilities, but they are substantially incomplete and in need of such a complete construction. Professor Wilson at Teachers College and Professor

Strong at Stanford University, as well as a number of other people, are working on this problem and while this office administers a technique of its own, incorporating all the best known methods used elsewhere, it will be our task also to keep in touch with research developments. To this end it may be the desire of the Board to appoint a committee of its members to keep in touch with the work done elsewhere and to act as advisers in setting up and administering the method to be put into effect this year.

The method of counseling suggested for immediate use consists of an interview with the student aided by concise forms to help him in analyzing himself and his objectives. When, thru the aid of the analysis forms and the interview, the student has narrowed down his vocational choice to less than half a dozen possibilities, interviews will be arranged for him with people in Chicago who have been successful in each of the careers he is contemplating. It may be that this office will want to hold group meetings for undergraduates to be addressed by experts in various professions and industries, but for the time being it seems best to keep the vocational guidance program as thoroughly personal as possible -- keeping the individual ever in mind rather than the group.

Routine: One principle suggests itself as fundamental in building up the routine of the vocational guidance service, namely, that the vocational guidance work of the University be stressed during the sophomore year of the University's undergraduates. This will mean that each year the vocational guidance emphasis of this office will be concentrated upon one class so that that class will have faced the problem before going on to Senior College. It may be that the work of some undergraduates will be materially influenced during their senior college years by having faced and perhaps having decided upon their vocational objectives. It is too much to hope

Strong at Stanford University, as well as a number of other people, are working on this problem and while this office administers a technique of the type, unfortunately, the best known methods used elsewhere, it will be out of the question to keep in touch with research developments. To this end it may be the desire of the Board to appoint a committee of the members to keep in touch with the work done elsewhere and to act as advisers in setting up and administering the method to be put into effect this year.

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Reasons. One of the reasons for this is fundamental in nature, the nature of the vocational guidance service, namely, that the vocational guidance work of the University is centered around the individual and the University's undergraduate. This will mean that each year the vocational guidance service of this office will be concentrated upon one class as that class will have faced the problem before going on to Junior College. It may be that the work of some undergraduate will be materially influenced during their senior college years by having faced and perhaps having decided upon their vocational objectives. It is too much to hope