

that this office will succeed in having all sophomores make up their minds vocationally, but the attempt might well be made. Those undergraduates who do not make up their minds in their sophomore year this office will continue to counsel until each has made a decision. Very likely we shall find a group who won't ever make a choice until they are faced with the economic necessity. These we shall have to drop after several interviews have proved unsuccessful.

All applicants for the vocational guidance service of the University will be referred to us by the deans in the colleges working under the direction of Dean Boucher in the new educational guidance program of the University. These deans will be informed of the vocational guidance program of this office and will refer their charges to us during their sophomore year except in those cases where a dean may feel it important that the student be met during his freshman year. The general principle is suggested that vocational guidance work be concentrated in sophomore year, but this principle should be flexible enough to include individuals who for one reason or another might well be interviewed during their first year.

The placement program of the Board will, of course, supplement the vocational guidance program. We shall see a student again in his senior year for placement service, and at that time it will very likely happen that some type of vocational guidance will again be necessary. That will depend upon our experience, but certainly we should be prepared to meet the possibility of a re-shuffling of the vocational objectives of many undergraduates.

The Proposed Placement Program

Six types of placements are being done or might be done by the University to assist its students and alumni;

1. Liberal arts graduates at the time of graduation.

that this effort will succeed in having all students make up their minds vocationally, but the attempt might well be made. These undergraduates who do not make up their minds in their sophomore year will continue to counsel until such time as a decision is reached. Very likely we shall find a group who won't ever make a choice until they stand with the experimental group. These we shall have to drop after several interviews have proved unsuccessful. All applicants for the vocational guidance service of the University will be referred to us by the deans in the college working under the direction of Dean Bouche in the new educational guidance program of the University. Deans will be informed of the vocational guidance program of this office and will refer their charges to meeting their sophomore year except in those cases where a dean may feel it important that the student be met during the freshman year. The general principle is suggested that vocational guidance work be concentrated in sophomore year, but this principle should be flexible enough to include individuals for one reason or another might well be referred to this office during their first year. The placement program of the University, of course, supplements the vocational guidance program. We shall see a student again in his senior year for placement service, and as a result it will very likely happen that some type of vocational guidance will have to be necessary. That will depend upon our experience, but certainly we must be prepared to meet the possibility of a reshuffling of the vocational objectives of many undergraduates.

The Proposed Placement Program

Six types of placements are being done or might be done by the University to meet its students and alumni:

1. Liberal arts graduates for the purpose of education.

2. Professional school graduates at the time of graduation.
3. Graduate students in arts and science departments.
4. Alumni of the colleges and graduate schools.
5. Alumni of the professional schools.
6. Undergraduates who seek part-time employment.

The proposed relationship of this Board to these six types of placement is discussed herewith.

1. Liberal Arts graduates at the time of graduation: No complete program has up to date been developed for the placement of the University's liberal arts graduates. The Employment Bureau under Mr. Mathers' direction has found that its part-time employment work occasionally leads to the placement of seniors at the time of their graduation, but this work has not been developed especially because of the necessary concentration of the Employment Bureau on part-time work. It will be a function of this organization to administer and develop the placement work for seniors at their commencement. Already negotiations are under way with several large employers in Chicago, and it will undoubtedly be true that by spring we shall have a well organized placement service for seniors. We shall seek to develop relationships with all types of businesses and to steer seniors in directions in which they are interested. Meanwhile we shall, of course, continue to be interested in the placement of seniors who seek placement in teaching and other professions and of seniors generally who seek any sort of vocational placement.

2. Professional School Graduates at the time of graduation: Six professional schools of the University are graduating trained students: The School of Commerce and Administration, The School of Education, The School of Social Service Administration, The Law School, The Medical School, The Divinity School. The last four of these have their own placement organizations with which this office will co-operate. To what extent that co-operation need

go will depend upon experience, but it seems obvious at the outset that this organization can render little service to these schools because they not only know their own students very well, but they also know the vocational opportunities available for them. It seems desirable that the fundamental principle of this organization should be co-operation rather than extreme centralization. It seems best that the placement work of the University should be well organized and to a degree centralized, but not depersonalized, and for that reason it has been the suggestion of those who conceived this organization that the placement of the various professional schools be done wherever possible by the schools themselves. This will, of course, be comparatively simple for these four professional schools with whom this office can co-operate but indirectly.

With C. & A. and The School of Education the same situation does not hold. We have need to co-operate with both of these professional schools actively and continuously, and to that end plans have been drawn up defining the relationships of this organization with both these schools. The particular details are, perhaps, not important here; but the principle that professional schools should do their own placement as far as possible has been fundamental in defining this relationship. In brief, the School of Commerce and Administration will handle the placement of all its graduates except those who seek general business placement. These will register with this office and be handled in the same fashion as ordinary undergraduates. Similarly the School of Education will handle the placement of its students; but because of our particular interest in teachers' placement, plans have been made for the registration of School of Education students in this office at the same time that they fill out the personnel blanks of the School of Education. Dean Spencer, a member of the Board, can speak for the agreement

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drawn up with C. & A., and Dean Gray and Professor Freeman, also members of the Board, know in detail of the similar plan drawn up with the School of Education.

3. Graduate students in arts and science departments: In this type of placement, too, the principle of decentralization and of placement by the people who have been in close contact with the student is again applied. Each department will do what placement it sees fit. This organization will offer a supplementary service to the students and departments of the University. If a department recommends a student for a position, we will not be involved except to keep a record of the transaction. We shall hope through our publicity program (to be discussed later) to have every graduate student of the university, who expects to go out to a teaching or industrial position the next year, register with us; and we shall keep that student informed about possible openings. However, if a department responds to an inquiry received directly and recommends one of the students registered with us, we shall have no concern with the transaction except to keep a record of it and perhaps to serve the department by sending data to the educational institution or industrial organization to which the student has been recommended. The relationship of this organization, then, to the graduate departments will be as follows:

1. It will be the job of this office through its publicity program and with the co-operation of the various graduate departments to see that every graduate student who seeks placement of any sort during the following year registers with us early in the year. If the student fails to register it will be his misfortune if this organization does not keep him in mind for possible openings.

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2. A graduate department may recommend whom it may please for a position, and this office will be concerned only to know about the transaction when it is completed.

3. In the past it has been the practice of the Bureau of Recommendations to call up various departments to ask if students with certain types of preparation were available for certain types of positions. This will be discontinued, because the registration of all available people will make it unnecessary. To supplement the information of registration it will often be desirable for this office to call the secretary or chairman of a department for a more adequate judgment regarding the student's capabilities in relationship to a particular position, but there will be no longer any need for this office to ask for lists of people who may be available. These will have already registered because of our publicity program together with the co-operation of the various departments in seeing that their students have not failed to register.

4. This office will co-operate with the departments of the University in sending out to prospective employers data concerning students.

5. Universities and colleges which seek instructors from more than one department of the University will be referred to this office so that the contact of the inquiring institution may be with one organization rather than with several. This will also be true of industrial organizations seeking men.

4. Alumni of the colleges and graduate schools:

5. Alumni of the professional schools:

The placement service of the University for its alumni needs to be

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7. A list of the colleges and graduate schools
8. A list of the professional schools

The placement service of the University for its alumni needs to be

developed with the co-operation of the Board of Alumni Relationships. Negotiations are now under way with that board for the development of a standardized program for alumni placements. As yet it is not sufficiently in shape to be discussed here. In general it may be said that it seems best that the principle of departmental and professional school placement should continue with alumni as well as with students in residence.

6. Undergraduates who seek part-time employment: This placement service is now under the direction of Mr. Mather and is called the Employment Bureau. It has been the opinion of the secretary that the Employment Bureau of the University should be transferred to the jurisdiction of this Board. This means that all the undergraduate placement work of the University would be centered in one place. It does not mean, however, that the hiring of employees for the University should leave the cashier's office. That is not and will not ever seem likely to be an interest of this Board. We should be interested in all types of placement for our students but not in hiring employees of the University.

The present separation of part-time placement work from the other placement work of the University seems likely to be clumsy and inefficient. Undergraduates should be able to look to a single office for all types of placement. Similarly, employers in Chicago and elsewhere should, perhaps, look to a single office for all student employees. Already one or two minor complications have arisen which suggest the advisability of this amalgamation as soon as possible. It seems that budgetary considerations make the readjustment impossible for the present, but Mr. Mather seems to be in agreement with this general plan of concentration. Very likely the Board will want to discuss the matter since Mr. Mather is one of its members, and it may be that it will want to express itself for or against such concentration.

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The Proposed Publicity Program

In order that the people of the University, and school and industrial executives may know of the University's augmented program of vocational guidance and placement, a well-thought-out publicity plan seems an essential part of the Board's program. Three different projects suggest themselves as desirable units of such a publicity program: an article in the University of Chicago Magazine to discuss the work of the Board for the university community and its alumni, a pamphlet discussing the Board's work to be put in the hands of the University's students, and a similar pamphlet to be sent to school people and to be available for industries with whom the university may have contact.

The University of Chicago Magazine has already requested an article for one of its forthcoming numbers. With the Board's approval such an article would survey generally the program herewith suggested with any amendments that the Board may propose at this meeting. It would relate the organization's activity to the broad personnel program of the University and more particularly to the educational guidance program under Dean Boucher. Such an article might do much to promote good will for the Board's work and to have the community intelligently informed about what we are attempting to do.

The pamphlet for students should perhaps be of an entirely different nature. Possibly such a pamphlet should include a review of the entire personnel activities of the University, particularly the educational guidance program and the program of this Board. Dean Boucher has agreed to the advisability of such a pamphlet for students, and it might be written so that each student could very readily relate the entire personnel work of the University to himself. Thus after a general description of both organizations and their activities, descriptive procedures could be presented for

all grades of students from freshmen to candidates for the Doctor's degree. Such a pamphlet should perhaps be mailed to every student of the University this quarter, and hereafter it could be put in the hands of each new student at the time of registration.

The proposed pamphlet for schoolmen and industrial executives would be written from the point of view of the prospective employer and would balance the proposed pamphlet to be written from the point of view of the student. The re-organization of the University's placement work particularly should be known to everybody with whom the University of Chicago has ever had placement dealings, and it should be available for the development of new contacts, not only with school people, but with industry, and with leaders in the various professions. If the work of this Board is to have the active co-operation of people seeking graduates of the University, this pamphlet seems an essential part of our activity.

The Staff

The Board's staff consists of the Executive Secretary, Dr. Hoyt, who comes over from the Board of Recommendations to act as placement counsellor, Miss M. A. Wood, acting as office manager, and four stenographers and clerks. This is an addition of but two people to the number who conducted the activities of the Board of Recommendations. Obviously, of course, with the augmented program of this new board a larger staff will soon be necessary. It is proposed to make these additions slowly, but it may be the desire of the Board to visualize this staff development over a period of at least a year.

It seems immediately necessary to add to the staff a young woman to take over the work of vocational counsellor for women. Such a new member of the staff would administer the technique of counsel for women undergraduates of the University, handle all the part time placement work for women under-

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comes over from the Board of Recommendations to act as placement committee.
Miss A. A. Wood, acting as office manager, and four stenographers and clerks.
There is an addition of one or two people to the number who conducted the staff
part of the Board of Recommendations. Obviously, of course, with the ex-
pected growth of this new board a larger staff will soon be necessary. It
is proposed to make these additions slowly, but it may be the desire of the
Board to visualize this staff development over a period of at least a year.
It seems increasingly necessary to add to the staff a young woman to
take over the work of educational counseling for women. Such a new member of
the staff would administer the technique of counseling for women undergraduates
of the University, handle all the part-time placement work for women who

graduates, and direct the placement of women in other than teaching positions.

If the Board approves the proposed amalgamation in this organization of the part-time placement work that is now being done in the cashier's office, we will have a new member of the Staff to handle that part of our work. Mr. Gilchrist, a medical student, has been doing this job on a part-time basis; and, of course, we shall want him to continue. When, however it is necessary for him to transfer his activities to the West Side, we shall perhaps want to replace him with a full time individual who will not only take care of the part-time placement work but will also help with the full-time placement for men. For the time being the executive secretary will carry on all the vocational guidance for men and will be actively interested in teacher's placement assisted by Dr. Hoyt.

It does not seem likely that it will be necessary to add to the clerical staff immediately. Our experience must determine just how much of a clerical staff we shall need to handle this larger burden of work. For the time being no plan about hiring new clerks need be discussed.

Respectfully submitted,

W. H. Cowley
Executive Secretary

The Board and staff are planning of women's work in the future.

It is hoped that the proposed organization in this organization

of the past time placement work that is now being done in the country.

Also, we will have a new member of the staff to handle that part of our

work. Mr. Johnson, a medical student, has been doing this job in a

part-time basis and, of course, we shall want him to continue. That, however,

it is necessary for him to transfer his activities to the West side, we shall

be glad to have him transfer to the West side and will also help with the work.

The placement for men. For the time being the executive secretary will

carry on all the vocational guidance for men and will be actively interested

in the work's placement assisted by Mr. Hays.

It does not seem likely that it will be necessary to add to the staff

at this time. Our experience with placement work has been that of a

small staff with a few people to handle this larger portion of work. The

time being we have about thirty men who need to be placed.

Respectfully submitted,

W. B. Conley

—
OFFICE OF
THE EXECUTIVE SECRETARY

The University of Chicago

Board of Vocational Guidance
and Placement

Alz

November 9th, 1927.

My dear Mr. Woodward:

I am attaching a copy of the letter which yesterday went out to all members of the Board of Vocational Guidance and Placement informing them of the immediate program that we shall be following.

Faithfully yours,

W. H. Cawley

WHC:EM

W.S.

The University of Chicago

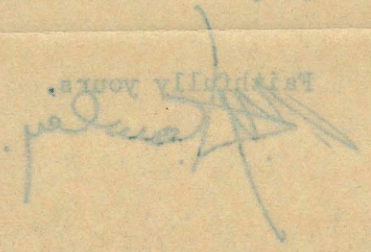
Board of Vocational Guidance
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THE EXECUTIVE SECRETARY
OFFICE OF

Mr. Woodward

November 8th, 1927.

Dean J.P. Hall,
Faculty Exchange.

My dear Dean Hall:

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 concentrate itself entirely with the development of the teacher's 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

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Second main paragraph of text, appearing as a block of several lines.

Third main paragraph of text, appearing as a block of several lines.

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THE UNIVERSITY OF CHICAGO

Office of the Vice-President
and Dean of Faculties

November 8th, 1927

To Deans of Schools and Chairmen of Departments:

A new Board has recently been created--the Board of Vocational Guidance and Placement, which takes the place of the Board of Recommendations but has a wider scope. The work of the Bureau of Recommendations will hereafter be carried on under the direction of the Board of Vocational Guidance and Placement.

Mr. W. H. Cowley has been appointed Secretary of the new Board, and the office is in 212 Cobb Hall.

It is Mr. Cowley's intention to confer with Chairmen of Departments as soon as practicable and to inform them of the plans of the Board.

FREDERIC C. WOODWARD

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FREDERIC C. WOODWARD

November 8, 1927

Memorandum to Mr. W. H. Cowley:

After reading your letter to Mr. Woodward I have one suggestion that may keep us in better alignment with the members of the committee. It was my definite feeling as the meeting closed, that the committee desires a continuous program from now until spring on two phases of the work in Vocational Guidance, namely, the work under the Bureau of Recommendations routine, and the organization of counsel work for undergraduate men and women.

I felt that Professor Thurstone stated the situation very clearly, and there was no dissent from my summarizing of what he had said. For these reasons I think that any steps toward bringing in the part-time employment service should be postponed until next spring at least, and likewise until after approval of such action by the committee as a whole.

David H. Stevens.

DHS W

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November 3, 1941

Memorandum to Mr. W. H. Cowley:

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DHS W

The University of Chicago

Board of Vocational Guidance and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

November 3rd, 1927.

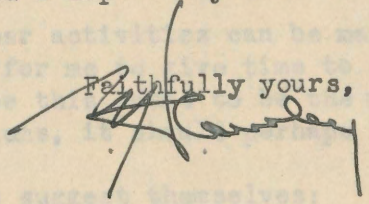
Mr. Woodward,
Faculty Exchange.

My dear Mr. Woodward:

May I go over our program sometime soon? We have just moved the people over from Lexington Hall, and our activities from now on will depend upon the budgetary considerations that we talked about a couple of weeks ago.

I am attaching a concise review of our functions, and I hope I may talk it over with you soon.

Faithfully yours,



WHC:EM

1 - We can concentrate our attention this year on teachers' placement and allow the other functions to be provided for in next year's budget.

2 - We can take on the necessary people and begin the complete program January first.

The University of Chicago

Board of Postgraduate Studies
and Placement

November 21, 1937.

My dear Mr. Woodward:

May I go over our program sometime soon? We have just moved the people over from Lexington Hall, and our activities from now on will depend upon the budgetary considerations that we talked about a couple of weeks ago. I am attaching a concise review of our functions, and I hope I may talk it over with you soon.

Very truly yours,
W. L. Woodward

WLO:EM

Vocational Guidance:

This part of our work cannot be begun without the help of a man for counselling men undergraduates and a woman for counselling women undergraduates.

Industrial Placement:

The man doing vocational counseling can assist with the placement of seniors in industry at their graduation. The woman doing counselling for women would likewise help with placing women seniors.

One person should be charged with the work of part-time placement. Mr. Gilchrist, who now handles this work under Mr. Mather, is available and should by all means continue on.

Teachers' Placement:

If these other activities can be manned, it will be possible for me to give time to adjusting this work. Since this seems to be the most immediate of our problems, it should perhaps be met first.

Two general courses suggest themselves:

- 1 - We can concentrate our attention this year on teachers' placement and allow the other functions to be provided for in next year's budget.
- 2 - We can take on the necessary people and begin the complete program January first.

Vocational Guidance:

This part of our work cannot be begun without the help of a man for counselling men undergraduates and a woman for counselling women undergraduates.

Technical Guidance:

The man doing vocational counselling can assist with the placement of seniors in industry at their graduation. The woman doing counselling for women would likewise help with placing women seniors.

The person should be charged with the work of part-time placement. Mr. Gilchrist, who now handles this work under Mr. Nathan, is available and should by all means continue on.

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The University of Chicago

Board of Vocational Guidance
and Placement

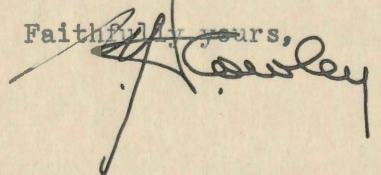
OFFICE OF
THE EXECUTIVE SECRETARY

October 22nd, 1927.

Dear Mr. Woodward:

It has occurred to me that it might be helpful in your discussion concerning alumni relationships to have the relationship of the alumni board to this office tentatively defined. A couple of weeks ago I drew up a proposed plan of co-operation, and I am sending along a copy of it for whatever value it may have in setting up the alumni organization.

Faithfully yours,



WHC:EM

The University of Chicago

Board of Educational Guidance
and Placement

OFFICE OF
THE EXECUTIVE SECRETARY

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Very truly,
[Signature]

WHD:EM

The Alumni and Placement

As in the placement of resident students, the fundamental principle of alumni placement should perhaps be departmental responsibility. The Board of Vocational Guidance and Placement co-operates with the various departments and schools of the University in helping resident students to placement. It seems wise that we should co-operate in the same fashion in alumni placement.

The effective administration of such a principle requires, obviously, that each department and professional school keep active in its alumni contacts. To insure such effective activity it seems necessary that a central alumni office oversee all alumni relationships. The size of such an alumni office would depend upon what duties it would undertake, but so far as placement goes such an alumni office would be concerned only with co-ordinating the activities of the various departments and professional schools of the University. Such a centralized alumni office would assume the following duties in relationship to the University's placement work:

1. It would plan an annual alumni-university contact in the form of a news letter from each department to its alumni. These letters would go to the alumni from all departments at the same time, and each would include a pamphlet describing the University's placement service and a form to be filled out by those alumni who seek placement. Such an annual canvass of alumni placement needs would be the most efficient scheme for keeping the placement office continuously informed about alumni needs.

The Student and Placement

As in the placement of resident students, the fundamental principle of student placement should be departmental responsibility. The Board of Vocational Guidance and Placement co-operates with the various departments and schools of the University in helping resident students to placement. It seems wise that we should co-operate in this same fashion in student placement. The effective administration of such a program requires, obviously, that each department and professional school keep active in its student contacts. To insure most effective activity it seems necessary that a central student office be created. The idea of such an office would depend upon what duties it would undertake, but so far as placement goes such an office would be concerned only with co-ordinating the activities of the various departments and professional schools of the University. Such a centralized student office would assume the following duties in relationship to the University's placement work:

1. It would plan an annual student-university contact in the form of a news letter from each department to the student. These letters would go to the student from all departments at the same time, and each would include a paragraph describing the University's placement service and a form to be filled out by those alumni who seek placement. Such an annual survey of student placement needs would be the most efficient means for keeping the placement office continuously informed about student needs.

2. It would arrange to have alumni placement requests duplicated with this office while the originals themselves would remain in the possession of the various departments. Such duplication, however, would be necessary only for individuals seeking teaching or industrial placement. This Board would not be interested in having duplicates of placement requests from alumni of the Law, Medical, Divinity, and Social Service schools. These schools would keep all their own alumni placement requests themselves since this office does not concern itself with any of their placement except in unusual cases. We do want, however, copies of requests from all alumni of the graduate departments, the School of Education, and the School of Commerce and Administration.

3. It would develop a program of alumni placement contact for graduates of the University who are not attached to a particular department, but who have been graduated from the College of Liberal Arts and Science without special departmental affiliation. This includes a large group of the University's alumni, and these need to be provided for too in our placement program.

These three activities really boil down to two: getting out the news letters, and duplicating placement requests. Since this office can take care of duplicating the requests, the person who takes over the alumni work would be charged only with the responsibility of getting out the departmental news letters. At least that would be his only responsibility as far as alumni placement activities go. Perhaps other duties would require a larger staff, but the placement work needs only an executive to function for about a month a year. We can do the rest.

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August 17, 1927.

Dear President Mason,

During our talk at the end of June you suggested that, some time before I begin my job on September first, I submit for your criticism a tentative program for the year's work. It may be that since that time some definite project has turned up for me to undertake; but in any case, I should like to submit the following tentative proposal as a possible plan of activity. Very likely it will need amending, but it may perhaps help in evolving a workable program. I am, of course, ready to tackle anything you want me to, but these are the things which seem to me most likely to be valuable.

In general the scope of the work might be summed up in the phrase: to serve as an aide to the administration in undergraduate affairs. More particularly it might be said that I shall concern myself with discovering and having available all the relevant facts about undergraduate education. To this end the following four activities suggest themselves:

1. To be familiar with everything about the University which has to do with the undergraduate colleges. This would include knowledge of all angles of undergraduate affairs from educational and administrative organization to social and extracurricular life. It would include, too, the

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1. To be familiar with everything about the University which has to do with the undergraduate colleges. This would include knowledge of all angles of undergraduate affairs from educational and administrative organization to social and extracurricular life. It would include, too, the

establishment of personal relationships with representative undergraduates so that the administration would be at all times in close touch with undergraduate activities, opinion, and tendencies. Furthermore, it would mean that I would keep in touch with the unofficial activities of the many people about the University who are doing research in problems related to the undergraduate colleges. This would include the research of several people in the School of Education, of the Sociology and Psychology Departments, and of several other groups.

2. To keep in touch with developments in undergraduate education elsewhere. Some very interesting things are happening; and although many of them may be ephemeral fads, one might hope for at least a few insights from the mistakes and successes of other experiments. There are, for examples, the ventures at Wisconsin, Rollins, Antioch, Princeton, Harvard, and Brookings. There are, too, the experiments with honor courses at Swarthmore, Smith, and Dartmouth; with examination devices at Harvard, Swarthmore, Minnesota, and Columbia; and the very interesting general instructional research at Minnesota under Dean Kelley. There is, further, the work being done at Colgate in helping undergraduates do research, the many and at-least-a-little-significant undergraduate reports, and the monographs of such agencies as the Association of American University Professors and the American Council on Education. Each year, too, a formidable array of books and periodical articles is published, and these might be watched to some purpose. Unquestionably much of the experimentation and writing about undergraduate education is valueless, but there is a portion of it that may perhaps be watched with considerable profit. I might readily take on this function and keep informed about everything significant happening in undergraduate education the country over.

3. To assist the administration in anything pertaining to the undergraduate colleges as the need may arise. This might mean making a study of some particular problem or managing such an administrative device as Freshman Week. It would include, too, being available for any kind of service that the administration needs to have undertaken.

4. To conduct research projects as the need arises and whenever the administration approves the venture.

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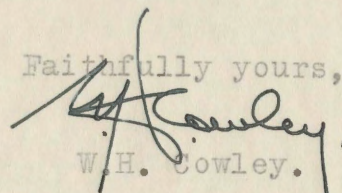
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I have several problems in mind all of which seem to me to be important; but I'd rather not begin upon this part of the job until the others are well under way. This work might be expected, I think, to travel along much more smoothly after the other divisions are more adequately organized. Once begun, it ought to be a very important part of the work.

The emphasis in a program such as this is very strongly fact-finding; and it is here, it seems to me, that the work of the immediate future is needed. I hope I may undertake such a job, yet I am ready to begin whatever you may have in mind. I have worked out tentative plans for the accomplishment of these four functions suggested above. They can be discussed whenever it may seem best.

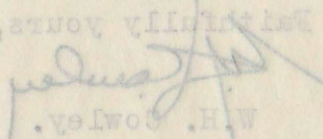
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October 6, 1926

My dear Dr. Hoyt:

As a result of a careful consideration of the needs of the whole University for vocational guidance and placement of students and graduates, President Mason has decided to recommend to the Board of Trustees that a Board of Vocational Guidance and Placement be substituted for the Board of Recommendations. President Mason will be ex officio the Chairman of the Board, but he will appoint Professor Filbey Vice-Chairman and will entrust him with the organization and administration of the work. I hope that Mr. Filbey will be able to make satisfactory arrangements for a continuance of your services in the office, or bureau, of the Board, and he will undoubtedly make an appointment to talk the matter over with you.

Yours sincerely,

/s/ Frederic Woodward

Dr. Mary C. Hoyt
Faculty Exchange

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FCW-L

The University of Chicago

Office of the Vice-President and Business Manager

ROOM 1840, 230 S. CLARK ST.
TELEPHONE DEARBORN 9312

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Forehand
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February Nineteen
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My dear President Mason:

During the Autumn Quarter Dean Wilkins suggested that I call a conference of deans and other officials at the University, who have to do with the problems of placing students in positions either as teachers or in other vocations. The meeting was called in my office at Harper and as a result of the meeting it was suggested that a committee, of which Mr. Kingsbury should be made Chairman, be asked to look into the matter and make a report on the whole subject.

I have now received a preliminary report from the committee and am enclosing herewith a copy for your information. It seemed to me to be advisable to take no further steps in the matter until you had had a chance to look over the report and see whether the ground which they are covering fits in with your own plans.

Very truly yours,

Trevor Arnett

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President Max Mason
The University of Chicago

TA:EVB
Enclosure

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Office of the Vice-President and Business Manager

ROOM 1000, 520 S. OLNEY ST.
TELEPHONE DEARBORN 5-1111

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Enclosure

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

February 11, 1926

Mr. Trevor Arnett, Vice-President,
The University of Chicago.

My dear Mr. Arnett:

Your Committee on Employment and Vocational Guidance has had several meetings, and has endeavored to define its problems and to determine the most effective ways of dealing with them.

Of the three problems we have to consider--student employment, placement of graduates, and vocational and educational guidance of students--we believe the last-named to be of fundamental importance, for two reasons: First, it vitally concerns every student in the University, and not merely those who are employed; second, its solution would go far toward solving satisfactorily the problems of placement, and to some extent, of student aid. We have, therefore, deemed it wise to approach our task from the standpoint of this problem, and to consider the two other problems, for the time being, in their relation to that of vocational and educational guidance. The committee will appreciate suggestions from you before going forward with a detailed study of the problems involved.

The importance of inter-departmental co-ordination of all service pertaining to vocational preparation and employment, both during and following residence at the university, is too great and too evident to require elaboration here.

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An adequate vocational advisory service must do two basic things:

1. Obtain and make easily accessible to those interested, reliable information about:
 - a. The individual student;
 - b. Occupational conditions;
 - c. Opportunities afforded by the University;
2. Transmit this information to instructors, deans, or other advisers, and to the student himself.

It would do also other things which are contributory to these two, but of these we shall speak later.

A good many members of the university are and have been engaged, individually or collectively, on one phase or another of these two enterprises. But unfortunately, too many are working with little or no knowledge of what others have done or are doing on similar or closely related problems. Probably there is no one who is in touch with all that is being done, even within our own institution, much less elsewhere. There are many valuable committee reports and other studies bearing directly on our local problems which are known to comparatively few. There has been much unnecessary duplication of effort, by individuals and groups. Significant personal data about students are scattered among different offices and never all brought together. Some of the most valuable of these data are rarely used even by those who most need it. A great deal of valuable material about occupations, personnel methods, and university administration, is contained in the university libraries, but is familiar to comparatively few of those who are responsible for advising students. In short, the resources we do have for vocational

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sible for advising students. In short, the resources we do have for vocational

advisory purposes are so disorganized and decentralized that their practical usefulness is only a fraction of what it should be, and further investigations or service cannot be planned with the greatest effectiveness and economy until this condition is remedied.

We believe the university may well continue to use those agencies which have proved valuable in obtaining information and giving counsel, but to make their service more effective in two ways:

1. By better coordination;
2. By supplementing them where they are deficient.

The most urgent need, as we see it, is for an office or bureau whose function it shall be to correlate, develop, and supplement the work now being done. The functions of such a bureau as we would like to recommend should cut across and tie together those of other agencies, rather than parallel them; it should make possible better cooperation and economy of time and expense; it should minimize the wasteful duplication of functions; it should aid in putting into operation the constructive suggestions which lie buried in past committee reports and other documents; it should place at the command of all who are concerned with guiding or placing any student, all the relevant information which is in the possession of any one of these agencies. It should endeavor to envisage the whole problem of student personnel, and to recommend, year by year, the extension of its functions in such directions as are seen to be necessary and practicable.

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Adequate provision for the kind of vocational (and therefor, educational) service which the individual student needs, calls for the provision of:

1. A central office, located in convenient proximity to other offices where data are filed;
2. A staff of one or more competent persons;
3. An advisory board or committee.

Without committing ourselves to any particular program or practice which has become associated with the term, we may, for convenience, refer to this organization as a "central personnel bureau"; although it may well be that some other term, perhaps "Personnel Research and Service Institute" might prove preferable.

We believe it wisest at the outset to recommend provision only for the minimum essential of service; but to look ahead far enough to make provision also for expanding as rapidly as is consistent with budgetary and other considerations. Accordingly, we have endeavored to get a view of the problem in the large. To aid ourselves in doing so, we have endeavored to enumerate those present and future agencies whose services should be coordinated to the end in view, and to suggest possible ways in which advisory service of the kind contemplated might, now or in the future, be carried on. This list of suggestions, classified under five general headings, is presented below. We do not intend, of course, to offer this list of details as recommendations to be adopted; some of them we certainly are not prepared to recommend at this time. They are indicative of the directions in which such service might conceivably be extended in the more or less near future.

Such a bureau as we have in mind might undertake some of the following named activities:

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Such a bureau as we have in mind might undertake some of the following

named activities:

A. To compile and maintain records, files, and digests of information, or to provide a convenient index of available information deposited elsewhere, about--

1. Individual students; from such sources as--
 - a. Deans' offices;
 - b. Examiner's office;
 - c. Bureau of Records;
 - d. Secretaries of professional schools;
 - e. Secretaries of departments;
 - f. Board of Recommendations;
 - g. Employment office;
 - h. Student-aid contacts (library, commons, other executives);
 - i. Special reports from clinics and laboratories--
 - (1) Psychological examinations and tests,
 - (2) Physical and health examinations,
 - (3) Psychiatric,
 - (4) Educational;
 - j. Officials of such organizations as Reynolds Club, Ida Noyes Hall, Y. M. C. A., Y. W. C. A., Publication offices, etc.;
 - k. Upper-class counsellors;
 - l. Personnel research projects in progress;
 - m. References named by students.
2. Vocational demands and opportunities; by such means as--
 - a. Bibliographies and abstracts on occupations;
 - b. Recommending vocational book purchases to library;
 - c. Informational material about personal qualities and habits demanded by industry;
 - d. Contacts with large business houses in city;
 - e. Contacts with interested and competent individuals who can render advisory or lecture service;
3. Opportunities afforded by the University for self-discovery and training for careers; by way of--
 - a. Informational material about sequences and departments;
 - b. Informational material about professional and graduate training and careers;
 - c. Information about test and examination service or other diagnostic service rendered by the University or cooperating agencies;
 - d. Information about non-academic services rendered by the University;
 - e. Contacts with members of the University competent and willing to render advisory service;

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B. To transmit, on request, information of the kinds above described to deans and other officers for their use in advising students, and to render advisory service direct to students, by such methods as--

1. Preparing and distributing informational material of the kinds mentioned under A2 and A3;
2. Referring individuals for personal diagnosis and report to--
 - a. Psychological testing laboratories,
 - b. Psychiatric clinics,
 - c. Physical and health clinics,
 - d. Educational clinics,
 - e. Individual advisers--
 - (1) Departmental advisers,
 - (2) Other selected individuals;
3. Aiding in organization and conduct of laboratories and clinics of the kinds mentioned under preceding heading;
4. Cooperation in administration of selective admission, by--
 - a. Administering and evaluating tests,
 - b. Evaluating other data concerning applicants for admission;
5. Compiling and transmitting information to University committees, officers and instructors, about researches already made on personnel and administrative problems--
 - a. By previous committees, boards, or individuals at University of Chicago;
 - b. Through preparing bibliographies and summaries of other researches;
6. Cooperation with, or exchange of service with, other institutions which render personal advisory or diagnostic service;
7. Organizing and conducting group conferences, public lectures, etc. on vocational subjects;
8. Publishing information about employment, vocations, and University services through local publications;
9. Cooperation with University publicity department;
10. Development of part-time or summer-employment service for those seeking experience rather than compensation;
11. Giving personal advisory service about vocational choice or personal problems to students--
 - a. Referred to Bureau by deans or advisers;
 - b. Seeking such advice on their own initiative.

C. To assist in the placement of students and graduates, by transmitting information about them to--

1. Employment office;
2. Board of Recommendations;
3. Departmental secretaries;
4. Professional school secretaries;
5. Individuals who are aiding students (faculty and officers);
6. Other institutions in cooperative relationships.

B. To transmit, on request, information of the kinds above described to deans and other officers for their use in advising students, and to render advisory service direct to students, by such methods as--

1. Preparing and distributing informational material of the kinds mentioned under A2 and A3;
2. Referring individuals for personal diagnosis and report to--
 - a. Psychological testing laboratories;
 - b. Psychiatric clinics;
 - c. Physical and health clinics;
 - d. Educational clinics;
 - e. Individual advisers--
 - (1) Departmental advisers;
 - (2) Other selected individuals;
3. Aiding in organization and conduct of laboratories and clinics of the kinds mentioned under preceding heading;
4. Cooperation in administration of selective admission, by--
 - a. Administering and evaluating tests;
 - b. Evaluating other data concerning applicants for admission;
5. Compiling and transmitting information to University committees, officers and instructors, about researches already made on personnel and administrative problems--
 - a. By previous committees, boards, or individuals at University of Chicago;
 - b. Through preparing bibliographies and summaries of other researches;
6. Cooperation with, or exchange of service with, other institutions which render personal advisory or diagnostic service;
7. Organizing and conducting group conferences, public lectures, etc. on vocational subjects;
8. Publishing information about employment, vocations, and University services through local publications;
9. Cooperation with University publicity department;
10. Development of part-time or summer-employment service for those seeking experience rather than compensation;
11. Giving personal advisory service about vocational choice or personal problems to students--
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 - b. Seeking such advice on their own initiative.

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D. To assist in improving and coordinating the various lines of student-aid service--

1. Such as--

- a. Commons,
- b. libraries,
- c. Business and administrative offices,
- d. Buildings and Grounds,
- e. Departments and professional schools;

2. By such methods as--

- a. Recommending provision for adequate clerical and advisory service in offices now administering this service;
- b. Obtaining and transmitting information about student personnel to Central Bureau for use;
- c. Endeavoring to improve morale in student-aid service;
- d. Transmitting information to officers who administer scholarships and loans.

E. To promote and cooperate in research upon important problems of student personnel and college administration, such as--

- 1. Instructional methods;
- 2. Methods of sectioning classes;
- 3. Examination methods;
- 4. Methods of selective admission;
- 5. College administrative problems of many sorts;
- 6. Occupational information;
- 7. Methods of giving occupational information to students;
- 8. Discovering and measuring special aptitudes;
- 9. Measuring special proficiencies;
- 10. Measurement of other special traits;
- 11. Measurement of other personality traits;
- 12. Improvement of personalities;
- 13. Mental hygiene service;
- 14. Social and personal maladjustments of students;
- 15. Treatment of unadjusted or maladjusted students;
- 16. Technique of student interviews;
- 17. Motivation of college students;
- 18. Personnel qualification records.

In connection with the research function, it may not be amiss to mention an additional consideration. Not only should such a bureau serve as an appropriate center in which to focus all personnel researches, but by carrying on as research

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In connection with the research function, it may not be amiss to mention an additional consideration. Not only should such a bureau serve as an appropriate center in which to focus all personnel researches, but by carrying on as research

projects instead of as administrative functions such activities as it may prove feasible so to carry on, it may well prove possible to enlist considerable financial support from research foundations.

Among the problems which remain for our future consideration are the following:

1. To consider the way in which such a Bureau or Office should be related to the general University administration.
2. To consider the type of advisory or governing board or committee which should have oversight of this service: what its size, status and powers should be, and what University interests should be represented in its make-up.
3. With what nucleus such an advisory service should begin, as to functions scope, staff, and cost.

We know that President Mason is interested in the entire problem of student life at the University and we understand that he is considering what action the university should take to cooperate with other institutions which are studying student personnel problems. Inasmuch as we wish that our further deliberations and recommendations may be entirely in harmony with any steps President Mason may decide to undertake, we are sending you this report of progress with the thought that you may wish to communicate with him before indicating to us the direction in which your committee may profitably take its next steps.

Very truly yours,

Forrest A. Kingbury
Chairman, Committee on Employment
and Vocational Guidance.

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Robert M. Thompson
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