

A CUMULATIVE RECORD CARD
ADAPTED TO VISIBLE FILING FOR USE IN
THE SCHOOL OF VOCATIONAL BUSINESS TRAINING
OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Purpose of the Study.	2
Need for the Study.	2
Scope of the Study.	5
Sources of Data	5
Procedures.	6
II. THE INDIVIDUAL INVENTORY.	8
Items in the Individual Inventory	11
Previous School Experience.	15
Aptitudes and Abilities	17
Interests	25
Personality	29
Health.	33
Environmental, Financial, and Work Status	35
Form of the Inventory	37
Visible Filing of the Cumulative Record	40
Summary	41
III. THE SCHOOL OF VOCATIONAL BUSINESS TRAINING.	42
History and Present Status.	42
The Specific Information Needed in the Personnel Records of the School of Vocational Business Training	45
The Counseling Program of the School of Vocational Business Training	56
Recommendations	62
Summary	70

CHAPTER	PAGE
IV. CONCLUSIONS AND RECOMMENDATIONS.	71
Conclusions.	71
The Cumulative Record Card	73
Validation of the Card	77
Maintenance of the Card.	78
Filing of Temporary Records.	78
Signals.	80
BIBLIOGRAPHY	82

CHAPTER I

INTRODUCTION

"There are many college administrators who have seen enough of the way in which business is willing to modify its practices, ever improving its methods for the sake of financial gain, to believe that education could profitably do the same, even though the reward be merely human development instead of financial profit!"¹ The magnitude and intricacy of modern business have been made possible only by the continued improvement and application of methods of accounting and record keeping. Recent decades have witnessed an expansion of the scope, objectives, and facilities of education which is comparable to the meteoric rise of business, but the same degree of relativity is not to be found between "business accounting" and "child accounting."

The summary of all of the records used in business may be said to be the balance sheet. The balance sheet of education is the cumulative personnel record.² Upon it should be recorded in objective terms the assets and liabilities, the strengths and weaknesses, the peaks and valleys of each student's physical, mental, and social capacities, whether these be matters of his inheritance or matters of his experiences, knowledge, and skills.³

1. Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education. McGraw Hill, Inc., New York, 1938. Pp. 247-8.

2. J. C. Wright, Foreword to Minimum Essentials of the Individual Inventory in Guidance by Giles M. Ruch and David Segel. Vocational Division Bulletin 202, Occupational Information and Guidance Series No. 2. Office of Education, U. S. Department of Interior, Washington, D. C. 1940. p. v.

3. Ibid.

Record keeping, of itself, insures success in neither business nor education. But a long stride in the direction of success is taken in the case of either when information of significance is recorded rather than remembered, and the number of fallible human factors is kept to a minimum. In regard to the student personnel phase of education, Lloyd-Jones and Smith say,

Many experts agree that a system of cumulative personnel records, well devised, can, as nothing else, give an accurate appraisal of the student, both as to what he is, and what he is capable of becoming. They describe growth and achievement in terms of the student's special phase of work. They enable the counselor or instructor to evaluate accomplishments in terms of definite criteria held by the college. They bring all the pertinent information about each individual--his health, equipment, his interests, his vocational plans, his social experiences, his family background--into relationship and into units that are usable in counseling.⁴

Purpose of the Study.

This study represents an attempt to plan and develop a cumulative record card--a balance sheet for "student accounting"--for use in the School of Vocational Business Training of Oklahoma Agricultural and Mechanical College. As an important corollary to this major purpose, the card thus developed was specially adapted for use in a visible filing system.

Need for the Study.

Installation of visible filing equipment in the School of Vocational Business Training is being given consideration at the present time. Because of this, a two-fold need is seen to exist for the introduction of a satisfactory cumulative record form--the inadequacy of the present system, and the need for adaptation of a form for use in visible filing.

4. Lloyd-Jones and Smith, op. cit., Pp. 250-1.

So much has been said, though perhaps not always done, about the indispensable role of the cumulative record in student personnel work that arguments in favor of the principle are hardly necessary. Wrenn⁵ points out that what is more significant at the present time is the necessity for a study of the information needed in any given school and the actual incorporation of spaces for this information upon a centrally available and cumulative record card. Gardner⁶ likewise emphasizes the necessity of adapting the personnel record to the local situation, but he suggests that certain characteristics are fundamental in all good systems.

The needs, functions, and facilities of the School of Vocational Business Training are discussed in considerable detail in Chapter III. The short contact with students--never longer than four semesters--makes desirable the earliest adjustment possible for them in regard to educational, vocational, personal, and social problems. This obviously requires a more intensive study of the individual at the outset, and a more vigorous counseling program than would be required if only four-year curricula were available, with specialization deferred until the final two years. This intensification of student personnel functions is possible only through utilizing the best technics now available for the analysis of the individual, and recording the information thus obtained as the basis for his adjustment.

5. Alvin C. Hurich and C. Gilbert Wrenn, "Appraisal of Student Characteristics and Needs," Guidance in Educational Institutions, Thirty-Seventh Yearbook of the N. S. S. E., Part I. Public School Publishing Co., Bloomington, Ill. 1938. p. 57.

6. Donfred H. Gardner, Student Personnel Service (under auspices of North Central Association of Colleges and Secondary Schools.) University of Chicago Press, Chicago, Illinois. 1936. p. 52.

A considerable amount of information of unquestionable value for understanding and helping the student is secured and filed in the plain-folder record system now used in the School of Vocational Business Training. This information is used primarily for counseling, although the entire guidance and instructional programs depend upon these records for much information regarding the students enrolled. The counseling program was initiated at the beginning of the current school year, and it is expanding rapidly in compliance with newly-recognized needs and responsibilities. This widening of the scope of the counseling services will necessitate the securing and recording of still more information, and will require better utilization of that which is already available.

The inadequacy of the present record system for the recording and filing of information now handled and for the counseling services now provided has been demonstrated very convincingly during the current year. Perhaps the most important weakness has been the difficulty of securing a clear profile of the student from the assortment of information which is accumulated in the folder. Too much of the adviser's time has been spent in attempting to link and to relate the various separate records which supply him with the information he desires, and the inevitable consequence is that his diagnosis frequently may not be an accurate one. Economy is also lacking in the maintenance of the folders; much clerical help is required. An amount of clerical help in the maintenance of student personnel records is unavoidable in any situation, but it would seem to be much more profitably used if it results in a system which is a guide rather than a puzzle to its users. If the latter situation is achievable, economy may be

realized throughout the process by greater returns from clerical help, by saving the time and implementing the work of the advisers and all others who use the records, and of greatest importance--by making possible the adjustment of students more quickly and more satisfactorily.

Scope of the Study.

Two assumptions are apparent from the statement of the purpose of this study. The first is that visible filing is practicable and desirable for cumulative record keeping. The other is that the card is a satisfactory form for the cumulative record, and that it is adaptable for use in visible filing. This study does not represent an attempt to evaluate visible and other methods of filing, nor does it purport to present evidence that the card is clearly superior to all other record forms in all situations. In order to justify these two assumptions, however, the advantages and disadvantages of visible filing are discussed, and the card is compared to other record forms when used in any general situation and when used with visible filing.

The only record form actually constructed in this thesis is the cumulative record card, but suggestions of possible ways for coordinating it with other forms and "feeding records" are included. Each item included on the record is justified by showing its general acceptability to authority, and by showing its particular adaptability and value in the School of Vocational Business Training. Suggestions of possible means of securing the information in the case of each item are also given.

Sources of Data.

The library was used extensively in an effort to arrive at the consensus of authoritative opinion in regard to the make-up and form of the cumulative record. The catalogues of the Division of Commerce

of Oklahoma Agricultural and Mechanical College furnished much of the history and description of the School of Vocational Business Training. Interviews with the Director of the School and with other members of the college staff, combined with personal observation, made possible the descriptions of the record system and of the counseling program now in operation. Cumulative record forms used in other institutions were studied.

Procedures

An intensive library study was made in an effort to determine and to justify the areas of information regarded by authorities as being essential in the cumulative record in all situations, with primary attention being given to higher education. At the same time, the various technics suggested in the literature for obtaining particular areas of information were noted. An effort was also made to determine the strong and weak points of the card as a cumulative record form, as well as of the other types of records. The benefits accruing to the use of visible filing of the cumulative record card were likewise discussed.

A study was then made of the particular needs, functions, and facilities of the School of Vocational Business for the purpose of determining what information the personnel records should include. A brief history and description of the present status of the school was written. The kinds of information pertinent to the educational aims of the school were then analyzed. An inventory was taken of all information now available to the personnel records from various sources, and another inventory was made of information not now available but pertinent to the educational aims of the school. The counseling program was then described, and a number of expansions and improvements were

recommended.

The final phase of the study consisted of the construction of a cumulative record card for use in the school of Vocational Business Training. The characteristics regarded by authorities as being fundamentally desirable were adhered to, and the needs of the local situation were provided for. Suggestions of means for securing each item on the record were given, along with general directions for its installation and maintenance.

CHAPTER II

THE INDIVIDUAL INVENTORY

No matter how broadly or how narrowly the function of guidance is conceived, there is general agreement that the analysis of the individual is basic to his general educational adjustment, his social adjustment, his emotional adjustment, and his occupational adjustment.¹ Preliminary to any attempt at guidance, therefore, is the drawing up of a balance sheet for each individual. Such a balance sheet has been variously known as the cumulative record, the personal inventory, and the individual inventory. Regardless of name, there is considerable agreement as to the essential characteristics of the record. Strang² describes them and, at the same time, sets up criteria for judging them by means of the following standards:

1. Personnel records should consist of items significant in the all-round development of the student--attitudes, habits, in short, all pertinent aspects of his personality.
2. They should show trends in the individual's development, not merely a cross-section of his personality; for a person is too complex an entity to justify an interpretation of his past or a prediction of his future from one snapshot.
3. They should be vivid and dynamic so that they will surely be used in the guidance of students. They should utilize the normal processes of school life--the day-by-day behavior of students--as well as the special test situation.
4. They must provide means for recording results of tests and observations in comparable and meaningful terms. The detailed records should be summarized and interpreted by persons who know the students and have had a large part in the collection of the data.
5. They should be convenient to file.

1. Wright, loc. cit.

2. Ruth Strang, Counseling Technics in College and Secondary School, Harper and Brothers, New York. 1937. p. 17.

6. They should involve a minimum of clerical work.
7. They should be easily read. Records that are intricate and crowded with lines and writing are difficult to keep and to interpret.
8. They should be reproducible, inexpensively and accurately.
9. They should be kept for every student, not for problem cases only.
10. They should be available to all who can use them for the good of the student. Records should have therapeutic as well as diagnostic value. A central file has proved satisfactory in many situations, but one of the most difficult and puzzling problems in the whole administration of personnel work is that of getting the information out of the file and into the minds of those who come in contact with the students.

From this very excellent classification, three generalizations may be presented. The record must be cumulative; it must be complete; and it must be usable. Further analysis of Strang's list of essential characteristics would indicate that for any given institution the record probably should begin with available, pertinent, valuable information in regard to the previous stages of development of the individual. This should be expanded by means of systematic entries of information which are basic for comparing the individual with others of his group and with accepted standards in various occupations. A flowing account of his progress, important decisions, and other significant experiences should be kept throughout his period of training. Finally, and perhaps of greatest importance, a follow-up record of his occupational experiences should be made, with special attention given to the value of his training on the job and his suitability to the job at which he finds himself.

Completeness, in the case of content of the personnel record, must find the happy medium between the inadequate and the over-elaborate. The necessity of harmony between completeness and the third general characteristic--that the material must be usable--may readily be seen. Ruch and Segel suggest that each proposed entry on the inventory should be subjected to the question, "What contribution will this item make toward

the diagnosis of the individual's interests, capacities, aptitudes, limitations, and vocational possibilities?"³ Therefore, anyone devising an individual inventory system must keep in mind that the record should serve the purposes of both educational and vocational guidance, if, indeed, such a distinction is necessary or useful in any more fundamental sense than the fact that the former is relatively more important in the earlier years, and that the latter comes increasingly to the forefront in the later school period.

As Ruch and Segel⁴ further point out, although those who feel that the individual inventory is a unique tool in the equipment of the counselor are greatly in the majority, there are those who maintain that such records are a source of prejudice. They fear that the pupil who may not have had an absolutely "clean slate" in the past might not get a "square deal" from a counselor. That the individual counselor is open to prejudice need not be denied; for him to be unduly prejudiced by an unfavorable entry on a pupil's individual inventory is not a sufficient argument against the use of cumulative records, although it might raise a question as to the fundamental fitness of that counselor for his job.

Bingham shows the place of the individual inventory in the counseling process very clearly when he says:

An experienced vocational and educational counselor, in helping a person to find the best solution of his particular problem, first brings into focus all the relevant information obtainable, from personal acquaintance and interviews, from records of school progress and working experience, from available test scores and interest

3. Giles M. Ruch and David Segel, Minimum Essentials of the Individual Inventory in Guidance, Vocational Division Bulletin 202, Occupational Information and Guidance Series No. 2, U. S. Department of the Interior, Washington, D. C. 1940. p. 2.

4. Ibid.

questionnaires. Knowing something about the opportunities offered by the different fields of occupation and the abilities required in order to follow them to a satisfying level of success, he then encourages his client systematically to explore the possibilities, to decide on immediate steps, and to select, at least tentatively, a more remote goal.⁵

A number of very serious problems must be considered in formulating and using the individual inventory. The first of these, quite obviously, is the selection of the items of information regarding the individual which should be obtained in any particular situation. Securing the information decided upon represents a second highly involved task, and utilizing the information brings up a third. Justification for the inclusion in the inventory of any given item would hardly be complete unless means for securing it are readily available, and unless its possible uses in the counseling scheme are visualized. Therefore all of these considerations must be kept in mind in the following treatment of the items necessary for the understanding of the individual in all situations.

Items In The Individual Inventory

Segel⁶ gives valuable caution by saying that any suggestions as to the items included in the individual inventory should take into consideration both the needs and the objectives of the school concerned. He states further that each item included should be supported by objective evidence. Lloyd-Jones and Smith raise several very appropriate questions, relative to the particular needs, functions, and facilities of any given institution, in the matter of deciding what should be included in the

5. Walter V. Bingham, Aptitudes and Aptitude Testing. Harper and Brothers, New York, 1937. p. 4.

6. David Segel, Nature and Use of Cumulative Records. Bulletin 1938, No. 3. Office of Education, U. S. Department of the Interior, Washington, D. C., 1938. p. 22.

individual inventory. Among these are the following:

What kinds of information are pertinent to the educational and vocational aims of the institution?

What information is uniformly secured from the high school?

What types of specialists, such as psychiatrists, physicians, employment officers, etc., are included in the college staff, and what duties may they be expected to perform?

What other sources may be expected to contribute regularly to the records?

What financial provision may be made for maintenance of the records and for clerical help?

Will it be possible to know currently such items of information as the work status of the student and the extra-curricular activities in which he engages?

What, if any, entering tests are given students and just what do the results of these tests tell about each student?

What is the nature and extent of the background of the counselors, teachers, administrators, and others who will use and interpret the records?

How and when may the information desired best be secured?⁷

While by no means exhaustive, these questions are sufficient to indicate that no single, pre-designed system of cumulative records, however simple or comprehensive, would be ideal in all institutions.

There are certain broad areas of information in regard to the individual, however, which are thought by experts to be desirable in the individual inventory of any institution. For the purpose of grouping some of these, and to show that considerable agreement exists as to which ones should be included, three recently compiled lists are given.

Eurich and Wrenn believe that the chief kinds of information that must be studied in order that the counselor or teacher may understand

7. Lloyd-Jones and Smith, op. cit., p. 251.

the student and the student may understand himself are:

1. The record of his previous school experience
2. His aptitudes and abilities
3. His home background and community environment
4. His goals and purposes
5. His interests, likes, and dislikes
6. His social development and adjustment
7. His emotional status
8. His health record and present health status
9. His economic and financial status⁸

The information thought by Ruch and Segel to be of value for guidance purposes, and which, according to them, should be recorded systematically on the cumulative record includes the following:

1. Family and cultural background
2. Physical and medical history
3. Marks in school subjects
4. Extra-curricular activities
5. Mental test scores, including the diagnosis of strengths and weaknesses in different traits
6. Achievement test scores
7. Interests
8. Special talents as evidenced by actual accomplishments⁹

Viewing the process of analysis of student characteristics and needs from a slightly different angle: that of making diagnoses that will lead to counseling for treatment of individual problems, Darley outlines eight

8. Ruch and Wrenn, op. cit., p. 34.

9. Ruch and Segel, op. cit., p. 11.

areas in which analytic techniques should be applied:

1. General ability
2. Achievement
3. Special aptitudes
4. Interests
5. Health
6. Personality adjustments
7. Attitudes
8. Environmental status¹⁰

A comparison of these groupings of needed information reveals no great variation. They are in addition, of course, to the elementary data such as name, age, sex, color, college class, etc. The terminology is fairly consistent, and it is very probable that the authors of the lists could combine them into a single grouping with little sacrifice or expansion of meaning on the part of any one of them, although the amount of emphasis given to each type of information would probably vary. So in order to provide a basis for study of these various areas of information, the following adaptation of the lists will be used: previous school experience, aptitudes and abilities, interests, personality, health, and environmental, financial, and work status.

A section will now be devoted to each of these areas of information. The necessity for brevity and summary treatment in the case of each area must be appreciated, for each is of sufficient scope to represent an entirely separate field of investigation. An attempt will be made in

10. John G. Darley, "Techniques of Diagnosis," (under Colleges and Universities--Student Personnel Work) The Encyclopedia of Educational Research, edited by Walter S. Monroe, The American Educational Research Association. The MacMillan Company, 1941. p. 236.

each case, however, to present what appears to be the consensus of expert judgment, and the opposing views where controversy is found to exist, in regard to justification for the inclusion of the particular area of information and its possible uses in the counseling scheme. With the promise that techniques of securing information are not ends in themselves but only means, the ones thought most useful in each area considered will be mentioned.

Previous School Experience

Curich and Wrenn¹¹ indicate the uses to which this area of information may be put by discussing its importance for the understanding of the present status of the pupil and for the prediction of his future development. The close relation between the academic record made in the secondary school and grades in college has been indicated by numerous studies. Strang¹² summarizes a number of such studies and quotes correlation coefficients of from .43 to .81 between average high school marks and average college marks. Other studies which have gone farther, however, and made use of several criteria in addition to school marks, such as intelligence tests and personality ratings, report still higher correlations.¹³ The conclusion from these findings bears out the now well established principle that a combination of relevant criteria has much greater predictive value than any single type of information.

11. Curich and Wrenn, op. cit., Pp. 34-36.

12. Ruth Strang, Personal Development and Guidance in College and Secondary School. Harper and Brothers, New York, 1934. Pp. 92-110.

13. Alvin C. Curich and Leo F. Cain, "Prognosis," Encyclopedia of Educational Research, op. cit., p. 851.

Grades as a criterion have been subjected to extensive criticism for a great many reasons, a few of which are the lack of uniformity of grading schemes, and of standards of achievement among schools, the unpredictable reactions and personal biases of particular teachers to particular students, sex differences, and the generally admitted weakness of stressing grades as the important factor in school experience.

Ruch and Segel¹⁴ point out, however, that within the very fact that grades do not accurately measure achievement in subject matter lies a value as well as a weakness in using school marks for guidance. Because a school mark is more than a simple rating of achievement--but is frequently in addition a reflection of vivaciousness, cooperativeness, and talkativeness of the individual, and his personality as it affects others --it contains elements related to success that are not measured by tests.

Interests and aptitudes, also, may be revealed to a considerable extent by a close scrutiny of marks in particular subjects. The possibility of sounding them out, combined with the value for personality analysis just mentioned, are strong arguments for analyzing marks in particular subjects, subject sequences, and departmental specializations.

Another very important area of information, which, because of its close relation, should probably be included in previous school experience is the extra curricular classification of activities. "Since what a pupil does outside his regularly assigned class hours is done largely of his own volition, such activities are a reflection of his interests and to some extent of his abilities. What one does spontaneously, other things being equal, is probably the thing one does best."¹⁵ The nature

14. Ruch and Segel, op. cit., p. 21.

15. Ibid, p. 23.

of extra curricular activities, therefore, often gives cues not only as to lines of future recreational activities but also as to occupational interests and capabilities.

In a very great number of situations, the only information regarding the high school academic record, and the previous extra curricular activities of a student as well, with which the college counseling staff will be furnished by the high school is the transcript of units completed and the marks received in these units. While giving a very meager account of previous school experience, this situation is not a hopeless one. A carefully prepared student inventory sheet or questionnaire filled out by the student may supply even more reliable information in regard to many high school activities, both curricular and extra curricular, than would a formally-prepared record of them. The value to the counselor of such additional sources of information as the case-history and teacher ratings in regard to previous school experience is obvious, however, if for no reason other than their value in interpreting the academic record.

Aptitudes and Abilities

Bingham¹⁶ makes no attempt to distinguish between innate and learned factors in aptitudes. As he wisely states, we are primarily interested in a student's characteristics as they now are and as they are indicative of future potentialities. 'Aptitude', however, is a more inclusive term than 'ability', with the possibility of several abilities entering into aptitude for this or that. As Burich and Wrenn¹⁷

16. Bingham, op. cit., Pp. 16-23.

17. Burich and Wrenn, op. cit., p. 38.

put it, 'aptitude' implies more than actual or potential abilities, since 'aptitude for something' connotes general fitness for the vocation or activity in question, to be measured in terms of capacity for learning the necessary abilities and satisfactions resulting from the experience.

The counselor must realize, therefore, that aptitude for any task consists of a variety of factors. Aptitude for school achievement, for example, consists of more than mental capacity. The cultural background of the student, as well as other important factors such as study skills, persistence, motivation or purposes in learning, and satisfactions to be derived, may be the strongest influences in future school achievement.

Vocational aptitude presents an even more complex problem for measurement, chiefly because of the difficulty of securing adequate criteria of vocational success or achievement. A widely supported view at the present in regard to vocational aptitudes is that they represent broad rather than highly specific patterns of traits.¹⁸ The attempts at prediction fall into broad categories, such as clerical ability, mechanical ability, artistic talent, and musical talent. It is considered highly probable, for example, that a girl's possibilities for success as a business machine operator are on approximately the same level as her possibilities for success as a typist. Factors other than capacity for performing the two kinds of duties, such as interests, habits, and personality patterns, might be fundamental in determining success or failure in either, however.

18. See for example W. V. Bingham, Aptitudes and Aptitude Testing; D. G. Patterson, G. G. Schneider, and E. G. Williamson, Student Guidance Techniques, McGraw-Hill Co., New York, 1938; E. G. Williamson, How to Counsel Students, Alvin C. Burich and C. Gilbert Wrenn, "Appraisal of Student Characteristics and Needs," Guidance in Educational Institutions, Thirty-Seventh Yearbook, Part I, N. S. S. E., 1938; Giles H. Ruch and David Segel, Minimum Essentials in the Individual Inventory in Guidance.

Various techniques for securing information about student aptitudes have been devised. As has been mentioned under the treatment of previous school experience, the best predictor of future performance in any line of endeavor, either academic or vocational, is the record of past performance where such has been found to exist. Academic records, rating scales, student inventories, and autobiographical materials, are some of the most frequently used aids in indicating aptitude factors and the motivation or drive that vitally affects the realization of potential aptitude. Achievement tests and records measure specific school subject abilities, but the measurement of the basic skills and attitudes that enter into the more complex aptitudes is a more fundamental and difficult matter. Tests of both general and specific aptitudes have been devised, not for the purpose of supplanting the other types and sources of information regarding aptitudes and abilities, but, instead, to supplement and to verify them.

Bingham lists four uses of aptitude tests: (1) to help in estimating the probabilities that a person will be able to follow a given occupation successfully; (2) to discover unsuspected talents; (3) to bring to attention abilities which might well be capitalized and disabilities which should be recognized and removed or compensated for; and (4) in general, to provide evidence for objective thinking about oneself and his adjustment to the world of work.¹⁹

"Many a so-called 'measure of vocational aptitude' has been validated against grades in academic training curricula rather than against success in the vocation itself, and a false or incomplete assumption

19. Bingham, op. cit., p. 14.

is thereby encouraged."²⁰ This does not argue against the use of tests in prediction of school success, but it suggests one of the most difficult problems facing the vocational psychologist and test-maker--that of securing adequate criteria of vocational 'success' or 'achievement'.

The function and the importance of the supplementary role of aptitude testing in prediction of school success in particular subjects is brought out nicely by Ruch and Segel²¹ in a discussion of three general situations found to exist in the curriculum. In the case of 'continuous' subjects, such as English and the social studies, the best prediction of future achievement is the level of achievement attained at the time of the prediction; aptitude tests are hardly necessary, if obtainable. In the 'semi-continuous' group of subjects, such as mathematics, tests of general aptitude (intelligence) and specific aptitude for particular subjects, can be and have been found valuable for prediction, though even here the best single predictor is past performance in subjects in mathematics taken previously. It is in the group of 'discontinuous' subjects that the field for measuring aptitudes by means of tests is 'wide open.' If success in a given subject requires much textbook study and verbal thinking, intelligence tests and reading comprehension tests usually have some predictive values. Williamson indicates, however, that in any case there are at least three factors involved in academic success: (1) aptitudes, (2) skillful use of aptitudes, and (3) willingness, drive, motivation, or ambition to use aptitudes in scholastic and job competition.²²

20. Burich and Wrenn, op. cit., p. 36.

21. Ruch and Segel, op. cit., p. 35.

22. E. G. Williamson, How to Counsel Students, McGraw-Hill Book Co., New York, 1939, p. 85.

Vocational courses usually fall in the discontinuous category, and the need for prediction in this type of training is obvious, both for the selection of pupils and for vocational guidance. The most promising attempts at devising predictors in this field at the present time probably are those for clerical occupations.²³ Mechanical abilities have been subjected to equally intensive study, particularly in experiments carried on by the University of Minnesota, but the results, though promising, have hardly shown the success attained in the clerical occupations, possibly because the skills contributing to clerical work are less specialized than in the case of mechanical trades.

An attempt to review and criticize even a few of the now numerous and varied tests of aptitude, both general and specific, would be beyond the scope of this very general treatment of the individual inventory. Several compilations and classifications of tests of aptitude and of achievement in specific subjects and subject matter fields have been made recently. Most of them also include the attempts at measurement and analysis of interests and personality, which will be treated in the sections following. Among the most recent and most thorough are those of Buros,²⁴ Patterson, Schneidler, and Williamson,²⁵ Bingham,²⁶ Ruch and Segel,²⁷ and the American Educational Research Association.²⁸

23. Ruch and Segel, op. cit., p. 36.

24. Oscar Krisen Buros, editor, Mental Measurements Yearbook, The Mental Measurements Yearbook Service, Highland Park, New Jersey. 1940.

25. Patterson, Schneidler, and Williamson, op. cit.

26. Bingham, op. cit.

27. Ruch and Segel, op. cit.

28. American Educational Research Association, "Review of Psychological Tests and Their Uses," Review of Educational Research, Vol. 8, No. 3. Pp. 213-364. 1938.

The compilation directed by Buros deserves special mention. In making it, 250 psychologists, subject matter specialists, teachers, and test technicians cooperated by making critical reviews of a great number of standard tests. Tests both old and new are classified, and very extensive references dealing with the construction, validation, use, and limitations of specific tests are compiled in a thorough and systematic manner.

Most higher institutions have bureaus of research with personnel trained in measurement. In such cases the counselor will naturally depend upon the facilities afforded by the research bureau. As Lloyd-Jones and Smith²⁹ point out, however, every member of the personnel staff should know the uses, limitations, and values of tests whether he takes an active technical interest in the testing program or not. Even though the responsibility of administration and scoring of tests, and statistical manipulation of their results may not belong to the counselor, the importance of test results to him is such that it is hardly necessary to emphasize his obligations to assist in the selection of tests best adapted to his counselees and to be able to interpret and utilize the results when obtained.

Because of this obligation to assist in the selection of tests and varying amounts of other responsibilities which may confront the counselor in regard to any particular testing program, some of the most widely recognized criteria for test selection will be summarized hurriedly. The three criteria which have become conventional through usage are norms, reliability, and validity. In the order named, they

29. Lloyd-Jones and Smith, op. cit., p. 141.

are described as follows:

- (1) Choose tests that have been standardized and norms prepared on a population similar to the group to be tested in age, sex, experience, socio-economic status, intelligence, educational level, vocational goal, special attitudes and interests, status in regard to being native or foreign-born.
- (2) Choose tests that yield essentially the same results with an individual upon repetition. The test should have a reported reliability of 0.90 or above.
- (3) Choose a test that measures what it purports to measure. The validity of a test, however, is difficult to measure because in many instances the criteria against which the test is validated are less satisfactory than the results of the test itself. Validity coefficients of less than 0.45 are not acceptable.³⁰

Although the considerations of norms, reliability, and validity are primary ones, certain other criteria should influence test selection. Numerous score cards for rating tests have been devised. One of the best known of these, the Otis, contains, in addition to these three primary criteria, the following: manual, reputation, ease of administration, ease of scoring, ease of interpretation, convenient packages, typography and make-up, and test service.³¹ This seems to be a representative list, although different writers attach varying amounts of importance to the several criteria.

Upon the interpretation of test results, whether measurements of aptitudes, abilities, interests, or any other distinguishing factors, rests their value for counseling. Not only should the counselor have as much knowledge as possible concerning relationships between test scores and the factors under scrutiny, but, in addition, he should

30. G. G. Schneidler, D. G. Patterson, and E. G. Williamson, Student Personnel Procedures and Techniques Used by Faculty Counselors at the University of Minnesota. University of Minnesota, Minneapolis. 1935. p. 17.

31. Ruch and Segel, op. cit., p. 44.

probably have a description of the group that took the test, their preparation for the test, the highest, lowest, and middle scores, and the national norms. Strang³² recommends that these items of information be readily available, with the most preferable arrangement being a mimeographed copy placed in each student's file. She suggests further that on the same copy, or attached to it, should be the particular student's score, his percentile rank and its meaning in relation to the objective measured, as well as some comment as to the strengths and weaknesses revealed, progress or decline and possible causes.

Gardner,³³ in reporting the evaluation of the student personnel services of 57 higher institutions, conducted under the auspices of the North Central Association of Colleges and Secondary Schools, tells of a number of institutions which provide elaborate testing programs, but which make practically no use of the results. Ruch and Segel suggest that one central idea should be kept in mind preliminary to test selection: "Never select and administer any test (or secure and record any information on the cumulative personal inventory record) until there is clearly in mind the use and interpretation to be made of the data."³⁴ As a corollary to this principle they state further that "...a testing program comprising a small number of carefully selected tests, administered as a systematic, continuous enterprise, with cumulative records, is much to be preferred to more extensive, sporadic, and discontinuous testing without records which follow the pupil through the schools."³⁵

32. Strang, op. cit., p. 7.

33. Gardner, op. cit., p. 67.

34. Ruch and Segel, op. cit., p. 41

35. Ibid.

Interests

Bingham³⁶ defines interest in an object, a person, an activity, or a field of occupation as a tendency to give attention to it, to be attracted by it, to like it, to find satisfaction in it.

"Without the capacity to achieve a genuine interest in a branch of learning or a field of occupation, without the likelihood that its pursuit will furnish the inward satisfactions of enjoyment, the capacity to acquire the necessary proficiency is but a cold and steely asset. Interest, then, is not only a symptom, it is the very essence, of aptitude."³⁷

Elsewhere, Bingham discusses four principal uses of information in regard to an individual's interests: (1) to indicate whether he will probably like the actual work of the occupation he is considering well enough to become absorbed in it and stick to it; (2) to indicate whether he will probably find himself among congenial associates, with interests similar to his own; (3) to provide symptoms of his future abilities; (4) to suggest alternative fields which may not yet have been seriously considered.³⁸

The indicator of the interests of an individual which should probably be considered first, and the one which is most readily obtainable, is his own description or expression of them. The strong possibility that "claimed interests may be merely "surface" interests, however, has caused a great many authorities to warn against likely

36. Bingham, op. cit., p. 69.

37. Ibid.

38. Ibid. Ch. VII.

discrepancies between these and the more reliable "measured" interests.³⁹ As Hanna explains, "Many of the expressed interests in different fields of work are rationalized due to social, economic, and family regimentation."⁴⁰

The individual's own description of his interests may be supplemented in several ways. Bingham suggests the following:

- (1) Direct evidence of his preferences is found in the record of those activities, school subjects, recreations, and employments which have in the past captured his attention and absorbed his time.
- (2) His relative achievement in these different fields furnishes a secondary or indirect but quite objective indication of his interest in them.
- (3) Quantitative measures of certain significant aspects of his interests may be obtained.
- (4) Clues may be secured from statements and ratings made by supervisors, teachers, or associates who have had ample opportunity to observe behavior expressive of interests.
- (5) A systematic inventory made with the aid of a well-designed questionnaire, supplies a useful picture of the pattern of his interests.⁴¹

Many of these groups of data may be secured from the individual's cumulative record if it has been maintained adequately. If this is not the case or the record is unavailable, the counselor must rely mainly on the interview and any direct inventories he can make until

39. See, for example, Hurich and Wrenn, op. cit., p. 42; Williamson, op. cit., p. 90; and Bingham, op. cit., p. 70.

40. Joseph W. Hanna, "Psychological Testing," After High School--What? edited by Charles M. Smith. Burstein and Chappe, New York, 1940. p. 53.

41. Bingham, op. cit., Pp. 64-65.

he can initiate and extend the individual's cumulative record.

One very valuable device for securing some of this information, and which is being recognized as a necessity of the adequate cumulative record, is the anecdotal method of recording notes of instances of behavior clearly indicative of interests. The importance of recognizing bits of behavior which are characteristic and significant, the technique of describing these clearly, and the necessity that these anecdotes be pure descriptions of behavior, uncolored by interpretations by the observer, are brought out best in the authoritative and much-quoted treatment by Wood,⁴² who, at the same time, recommends a number of procedures in using the method.

Wide use has been made of paper and pencil blanks--interest inventories and questionnaires--which do not attempt to measure or infer interests directly, but make possible the study of what a person says his preferences are. Bingham⁴³ shows that, in addition to furnishing information to the individual and the counselor, these blanks may have considerable value in stimulating thoughtful self-scrutiny by the individual in the very process of filling it out. Both of these functions should be kept in mind while comparing the merits of various blanks.

In addition to the stimulation of self-appraisal and the information relevant to interests which should be forthcoming from the interest blank, certain other considerations are important in comparing available

42. Ben D. Wood, "The Major Strategy of Guidance," The Educational Record. Vol. 15, No. 4. October, 1934. Pp. 419-444.

43. Bingham, op. cit., p. 71.

blanks. Among these are the value of specific responses for counseling, convenience of use, and economy of time and money.⁴⁴

One interest blank in the category just described is so outstanding for use in colleges as to deserve special mention: Strong's Vocational Interest Blank.⁴⁵ It has been standardized, not on students but on successful adults, and the scoring system shows whether the way in which an individual marks the blank resembles the way in which people in each of the professions and occupations for which scoring scales are provided, have typically marked it. Much research has been devoted to this blank over a period of several years, and while still subject to refinement and improvement, it is generally regarded as superior to the other interest blanks and questionnaires. One criticism of the blank frequently expressed is the considerable amount of time required to score it.⁴⁶

Williamson⁴⁷ suggests special discretion in the use of interest tests with young students, since such students may not yet have developed crystallized patterns of interests. Interests have been found to become fairly stable by age 25.⁴⁸ Counselors quite properly place no great reliance on the scores of young people under 17, although an instrument like Strong's is stimulative and is an educational device

44. Ibid. Pp. 78-79.

45. See Bingham, op. cit., Pp. 72-74; Patterson, Schneider, Williamson, op. cit., Pp. 175-81; and E. K. Strong, Change of Interests with Age. Stanford University Press. 1931.

46. Bingham, op. cit., p. 356.

47. Williamson, op. cit., p. 91.

48. Strong, op. cit., p. 77.

as well as a means of measurement.⁴⁹ Very frequently, however, the only perceptible change in interest patterns over a period of years is the intensification of the same pattern.⁵⁰

Certain other factors which may vitally affect interests as reflected by blanks are emotional disturbances, low academic ability, and the possession of basic interests in occupations not now covered by the blanks.⁵¹

Personality

Personality has been defined by Bell⁵² as the sum total of behavior characteristics. Eulich and Wrenn⁵³ indicate that all non-intellectual characteristics may be included in personality. It is seldom, indeed, that a curriculum is found to contain courses dealing directly with such concepts as attitudes, emotions, social relationships, and the like. But students are not intellectual machines; they are emotional human beings, and knowledge alone does not make for satisfactory adult life.⁵⁴ The school's responsibility for adjustment of the various factors of personality, therefore, seems to be shifted, rightly or wrongly, to the personnel worker.

Attempts to isolate the different factors of personality have been so numerous and have resulted in such multifarious classifications that

49. Bingham, op. cit., p. 74.

50. Williamson and Darley, op. cit., p. 153.

51. Williamson, op. cit., p. 91.

52. Hugh M. Bell, The Theory and Practice of Personal Counseling, Stanford University Press, Stanford University, California. 1939. p. 1.

53. Eulich and Wrenn, op. cit., p. 49.

54. Williamson, op. cit., p. 81.

no effort will be made here to present or to criticize them. Perhaps the best classification for the counselor depends upon its usefulness in any particular situation. As Bell⁵⁵ suggests, if many students are confronted with a personality problem of a certain definable character, a measuring instrument should be devised to provide a reliable description of it. The number of adjustments considered would depend upon how intensive one desires to study the personality, and the number should probably be restricted simply as a matter of convenience.⁵⁶

Although the inclusiveness, as well as the composite factors, of personality may be a matter of great concern to others, the counselor must take the pragmatic point of view just indicated. Eulich and Wrenn⁵⁷ show the inevitable overlapping and the confusion of terminology when 'traits' of personality are isolated, and they point out the comparative advantages which accompany the more practical classifications according to 'areas' of adjustment. As a good illustration of the latter, Bell suggests the following as a possible classification of student-adjustment problems confronted by high school and college counselors: School Adjustment, Health Adjustment, Vocational and Occupational Adjustment, Motor and Mechanical Adjustment, Social Adjustment, Home Adjustment, Emotional Adjustment, and Religious Adjustment.⁵⁸

Reliable and valid measures of all of these areas of student adjustment are not available at the present time. Williamson⁵⁹ classi-

55. Bell, op. cit., p. 2.

56. Ibid.

57. Eulich and Wrenn, op. cit., p. 50.

58. Bell, op. cit., p. 50.

59. Williamson, op. cit., Pp. 78-84.

fies the techniques for measuring and diagnosing personality as direct and indirect; the interview constituting the direct approach and the indirect techniques including personality tests, anecdotal records, and records of activities. There are hundreds of personality tests; some of them good, and some of them ineffective, but most of them measuring only a few aspects of personality. A number of tests have been developed for general analysis, however, and while not actually measurements of personality, they are indicators and provide leads for the counselor to follow in interviewing the student.⁶⁰ A good example of the general analysis category of personality tests, and one quite generally regarded as being valuable in counseling, is Bell's Adjustment Inventory, which attempts to measure an individual's attitude toward his health, his family, his social relationships, and his education.⁶¹

Even though a personality test or group of tests may be devised which appears to yield the desired results in a particular situation, its reliability and value to the counselor is cancelled by failure of the student to answer truthfully and cooperatively.⁶² Williamson suggests that the personality test be administered casually, that the results be treated confidentially, and that the results of a particular test be used for interviewing and any attempted adjustments as soon as possible after the test is given.⁶³ The filing and retaining of personality test results is usually considered inadvisable.

60. Williamson, op. cit., Pp. 78-84.

61. Bell, op. cit.

62. Williamson, op. cit., p. 80.

63. Ibid.

The anecdote was discussed briefly as a medium for detecting interests. Interests thus indicated are only one very important aspect of the individual's personality. It is quite obvious that a great number of other elements of personality are displayed in the daily behavior and conduct of students, and that a record of instances of apparent significance, kept by the teacher, would be a valuable tool in the hands of the counselor. Many case data--test scores--for example, cannot be interpreted except in terms of the total personality and adjustment of the student.⁶⁴ The anecdote appears to be the golden opportunity for teachers to contribute to the effectiveness of guidance, for, by this method, they can impliment case data, give indications of emotional behavior, indifference to learning, anti-social attitudes, and the like.⁶⁵ Although the elementary and high school levels may offer more opportunities for teachers to observe behavior, college situations, in and out of the classroom, are profuse with characteristic incidents of student behavior.

And the difficulties frequently encountered in the lower level institutions, such as the inability of teachers to perceive significant behavior or their tendency to interpret behavior, merely reporting their inferences, should be more easily met by college teachers. It is extremely important, in any situation, that these anecdotes be pure descriptions of behavior, uncolored by interpretations by the teacher or other observer.⁶⁶

64. Ibid, p. 32.

65. Ibid.

66. Ruck and Segel, op. cit., p. 27.

Much additional and significant data for diagnosing personality may be collected from the student's participation in extra-curricular and social activities. So meager and inadequate are the records which are usually kept of these activities that all possible sources should be tapped. The student will furnish some information; anecdotes are a valuable medium even here, when teachers will cooperate; but the counselor ordinarily must depend largely upon firsthand observations in the interview and upon hearsay reports from teachers.⁶⁷

One practice which is quite prevalent, frequently being the only check on personality in the individual inventory, is the personality rating by teachers. Williamson declares that, as used in most colleges and high schools today, these ratings are not worth the paper upon which they are recorded.⁶⁸ They are merely prejudicial guesses, and make the counselor's diagnosis much more difficult than would be the case if some of the actual evidence, upon which the ratings are supposedly based, were recorded.

Health

The trained physician or other health specialist is obviously the only personnel worker who can adequately diagnose and treat physical ailments. But the close relation between the ability of the student to progress satisfactorily and contentedly, both in school and on the job, and his general health status, is such that to ignore this important factor would be to proceed with counseling in a haphazard manner.

Williamson enumerates and describes several aspects of the health problem

67. Williamson, op. cit., p. 83.

68. Ibid, p. 84.

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as they relate particularly to counseling:

- (1) A basic procedure in occupational counseling is the interpretation of the student's health status in terms of his qualifications for an occupational goal.
- (2) His ability to acquire the necessary education for that goal depends not only upon his mental aptitudes but also upon his physical capacity to get that training. (Post-tubercular cases, for example, often cannot carry a full schedule of classwork.)
- (3) Some students with noticeable physical defects may develop a social sensitivity which calls for mental-hygiene counseling in addition to assistance with occupational and educational problems.
- (4) Students with physical handicaps often are additionally handicapped by being unable to do any type of part-time work which would permit them to earn needed expense money.
- (5) All students need some understanding of their own physical resources, knowledge of the possible effects of work, studies, and activities upon their health, and knowledge of how best to conserve and use physical energy.⁶⁹

As has been suggested, the primary information from the health record can probably be interpreted only by the physician or health specialist. The counselor should understand how various disabilities and handicaps may operate to cause maladjustment, however, and should be on the alert to recognize physical symptoms and refer the student to the physician at once.

The more significant phases of the individual's health history and a systematized plan for keeping the record up to date are obviously of sufficient importance to warrant a place in the cumulative record. Ruch and Segel⁷⁰ recommend that physical, medical, and dental examinations should be made annually and the results recorded. Gardner⁷¹

69. Williamson, op. cit., p. 514.

70. Ruch and Segel, op. cit., p. 85

71. Gardner, op. cit., p. 147.

suggests that these records should be as complete as possible, but that only digests of them in understandable, non-technical form be recorded in the cumulative record for the counselor's use.

Another aspect of health information, that of the student's reaction to his own health, was mentioned briefly in the treatment of personality. The intricate relationship of health, personality, and general educational and occupational adjustment, must be appreciated constantly by the wide-awake counselor. The unfortunately common mistake of diagnosing an individual's adjustment problem without regard to such all-important factors as his personality, health, and interests, has probably been responsible, in large part, for the lack of universal sanction of guidance in general and counseling in particular. Specific techniques, such as aptitude testing, have been the brunt of much of the criticism of counseling programs; but if they were relegated to their proper roles as supplements to the more fundamental influences just mentioned, their place in the scheme of analysis could hardly be questioned.

Environmental, Financial, and Work Status

A fundamental consideration in the appraisal of student characteristics, according to Burich and Wrenn,⁷² is that no such appraisal can be made at any level without taking into account home and community environment. The purpose of securing information in regard to these conditions by the college apparently should be the better understanding of the student, rather than the 'bridging of the gap' between home and school which is a matter of much concern in the elementary school.

72. Burich and Wrenn, op. cit., p. 38.

Information regarding the home life and surroundings of the student makes possible a sympathetic and intelligent interpretation of his adjustment problems by the counselor.⁷³ For some students the transition from high school to college requires adjustments which are almost inconceivable by anyone not familiar with their backgrounds. The nature of the community, as well as the home, may explain student behavior and current levels of abilities, interests, and social development.⁷⁴

Ruch and Segel find that the facts about family background most commonly called for cumulative records include: Occupations of father and mother, numbers of brothers and sisters, nationality or race of parents, education of father and mother, number and relationships of other adults living in the household, marital status of parents (divorced, separated, remarried), home surroundings, home atmosphere, neighborhood conditions, amusements, use of leisure time, and sometimes family income.⁷⁵

The economic status in which a student develops has an important, if not a controlling, influence upon his educational plans, and frequently upon his vocational aspirations as well. More important to the college counselor, however, is the immediate financial problem of the student.⁷⁶ The necessity of complete or partial self-support often limits the time available for educational opportunities, or impairs health. Any particular case must be decided after consideration

73. Ibid.

74. Ibid.

75. Ruch and Segel, op. cit., p. 19.

76. Burich and Wrenn, op. cit., p. 44.

of its individual problems. It is no longer thought to be wise to encourage students to attend college on a self-supporting basis unless certain factors are taken into account, such as health, mental level, study habit, time required by job, and availability of the minimum amount of money necessary to get started.⁷⁷ Information regarding financial background and present status may usually be elicited from the student in interviews, student-inventories, autobiographies, and the like.

A knowledge of the vocational and work experience of the student can be very valuable in affording clues to his interests and abilities. Past conduct is likely to be indicative of future conduct, and while the particular work experience possessed by an individual may not represent a field of interest to him, he may be able to determine certain generalized preferences, such as detailed routine work compared with contact work.⁷⁸ Charts or student inventories filled in by the student, and discussed with him by the counselor, are probably the best sources for securing this information.

Form Of The Inventory

Methods of recording data about students fall into three general classifications: (1) the pocket, or folder, type where a variety of record cards and sheets are kept together, (2) a central record card where all data are copied onto one card for each student, and (3) a combination of the two wherein a folder is used for interview memoranda,

77. Williamson and Darley, *op. cit.*, p. 135.

78. *Ibid.*, p. 104.

correspondence, special records, etc., but both inside and outside flaps of the folder are spaced for the recording of essential information about a student.⁷⁹

It is impossible to say that one of the three types is definitely superior to the others. As Lloyd-Jones and Smith⁸⁰ point out, all have advantages which should be carefully weighed before a decision is made. The folder type of record is perhaps the most widely used of the three. This type has some very commendable features. Flexibility is probably the most important of these. The folder may contain as much or as little information about each student as may be considered feasible; expansion is practically unlimited. Another important consideration is the supposedly small amount of clerical assistance which is necessary when the folder is used.

The folder has some very serious disadvantages, however. As materials are accumulated, they are usually inserted into the folder without regard to their physical make-up or to the use which will be made of them, and the typical result is a bulky, incoherent assortment which defies interpretation. The difficulty of perceiving readily a profile or pattern of the individual's strengths, weaknesses, and general characteristics in such a situation may easily be seen. Strang⁸¹ believes that to make the best of such a situation, when it is found to exist, a summary of all of the detailed information should be maintained. This procedure, however, would obviously nullify the advantage usually claimed

79. Burick and Wrenn, op. cit., p. 57.

80. Lloyd-Jones and Smith, op. cit., p. 259

81. Strang, op. cit., p. 16.

for the folder--the small amount of clerical help necessary for maintenance.

The central record card, upon which all data about a student are copied, is an obvious improvement over the folder in the matter of reflecting the individual profile. Information is assembled, grouped, and arranged, and spaces are provided for cumulative recording throughout the period of time desired. Some such cards make possible the graphic presentation of the individual profile and progress.⁸² Convenience of filing and the elimination of many technical and space-consuming forms are other important advantages. An amount of clerical help is necessary for maintenance, to be sure, but this is seen to be actual economy when the decreased time required for use of the records is considered. A sufficiently high degree of flexibility may be obtained by careful planning of the card. The card is especially desirable in any situation where the needed information is particularly conducive to condensation and objective treatment. A still better case may be made for the card when it is used in conjunction with visible filing.

The third type of record--the combination of the folder and card--combines some, but by no means all, of the virtues of both. As has been suggested, regularly recorded data may be entered on forms printed on the folder proper, and the various special records may be inserted in the folder. The notable example of the form-folder is the one published by the American Council on Education.⁸³ Gardner⁸⁴ found the use of

82. See for example S. Lance Brintle, "A Practical Prediction and Guidance Chart," Junior College Journal. Vol. 3, No. 6, March 1933. Pp. 300-303.

83. For a discussion of the initial work on this folder, see Ben D. Wood, "Personal Record Cards for Schools and Colleges," Educational Record. July 1928. Vol. 9, Supp. 8. Pp. 12-52.

84. Gardner, op. cit., p. 56.

this form to be closely associated with general institutional excellence. The American Council form provides a means of comprehending the direction and character of the changes exhibited by a student from year to year. Burich and Wrenn strongly recommend the use of this form or an adaptation of it, and affirm that the making of such an adaption is relatively simple.⁸⁵ The folder feature adds flexibility to the record, but it makes necessary the bulky nature of the plain folder. In addition, the expense of clerical maintenance is undoubtedly greater than in the case of either card or folder.

It would be foolish to attempt to discount the virtues of the American Council form-folder. The same items or ones similar to those items of information contained on this form, however, could just as easily be incorporated on a card. And as already suggested, if the information is conducive to condensation and objective treatment, the card may be definitely more desirable--this entirely aside from other benefits which may accrue when visible filing is used.

Visible Filing of the Cumulative Record

The nature of the cabinet visible file makes the use of only one of the three principal forms of cumulative records possible. This obviously is the single-card form. The merits and weaknesses of the card, as well as those of the other forms, have just been discussed. Undisputed superiority of the card over the other types of cumulative records in all situations can hardly be claimed on the basis of authoritative opinion.

85. Burich and Wrenn, op. cit., p. 57.

When it is adapted to visible filing, however, certain physical advantages may accrue which tip the balance clearly in favor of the card. Within recent years a number of such adaptations of the cumulative record card have been made, largely for use in progressive secondary schools, but little evidence is available which would indicate their introduction into colleges. The Plainfield study resulted in the introduction of a Kardex visible file adaptation of the American Council Folder into the high school of Plainfield, New Jersey, in 1934.⁸⁶ The advantages claimed for its use are the following: convenience in recording, ease of use, security from loss or misfiling, ease of duplicating (blueprinting used), rapidity in surveys of files through use of signals, no need for extra or special files, and conservation of space.⁸⁷

The same advantages would be just as applicable to college use, because they are physical in nature. The expense of installation and maintenance of the records must be reckoned with in any situation, but all of the advantages listed above point to actual economy of time, and hence of money. After the example of the Plainfield study, other local adaptations of the American Council Form may be made which retain most of its good features while greatly implementing convenience of their use. The Plainfield card contains all information desired in the understanding of students, with the only supplementary file being a folder system in which various feeder records are kept until they may be transferred to the card.⁸⁸

86. Galen Jones, "The Public High School Demonstration Program in Plainfield," The Public School Demonstration Project in Educational Guidance. Educational Records Bulletin No. 21. Educational Records Bureau, New York. October 1937. P. 19.

87. Ibid.

88. Ibid.

Summary.

Careful analysis of the individual is basic to his general educational adjustment, his social adjustment, his emotional adjustment, and his occupational adjustment. The record of this analysis should be cumulative, complete, and usable, and it should be adapted to local needs. The information which authorities believe to be fundamental in the study of the individual, and which should be included in the cumulative record, may be classified as follows: previous school experience, aptitudes and abilities, interests, personality, health, and environmental, financial, and work status. Various technics may be employed for learning these areas of information. Among them are questionnaires, interviews, tests, inventories, anecdotes, autobiographies, and "feeding records".

The use of the card as a cumulative record form offers some very important advantages, the greatest of which is probably the opportunity of perceiving readily the individual profile. Adaptation of the cumulative record card to visible filing is highly desirable, because it results in convenience in recording, ease of use, security from loss or misfiling, ease of duplicating, rapidity in surveys of files through use of signals, no need for extra or special files, and conservation of space. All of these advantages point to efficiency and economy.

CHAPTER III

THE SCHOOL OF VOCATIONAL BUSINESS TRAINING

History and Present Status

A study of much significance to the School of Commerce of Oklahoma Agricultural and Mechanical College was that carried on by Remphill¹ in 1937. The offerings of the School of Commerce prior to that time had been almost exclusively grouped in traditional, four-year curricula, with general, or cultural, requirements comprising the work of the first two years, and vocational specialization being deferred until the final two years.

The one-time adequacy of the inelastic four-year curriculum was discussed with very good effect in the study referred to, but the student body of the present day collegiate school of business--that of Oklahoma Agricultural and Mechanical College, in particular--was shown to possess such heterogeneity that the traditional plan was no longer satisfying its needs. A very conclusive proof of this was the high, and steadily mounting rate of student mortality.

A follow-up of drop-outs was then conducted, as a part of the study, and conclusions based upon the opinions of those responding indicated a prevalent belief among this large group that many of the general requirements, which had to be met before actual vocational training could be trained for within a period of two, rather than four, years.

So for the purpose of making commercial offerings function more effectively in the lives of this large group of students who for various

1. Ruby Mae Remphill, A Follow-Up Study of Drop-Outs from the School of Commerce of Oklahoma A. & M. College, Masters Thesis, the University of Southern California, 1937.

reasons desire a period of training shorter than the traditional four years, the Division of Commerce was created in 1938, with two subdivisions: the School of Commerce, with four-year curricula exclusively, and the School of Vocational Business Training, with a curriculum making preparation for many vocations possible in from one to two years.

Student demand for the shorter course, with its emphasis on the vocational idea and objectives of education as opposed to the traditional collegiate and professional objectives, did not have to be created. That it was already in existence at the time of the inception of the School of Vocational Business Training was shown by the fact that 121 students enrolled at the beginning of the first semester of its existence. This number has grown steadily until the current semester total is 276, representing an increase of 128% for the period.²

Admission requirements are the same ones which apply in other schools of the college, with high school graduation being a usual prerequisite, but with exceptions being allowed in the case of mature persons who are not graduates, but who are prepared to do the work required.

A Certificate of Completion is awarded students who earn a total of 45 semester hours, including the courses listed in one of the three majors or options offered. The following is a brief description of these options.³

Option I is offered for students who desire a short but intensive training for office duties--stenographic and general clerical jobs.

Option II is offered for students who desire to enter positions in business--bookkeeping, clerical, and store jobs.

2. Bulletin, Oklahoma Agricultural and Mechanical College, Forty-Ninth General Catalog Issue, Vol. 37, No. 13. November, 1940. p. 138

3. Ibid. pp. 157-8.

Option III is offered for students who desire to work in retail stores or who wish to establish small retail stores of their own.

A grade point average of 2.0 on a 1, 2, 3, 4 point scheme is required for the earning of the Certificate of Completion.

Students in the School of Vocational Business Training may transfer to any degree curriculum in the School of Commerce, but they must satisfy all Lower and Upper Division requirements when they do so. Credits transferred from the School of Vocational Business Training to the School of Commerce or any other school are evaluated on the same basis and in terms of the same standards as apply to credits transferred from another institution.

The facilities of the School of Vocational Business Training, while not elaborate, are adequate for the most part, with much of the equipment being shared with the School of Commerce.

The faculty of the School includes, in addition to the director, eight graduate assistants, all of whom are working toward advanced degrees in the School of Commerce. The absence of full-time instructors, with the obviously short tenure of the graduate assistants, creates many administrative problems, but it probably entails less sacrifice of instructional competence than might be supposed, because the assistants are rather highly selected. They are associated constantly with the regular faculty of the School of Commerce, and most of them aspire to permanent teaching on the college level.

There is a probability that a corps of three or four full-time instructors will be added to the staff of the School of Vocational Business Training in the near future.⁴ At least one specialist in the work under

4. Interview with M. Fred Tidwell, Director of the School of Vocational Business Training, April 22, 1941.

each of the options described will probably be selected. In this event, a number of graduate assistants will be retained for the teaching of multiple sections and assisting in other ways. The faculty of the school is discussed in greater detail in the description of the school's counseling program in a section following.

The Specific Information Needed in the Personnel Records of the School of Vocational Business Training

Lloyd-Jones and Smith have formulated a plan for ascertaining the information which should be included in the system of records of any particular institution.⁵ The divisions of information which follow are an adaptation of this plan. An attempt is made to make specific application of the principles listed earlier in regard to the essentials of the individual inventory in any general situation.

Inventory of the information which the School of Vocational Business Training now has concerning its students.

When students apply for admission to Oklahoma A. & M. College, they are asked only the most functional of information. The specific items included on the admissions blank are: the school to be enrolled in, name and location of high school and date of graduation, name of college last attended if any, age, and a request for submission of the high school transcript of credits. No references are consulted and no recommendations required. Oklahoma A. & M. College is a state supported institution, and no restrictions or selective processes are employed to control the enrollment--the only requirements being high school gradua-

5. Lloyd-Jones and Smith, op. cit., p. 251.

tion or twenty-three years of age with the ability to do college work satisfactorily. The information on the admissions blank is used exclusively by the administration.⁶ The School of Vocational Business Training is affected by the admissions procedures, of course, but it actually receives none of the information asked for in the application for admission, with one exception. From the transcript of credits a list is made of the commercial subjects taken in high school. This list, without the marks made in these subjects, is inserted in the individual's folder in the personnel files of the School of Vocational Business Training.

A number of Oklahoma high schools maintain fairly comprehensive cumulative records on each student enrolled, and they forward these to the higher institution chosen by the student after graduation. No uniformity exists among the cumulative record forms received by the college from the various high schools, however, and little use is made of much of the valuable information thus assembled, as a consequence. The overwhelming majority of high schools in the state submit merely the transcript of credits.⁷

A three-day orientation program is carried on for all freshmen entering Oklahoma A. & M. College at the beginning of each winter term. During this time the various entrance tests are given. All new students are required to take the American Council on Education Psychological Examination, from which linguistic, quantitative, and total scores are reported, and the Cooperative English Test, Form PM, covering vocabulary,

6. Interview with Herbert Patterson, Dean of Administration, Oklahoma A. & M. College, April 30, 1941.

7. Interview with Herbert Patterson, Dean of Administration, Oklahoma A. & M. College, April 30, 1941.

sentence structure, and spelling. A reading test is required of all new students later in the term. Remedial English courses are prescribed for scores below certain levels on the English and reading tests. These tests are administered and scored by the Testing Bureau of the college.

New students in the School of Vocational Business Training are required to take, in addition to the tests just described, certain others. Those who wish to include shorthand in their study plans are required to take the Turse Shorthand Aptitude Test. Students wishing to enroll in any of the courses usually designated as "clerical" and in bookkeeping are required to take the Minnesota Vocational Test for Clerical Workers. All beginning students are required to take Bell's Adjustment Inventory, before enrollment or at the earliest convenient time afterward. All of these tests, with the exception of the reading test, are ordinarily given during the period of orientation, and the results are made available at enrollment time.

The Strong Vocational Interest Blank is given to all students who are not certain of their vocational preference, or who appear to be misfits in the training chosen. Most new enrollees in the School of Vocational Business Training can state their vocational preferences fairly definitely. For this reason, and because of the expense and difficulty associated with scoring the Strong blank, it is not administered until later in the term except in cases where special need is seen to exist. The Testing Bureau handles the administration and scoring.

A physical examination is given to all beginning students by the infirmary, but no record of the results is sent to the various schools except upon special request. Services of the infirmary are financed from fees collected from all students at the time of enrollment. The infirmary staff includes a physician, a surgeon, a dentist, and a number

of nurses. Their services are available to students at any time during the year, and when used, a brief note is sent to the teachers of the student treated. This note merely shows that the student has received infirmary care, and does not indicate the nature of the difficulty--a weakness of obvious significance to personnel work as well as to instructional adjustment. Very little information regarding the health services of the infirmary or of any other agency finds its way to the personnel records, and from them to the advisers. The fragmentary information obtained from the student in conferences with his adviser represents the most dependable health information at the present time.

Information regarding the economic situation of the student is usually obtained directly from him in the interview. He is asked about his part-time work status at enrollment time, and an adjustment of his class load is made accordingly. He is asked by his adviser, at other times, to impart information in regard to the suitability of his part-time employment, the budgeting of his time, financial difficulties, and the like.

The housing of all students of the college is handled by a committee. In instances where such maladjustments as inadequate facilities or disturbances to study are clearly interfering with the student's progress, and the adviser learns of the difficulty, this information is noted on the student's record and a satisfactory adjustment is attempted.

The advisers attempt to maintain currently a record of the extra-curricular activities of the students in the School of Vocational Business Training. Interviews with students have been the principal source of this information, supplying memoranda regarding students' participation and interest.

Kinds of information pertinent to the educational and vocational aims of the School of Vocational Business Training.

The School of Vocational Business Training has as its major objective the vocational preparation of the student.⁸ The matter of greatest concern, therefore, is that vocational adjustment must be secured at the earliest possible time after the first contact with the school. For the student, this probably implies that a wise, achievable choice of vocation should be made quickly, that a carefully constructed plan of training should be laid and carried out, that a suitable job should be obtained as soon as possible after completion of the period of training, and that progress on the job should be observed critically.

The School of Vocational Business Training was formed to meet the demand for a period of training made shorter and more intensive by the elimination of many of the traditional requirements, but even in this situation, the all-round development of the individual must be regarded as superseding and embracing his vocational adjustment. A most challenging problem which faces the School at the present time is the responsibility of giving to its students a general education which is comparable and compatible with the vocational preparation which they receive. The problem is one of degree rather than of choice, with Williamson's generalization being particularly applicable: "In the matter of acquiring culture it is not a question of all or none but of how much and what kind is appropriate for each student."⁹

To limit the offerings of the School of Vocational Business Train-

8. Bulletin, Oklahoma Agricultural and Mechanical College, op. cit., p. 156.

9. Williamson, op. cit., p. 15.

ing entirely to vocational courses would be to ignore, or to brand as concomitant, such other outcomes of education as intellectual growth, emotional maturity, social philosophy, and general interest in learning and scholarliness. But to include all of the courses of a cultural nature which are regarded as "essential" by the various subject-matter specialists would necessitate a longer period of training and would defeat the purposes for which the school was formed.

So while vocational adjustment may be of greater and more immediate concern in the School of Vocation Business Training than in many other types of institutions, this must not be construed too narrowly. It may be seen readily that, in spite of the vocational emphasis, the personnel program of the school must concern itself with a variety of influences other than those included under vocational adjustment; the ultimate goal, even here, must be life adjustment.

But it is hardly necessary to point out the dependence of "education for living" upon "education for working." "The student's occupational interests should serve to give integration and reality to his educational experience."¹⁰ And as Lloyd-Jones and Smith assert, "Many of the important problems of living may be alleviated if the student is given some assistance in connection with choosing, preparing for, entering upon, and progressing in an occupation."¹¹

The personnel records of the School of Vocational Business Training, therefore, must contain information which is helpful in the understanding of its students and their adjustment to living as well as to working.

10. U. S. Advisory Committee on Education, Report of the Committee, Government Printing Office, Washington, D. C., February 1938. p. 104.

11. Lloyd-Jones and Smith, *op. cit.*, p. 130.

When viewed in this light, need is seen to exist for all of the areas of information found to be generally regarded as fundamental to the understanding of the individual, in an earlier chapter. In regard to the personnel services of the school, as well as in regard to curricular offerings, however, the ever-existent vocational emphasis must be kept in mind.

Inventory of information not now available but important to the educational aims of the School of Vocational Business Training.

One type of information which has been neglected in the personnel records of the School of Vocational Business Training is, surprisingly enough, the elemental personal data, which is easy to obtain, and which has an unquestionable place in the records. An adviser may be in contact with a student for a year and never learn such things as his age, birthplace, home address, father's occupation, rural or urban background, high school attended, and church preference. The absence of any form in the existing plain-folder system which specifically calls for these and other similar data is the apparent cause for their omission. By incorporating them on the card which is to be constructed, their inclusion may be assured. Two alternative plans for securing these items are suggested: a questionnaire filled out by the student, with the information later transferred to the card; or direct filling in of the spaces on the card, either by the student himself or by a clerk who asks for the data at enrollment time.

The utter lack of information in regard to the high school non-academic experience of most students who come to the School of Vocational Business Training is very definitely a handicap. Until the time when a state-wide requirement for the maintenance of a uniform cumulative record is made, there seems to be little possibility that the high

school and college cumulative records may be articulated or connected with any degree of effectiveness.

The high school academic record which is received by Oklahoma A. & M. College, however, could be made to contribute much more information of value to the personnel records of the School of Vocational Business Training than it now does. The short contact with students necessitates the gathering of all available data which may be of use in understanding them and assisting with their adjustment.¹² For this reason, all of the high school courses and the marks made in them should probably be listed in the personnel records. This information could be obtained with no great amount of difficulty from the high school transcript of credits received by the registrar. The cooperation of the registry office force has been assured.¹³ The most desirable time for securing this information would be before enrollment, but in view of the fact that many students enroll conditionally, pending arrival of their high school transcripts, this would probably have to be postponed until a few weeks after enrollment. Academic records of new students enrolling later in the term could be kept up to date.

In an earlier chapter,¹⁴ the chief benefit accruing from a knowledge of the extra-curricular activities of a student was said to be an insight into his interests and personality. The apparent stability of the vocational interests of most students who enroll in the School of

12. For a discussion of some possible values of a critical inspection of the high school courses taken and the marks received, see Ch. II, pp. 7-9.

13. Interview with Dean Herbert Patterson, April 30, 1941.

14. See Ch. II, p. 9.

Vocational Business Training, as compared with those of students in four-year curricula, has already been pointed out. This would indicate that extra-curricular activities have a less important role in the situation being considered than in one where a student is groping for a field for specialization. If this is a fair assumption, it should at least be a welcome one, for no organized record has been kept of the extra curricular activities currently engaged in by the students of the School of Vocational Business Training. The importance of these activities is such that they should probably no longer be ignored, however, because of the disparity which is frequently found to exist between an individual's vocational interests and his ability and personality. The most satisfactory source of this information in the present situation would seem to be the student himself. His participation in various activities could be indicated on a questionnaire or noted in an interview with his adviser.

The measures of aptitude now being used are apparently among the best available, but there are other good tests on the market which probably merit trial in the local situation. Plans are laid for the computation of coefficients of correlation between the scores made on the Turse Shorthand Aptitude Test and the Minnesota Vocational Test for Clerical Workers and the students' progress in various courses taken. This is to be done immediately following the current term, and local norms on these tests are to be computed at the same time.

The American Council on Education Psychological Examination is so widely used and so well known for its reliability and validity that little need be said in its behalf. One derivation of this examination which has not been received by the School of Vocational Business Training in the past, however, and which would have obvious value, is the

general mathematics score. This score is already computed for certain other schools of the college, and its inclusion in the list sent to the School of Vocational Business Training would require little additional time and expense. The significance which this derived score would have for accounting and other courses requiring mathematical facility would be interesting and probably valuable.

To provide for other tests which may be added in the near future, some extra space should be allowed on the card to be constructed. This type of flexibility has a value that is limited, however, for frequent revision of the form used is advisable, when need arises.

The bringing to bear on aptitudes of the additional items on the high school academic record, already mentioned, should greatly strengthen the diagnosis of this important area of information.

The problem of ascertaining the interests of students in the School of Vocational Business Training has already been described as less difficult than that confronted by most four-year schools. Use of the Strong Vocational Interest Test has been mentioned, also. No such advantage exists in regard to the diagnosis of personality. The impression received by the adviser in his interview is a fallible one, because of the abnormality of the interview situation. The Bell Adjustment Inventory has considerable value to the adviser, but it purports to measure only a few areas of personality, and it is only an indication in regard to them. The best view of personality, according to Williamson¹⁵ is an accumulation of descriptions of his behavior in normal situations--in the class room and out. Use of the anecdote¹⁶ is the apparent answer to more

15. Williamson, op. cit., p. 74.

16. See Ch. II, p. 17 for a discussion of the anecdote in regard to interests, and Ch. II, p. 21, in regard to personality.

satisfactory personality diagnosis for the use of the adviser, and as a part of the personnel records. Space may be provided on the cumulative record card so that these anecdotes may be written directly on the card, or transferred from the notes of the faculty member, activity director, or other observer.

Health has already been mentioned as a neglected phase of the record system of the School of Vocational Business Training. No record of the physical examination given each student is sent to the school, and no descriptions of health defects revealed at other times is made available. The confidential nature of much of this information is reason enough for this non-divulgence, but some of it is so closely related to school progress and adjustment that it should not be withheld. Such weaknesses as poor eyesight, defective hearing, color blindness, and the like, might well influence a student's choice of vocation. For example, a secretarial graduate or a prospective salesperson who has poor hearing will be handicapped throughout his career. Chronic disturbances of various sorts might easily escape the notice of the adviser and of the teachers, while the student's progress is deterred and the class load may be too heavy. After a student's release from the infirmary, some idea of the nature of the difficulty by the teacher would make possible a more considerate and fair adjustment of his class work where such is necessary.

Any hope for more usable information in regard to the health services of the college apparently will be mere wishful thinking until the infirmary policy undergoes a change. Until that time, most of the health information contained on the personnel records must be obtained from the student himself. Space will be provided on the cumulative card for a description of any physical defects, but the probable incompleteness and inaccuracy of the student's description must be recognized. This descrip-

tion could be obtained by use of a questionnaire or in the interview with the adviser. It should be obtained before enrollment or at the earliest convenient time afterward. The section of the Bell Adjustment Inventory which deals with health adjustment should prove to be of considerable value in the present situation.

The Placement services of the School of Vocational Business Training which are carried on by the Director, depend to a considerable extent upon the information hitherto secured by the advisers in regard to the employment plans and readiness of the student. Other information is necessary for placement, to be sure, but if a comprehensive cumulative record is maintained, it should leave little to be secured elsewhere. The information necessary for follow-up of graduates may be sought also with the content of the cumulative record in mind. One possible plan for coordinating the records for placement and follow-up with that for counseling will be suggested in the next chapter.

The Counseling Program Of The School Of Vocational Business Training

As was mentioned earlier, this study represents an effort to develop a record system, based on a cumulative record card. Probable use of these records is by no means confined to the counseling program. All of the functions of guidance must depend to a greater or lesser extent upon the personnel records which are maintained. The major purpose of student records, however, is to make available the basic information that is needed in providing an instructional and counseling program adapted to each student as an individual.¹⁷

17. Arthur E. Traxler, "Personnel Records," The Encyclopedia of Educational Research, op. cit., p. 259.

Counseling is regarded here as the personalization of the entire guidance program.

One of the prime criteria discussed in the preceding chapter for the inclusion of various information in the inventory of the individual is the use which will be made of it. Closely interrelated with this requisite of utility are the ability of the counselors and the scope of the counseling program.

In the description of the counseling program of the School of Vocational Business Training, the pragmatic limitations on the items to be included in the study of the individual must be kept clearly in mind. A number of changes in the counseling program are contemplated by the administration for the coming year; others are certain to become desirable in the years to come. Some of these are mentioned, along with recommendations for effecting them in the sections which follow. They may suggest a necessity for flexibility in the record system if nothing more.

The Counseling Staff

The Director of the School of Vocational Business Training acts as the administrator of the counseling program. The eight graduate assistants, already referred to, are the advisers. Each has about thirty advisees under the present arrangement, all of whom ordinarily continue under him throughout the year. The complete turnover of graduate assistants each year limits the period of contact between adviser and advisee to one year, and makes necessary a new adviser at the beginning of the second year. When it is considered, however, that more than half of the students do not remain for the second year, the seriousness of this handicap is seen to decrease.

The training of the advisers, both preparatory and in-service, has

been under the existing setup and will probably continue to be a matter of concern, as it quite properly should be. None of the graduate assistants who are handling advisory duties this year have had specialized training in counseling. This has constituted an administrative problem as well as a limitation upon the effectiveness of the advisory program. In order to make the best of the situation, a considerable portion of the weekly, one-hour meeting of graduate assistants is devoted to a discussion, with the Director as chairman, of such topics of general interest as diagnosis and treatment of individual cases of maladjustment, test results, interview techniques, and the like. Individual problems encountered by the assistants in their advisory work which they are unable to handle satisfactorily are usually referred to the Director.

Counseling Procedures.

When counseling is conceived as the personalization of all guidance, as it is here, none of the arbitrary divisions of guidance, such as educational, vocational, personal, and social, may be properly excluded. None of these phases of guidance have been excluded from the counseling program of the School of Vocational Business Training. The program is new, and it is still in the process of development, but some provision is made for assisting the student in all of the areas of his adjustment.

Information secured and recorded in regard to each student has been described in the preceding section. The staff of advisers has also been described. Their first contact with students comes at enrollment time, when all assist with registration. Permanent assignments of advisers are not made until classwork is begun. At the time of the first registration of any particular student, the advisers have at their disposal the results of the battery of tests, previously described. Each student is asked about his vocational interests and part-time work status, but

no record has been made of this information at the time. Using this information and the test results, a tentative selection of one of the three curricular options is made, and a schedule of classes for the semester worked out. Aptitude test scores are explained to the student, and, in the case of extremely low ones, he may be advised against a particular curriculum, but no one is barred from the course he wishes to take, simply on a basis of test scores. Later, if the student is clearly a misfit in his chosen curriculum, he may be referred to the Testing Bureau for the Strong Vocational Interest Blank, and a considerable amount of effort may be expended to bring about his adjustment.

The assignment of an adviser is made for each student at the earliest possible time after enrollment--usually within a week. Some attempt is made to assign the student to a teacher in his field of specialization, but this has been difficult with the staff made up entirely of graduate assistants, and numerous exceptions have occurred. The same adviser has usually been retained throughout the year--this being the maximum time possible with the complete annual turnover of graduate assistants.

Under the existing arrangement, an interview with each student has been arranged by his adviser within a few weeks after registration. This is more or less a get-acquainted conference, but with the inadequate record system and the absence of much vital personal data, the procedure during this first meeting has necessarily centered around fact-finding or securing information, much of which should have been obtained in advance and by more objective means.

The plan for interviews in the past has been to schedule at least one compulsory interview each semester, with one immediately after mid-semester. Each adviser is available during his office hours at any other time throughout the term. Some difficulty has been experienced in

persuading students to come in for these interviews. An inspection of interview records suggests, not at all surprisingly, that many of those students who apparently need help the most, because of greatest disparity between ability and school achievement or other causes, are the ones who are most hesitant.

Stereotyping of procedures during interviews has been guarded against, but certain purposes to be accomplished have been decided upon by the advisers, under the supervision of the Director. During the current year a list of items of information desired and another of possible areas of student maladjustment were used as guides during interviews.

The relatively short contact with the students and the hesitancy of many of them to come in for interviews necessitates covering a wide variety of information in the compulsory interviews. During the first interview, the adviser attempts to establish rapport and secure the confidence of his advisee. In the same one, and in subsequent interviews, the progress of the student in his various school courses is discussed. Marks in all courses are sent to the advisers at mid-semester and at the end of the semester.

If the student is making low grades, some attempt is made to discover the cause and to effect an adjustment. Attention is usually given in such instances to the student's interest in the course he is pursuing, to his study habits and budgeting of time, to his residence and study facilities, and to any personal or social maladjustments which may be interfering with his school progress. More attention has probably been given to the students doing extremely poor school work than to any other with no great amount of attention being given to how nearly the student is approaching his ability, as predicted by previous school work, tests taken beforehand, and other advance indications.

The vocational plans of the student and his adjustment to the vocational course being taken is always a matter of concern in the interview. In this connection should be mentioned the group guidance facilities. The program of orientation has already been described. The core of the efforts at group guidance lies in two courses, each a semester in length and bearing one semester hour of credit, in Business Vocations. These courses are required for all freshman students in the Division of Commerce. As the course titles indicate, they deal chiefly with the dissemination of occupational information. Lectures by business men and specialists in various fields, trips to business establishments, reading references on business opportunities and careers, and discussions of how to study in various business courses are usually included in the content of the courses.

In addition to these courses, students in the School of Vocational Business Training are offered a non-credit course which includes information and special training in the various Civil Service vocational opportunities for which specialization is made possible in the school.

With the diffusion of occupational information apparently so well handled, this responsibility of the advisers is somewhat lessened, but they attempt, in the interviews, to give specific suggestions in regard to vocational possibilities and requirements when needed.

The other half of vocational adjustment--that of seeing that the student is adapted to the vocation he chooses and trains for--continues to be a prime responsibility of the counseling program and of the advisers. In the case of consistently low grades in the curricular option being pursued by a student, his adviser may suggest that he get into some field more to his liking or more on the level of his abilities. The Strong Vocational Interest Blank has already been mentioned as one

measure sometimes taken in the case of misfits or uncertain students.

In the past, personal problems, aside from educational progress and vocational adjustment, have received little attention in the interviewing. The Sell Adjustment Inventory, which is given to all students, furnishes the adviser with clues to possible maladjustments. The student may voluntarily mention some personal problems, and others may be detected in the adviser's diagnosis. All such problems are discussed by the adviser and the student. Obvious personal defects or offensive mannerisms on the part of the student are occasionally pointed out by the adviser, but all too frequently he may never detect such weaknesses. Perhaps the hoped-for installation of the anecdote as an integral part of the personnel records may go a long way toward supplying such needed information.

In the discussion of health in the preceding section, the idea may have been permitted to enter that the health services which students of Oklahoma A. & M. College receive are woefully inadequate. This is by no means the case. The infirmary is well equipped and staffed, and its services are constantly available. An excellent program of physical education is likewise available, and each student is ordinarily required to take four semesters, with a wide choice of sports and activities at his disposal. The weakness from the adviser's point of view lies in the fact that without more specific information in regard to the health status of any particular individual, an educational and vocational adjustment which takes account of the individual's health adjustment is impossible.

Recommendations.

The present limitation of contact between adviser and advisee to one year will obviously continue to be a handicap until a number of full-

time instructors are added to the faculty. When this is done, the situation might be eased, though not solved entirely, by the assignment of all second-year students to the instructors who have had contact with them during the first year.

An arrangement that might be still more beneficial to the student would be the assumption of all responsibility for advisory duties by the full-time instructors. This would permit continuous contact with a single adviser who would probably be a specialist in the option of major interest to the student. The plan of having only certain faculty members act as advisers, selected on the basis of their training, interest, and personality, is receiving increasing support among personnel experts. This trend and various advantages of the plan are described very effectively by Brumbaugh.¹⁸

If a system of this sort were carried out, a primary consideration in hiring instructors might be their training and interest in guidance and their personality suitability. Graduate assistants could still be expected to assist with registration, to contribute regularly to the personnel records and assist in their maintenance, to participate in clinics or discussions with the advisers regarding individual students, and actually to assist in advisory work if special interest or preparation is possessed. Some reduction of the instructors' teaching loads because of the time which the increased number of advisers would require would be a necessity.

A plan which would assist materially in the training of advisers,

18. A. J. Brumbaugh, "Student Personnel Work," The North Central Association Quarterly, April 1939. Pp. 518-28.

whether assistants or instructors, would be a requirement of a course in counseling to be taken prior to acceptance of the position or concurrently, during the first semester of performing advisory duties. A course of this type is available in the college at the present time, and with the increasing emphasis on student personnel work, it would be of life-long value to the adviser--this, entirely aside from its obvious worth to the advisee.

The weekly meetings of advisers, in which some time is devoted to treatment of individual problems, furnish valuable insight and training. These actually constitute clinics.¹⁹ They should be continued and intensified, with all advisers participating.

Various other provisions have been made in other institutions for the training of faculty counselors. Among these are: maintenance of a library of recent books and periodicals on counseling; attendance of regional and national personnel meetings by the advisers; visits to other institutions for the purpose of observing the procedures employed; and periodic studies of the effectiveness of the counseling program either by the advisers or by someone else invited into the institution.²⁰

Not all of these additional provisions for training of the advisers could be carried out in the School of Vocational Business Training, but certain ones appear practicable, especially those in regard to library facilities and critical studies of the effectiveness of the program.

In regard to the counseling procedures as they have been carried on, a number of recommendations may be made, some of which bear directly on

19. For an authoritative treatment of clinical counseling, see Williamson, *op. cit.*, Ch. II.

20. Brumbaugh, *op. cit.*, p. 522.

the records used. For the sake of justifying them, the necessity of making the study and adjustment of the individual as intensive as the facilities and advisory staff permit must be reiterated here, with the short contact with students in view.

The first registration of students decides their educational plans for an entire semester, and strongly influences their choices of educational and vocational preparation throughout their stay in school. When it is considered that no students remain in the School of Vocational Business Training longer than four semesters, that more than half remain only two semesters, and that many stay for only one, the importance of securing the best adjustment possible at the outset becomes evident.

The battery of tests given at the present time furnishes a good, objective framework of information about each student. In any case, however, test records should be supplemented by other types of measurement and observation.²¹ As much as possible of the information that might be brought to bear later in the semester on his educational and vocational decisions should be accumulated and used in the student's first registration.

In order to round out this information before registration, therefore, each student should be made to supply the elemental personal data described in the preceding section. This information might be acquired either by questionnaire or by direct questioning of the student. In either case it should be recorded at the time, and transferred to the cumulative record card immediately or soon afterward.

The health status of the student, if ever made available to the ad-

21. Burich and Wrenn, op. cit., p. 76.

visers, should also be considered in the first as well as in subsequent registrations. Until this type of information from the infirmary is forthcoming, the best alternative will probably be questioning the student, either directly or by questionnaire, and recording this information.

The inaccessibility of high school academic records during the first registration has been mentioned. These records may be made available for use in subsequent registrations, however. Their uses as indications of ability to do college work were discussed in Chapter II. The relation of previous course work to subsequent course selection, as well as to progress in the courses selected, is a close one, but it challenges the discernment of the counselor.²²

Economic status, particularly part-time work, is usually considered in registration, with some adaptation of the student's class load being effected. This information is usually not recorded at the time, however, requiring that it be secured again and again in relation to interviews and placement. A questionnaire filled in just before registration or direct filling in of the information on the cumulative record card by the adviser at the time of registration would handle the recording satisfactorily.

A number of improvements in the interview procedures, as they have been carried on, appear feasible.

The present inexperience of the advisers places a rather strong responsibility upon the Director to coordinate their work, to make specific suggestions regarding their interview procedures, and to check the records frequently and provide for their maintenance. The responsibility of

22. Williamson, *op. cit.*, p. 258.

directly assisting the advisers will decrease as their tenure increases, and with improved training facilities for them. Sheets containing suggestions pertaining chiefly to specific items of information which should be obtained during the interviews were given to the advisers, during the current year. These were very helpful and were probably quite adequate with the record system in use, but it is hoped that with the installation of a cumulative record card, most of the objective information may be secured prior to the interview by more objective means. As Brenn²³ points out, the interview should not be confined to fact-finding, but it should give information, provide therapy, and stimulate thinking, as well.

This does not imply that all needed information may be secured in advance, but a great many items such as elemental personal and family data, previous school experience, and test results, may, as a minimum. Information sought during the interview may then be confined to those data best obtained subjectively, or in regard to which the adviser may wish to observe the student's reaction. "Interpretation of diagnostic information should take place, insofar as it is possible, in advance of the interview itself."²⁴ In the past, appointments for interviews have not been required in most instances. This practice very probably has certain psychological advantages, but in the case of the periodic compulsory interviews, at least, appointments appear advisable, because of the opportunity thus afforded for advance interpretation and synthesis of the data already available in regard to an individual. As Brenn

23. C. Gilbert Brenn, "Counseling With Students," Guidance in Educational Institutions, op. cit., p. 120.

24. C. Gilbert Brenn, "General Counseling Procedures," Encyclopedia of Educational Research, op. cit., p. 272.

states further,

It is recommended that the interview itself be somewhat planned in advance, but if it is to be a truly creative experience between the counselor and the counselee, the plan of the interview should be subject to change. Stereotyped action should be avoided in the interview, but planning ahead for a consideration of the important elements in the situation is economical and psychologically defensible.²⁵

Another apparent weakness, which is chiefly though not entirely a problem of emphasis, is the small amount of attention given to the superior students of the school, as contrasted to those experiencing scholastic difficulties. The tendency in the past has been to dismiss such students from interviews with a few remarks regarding the good quality of school work being done, and to make little effort to discover maladjustments of other types. Williamson²⁶ shows, however, that the student with high ability experiences most of the same vocational, educational, personal, financial, health, and other problems, which beset other types of students, and a number of other problems largely peculiar to his own type. These special problems include failure to achieve up to capacity; failure to set an occupational or educational goal commensurate with high ability; failure to make satisfying social and emotional adjustments with students of lesser ability; and failure of the school system, both high school and college, to permit the superior student to progress in classes at his potential rate. Although greater cognizance of most of these problems is definitely needed, the advisers are assisted greatly in regard to the one last mentioned. A policy now quite firmly established in the School of Vocational Business Training, and a very commendable one, is the permitting of students to progress at their own rates through many

25. Ibid.

26. Williamson, op. cit., 328.

of the curricular offerings. This has been pretty largely confined to the business skill subjects, however, and a goal toward which future efforts may well be directed is the extension of this policy to all other classes.

The problem of hesitancy on the part of many students to make greater use of the advisement services, is a general one and by no means confined to this institution. But its incidence is unmistakable. Until the unbelieving advisee is furnished with concrete evidence of the value to be received from contact with his adviser, he will find no initiative to take advantage of it. A problem fundamental to student personnel record-keeping is likewise involved. It is the one envisaged by Keller when he declared necessary "the employment of the cumulative record for understanding the individual rather than damning him."²⁸

28. Franklin J. Keller, "Who, What, and Whither Concerning Vocational Guidance?" Occupations, June 1937.

Summary.

The School of Vocational Business Training was established for the purpose of providing training for the large group of students who desire a period of training shorter than the traditional four years. The short contact between the school and the student--never more than two years--makes necessary an intensive student personnel program which is designed to bring about the student's vocational, educational, and social adjustment in the shortest possible time.

Much valuable information for the analysis of students is now obtained, but with the plain-folder system of record keeping currently used, considerable difficulty is experienced in interpreting this information. All of the areas of information found in the preceding chapter to be fundamental in the understanding of the individual are clearly needed in the School of Vocational Business Training, but the information actually received needs to be extended in a number of instances. A staff of faculty advisers carries on the counseling functions of the student personnel program. The counseling services are expanding rapidly, and more information in regard to students is constantly being acquired. The inadequacy of the present record system to handle this information could be largely overcome by the installation of a cumulative record card which would incorporate the various items of information needed and acquired.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to plan and develop a cumulative record for use in the School of Vocational Business Training, and to adapt this card for use in visible filing.

To provide background and validation for the card, an attempt was made to secure the consensus of authoritative opinion in regard to the necessary constituency of any such cumulative record form. From this survey of the literature a classification of the broad areas of information regarding the individual, upon which agreement was found to exist, was formulated. This classification includes: previous school experience; aptitudes and abilities; interests; personality; health; and environmental, financial, and work status. The contributions which each of these areas of information may be expected to make to the understanding of the individual and various possible techniques for securing the information were noted in the analysis of the literature.

Although this study was not primarily concerned with the task of evaluating the card as a cumulative record form, a comparison was made between the card and the other commonly used forms such as the folder and the form-folder. The general conclusion was reached that the card offers some very important advantages, the greatest of which is probably the opportunity of perceiving readily the individual profile. The card is the only one of the cumulative record forms which is easily adapted to the cabinet type of visible filing. Visible filing of the cumulative record card is highly desirable, because it results in convenience of recording, ease of duplicating, rapidity in surveying of files through use of signals,

and conservation of space. All of these advantages point to efficiency and economy.

Standards to be observed in establishing and using any cumulative record system were formulated from the survey of the literature. A summary of these would indicate that the record should be cumulative, complete, and practicable. In any situation it should be adapted to local needs, functions, and facilities.

In order to fit the card to the local situation, a study was conducted which included a history of the School of Vocational Business Training, an inventory of information available for the record, and another inventory of needed information which is not now available. Also included was a description of the counseling program as it is now in operation and as it is likely to function under the new record system. The conclusion was reached that the student personnel program of the school must, of necessity, be an intensive one, and it must attempt to bring about the student's vocational, educational, personal, and social adjustment in the shortest possible time--this, in view of the maximum of two years' contact with students. Much information of value for the analysis of students was found to be available, but interpretation of this information is difficult with the plain-folder record system currently used. All of the areas of information found in the survey of the literature to be fundamental in the understanding of the individual are clearly needed in the School of Vocational Business Training, but the information actually received is not so complete as it should be within some of the areas.

The counseling services of the school are expanding rapidly, and more information in regard to students is constantly being acquired. A

general conclusion is that the inadequacy of the present system to handle this information could be largely overcome by the installation of a cumulative record card which would incorporate the various items of information needed and acquired.

The Cumulative Record Card

In view of the acceptability and convenience of classifying the information necessary to understanding the student according to areas, this procedure will be followed in discussing the various items on the cumulative record card, shown on Page 74.¹ Some provision has been made on the card for each of the areas of information regarded as fundamental by authorities. The nature and extent of the information provided for on the card in each instance has been largely determined by the demands of the local situation. To facilitate references to the card, each area is assigned a number in the following treatment, and this number is written in red upon each item on the card which may be expected to contribute to acquiring this area of information. Possible methods of securing the information and the most desirable time for securing each item are discussed briefly in each case.

The elemental personal and family data thought to be necessary are called for at the top of the card. Each of these items has been included only after a thorough consideration of uses which the student personnel program may make of it. It is recommended that the local address and telephone number be written in pencil.

Previous School Experience [See items marked (1) on card]

Space for the entire high school scholastic record has been incor-

1. The invaluable assistance given by Marvin R. Payne, Representative, Resington Band Inc., Ponca City, Oklahoma, in drawing up this card is hereby acknowledged.

NAME <u>Darnell, Vivian</u>		VOCATIONAL CHOICE <u>stenographer</u>	
HOME ADDRESS <u>412 Lincoln, East Nashville, Tenn.</u>	LOCAL ADDRESS <u>512 Hester</u>	TELEPHONE <u>238 J</u>	BIRTH PLACE <u>Nashville, Tenn.</u>
FATHER <u>Joseph</u>	OCCUPATION <u>Plumber</u>	NATIONALITY <u>Eng.</u>	BIRTH DATE <u>1-12-1931</u>
MOTHER <u>Louis</u>		EDUCATION (PLACE, KIND, AMOUNT) <u>9th Gr. Nashville</u>	RELIGION <u>Bapt.</u>

(B) IF DECEASED, GIVE DATE

(1) (2) SCHOLASTIC RECORD FROM

HIGH SCHOOL

COURSE	MARK	COURSE	MARK	COURSE	MARK	COURSE	MARK
English I	B	Engl. II	C	Eng. III	B	Eng. IV	B
Home Ec. I	A	Geog.	B	Lib.	A	Lib.	A
Comp. Math	C	Alg.	C	Bkpgs.	C	Art Hdr.	B
Orla. History	B	Am. Hist.	B	Biol.	B	Bus. Eng.	P
Civics	B	Music	A			Bus. Law	B

(1) (2) COLLEGE LETTER GRADES - CREDIT HOURS - GRADE POINTS

1st SEMESTER, 1941-42						SEMESTER, 19						SEMESTER, 19						SEMESTER, 19					
COURSE	NO.	M.T.	FINAL	HRS.	GR. PTS.	COURSE	NO.	M.T.	FINAL	HRS.	GR. PTS.	COURSE	NO.	M.T.	FINAL	HRS.	GR. PTS.	COURSE	NO.	M.T.	FINAL	HRS.	GR. PTS.
V.B.	250	B	B	3	9																		
Engl.	213	B	C	3	6																		
H & P.E.	111	B	B	1	3																		
V.B.	210	C	C	3	6																		
V.B.	114	C	D	4	4																		
SEMESTER TOTAL				14	28	SEMESTER TOTAL						SEMESTER TOTAL						SEMESTER TOTAL					
SEMESTER AVERAGE					2.0	SEMESTER AVERAGE						SEMESTER AVERAGE						SEMESTER AVERAGE					
CUMULATIVE TOTAL						CUMULATIVE TOTAL						CUMULATIVE TOTAL						CUMULATIVE TOTAL					
CUMULATIVE AVERAGE						CUMULATIVE AVERAGE						CUMULATIVE AVERAGE						CUMULATIVE AVERAGE					
ADVISOR <u>Hookey</u>						ADVISOR						ADVISOR						ADVISOR					
ATTENDANCE	ABSENT	PRESENT				ATTENDANCE	ABSENT	PRESENT				ATTENDANCE	ABSENT	PRESENT				ATTENDANCE	ABSENT	PRESENT			

(B) NAME OF TEST AND SUMMARY OF RESULTS

BLOCK OUT WITH
COLORED PENCIL
M. RES. P-BLUE

CURRENT
FAILING

COLOR OF PROGRESSIVE SIGNAL
INDICATES ADVISOR

SEX	NAME	TELEPHONE	IC	PT	POINTS	1	2	3	4	1	2	3	4	5
	Darnell Vivian	0000 J		0										

PHOTO

ADDITIONAL INFORMATION

	SEMESTER, 18			SEMESTER, 19			SEMESTER, 19			SEMESTER, 19		
	TEST	SCORE	%ILE	TEST	SCORE	%ILE	TEST	SCORE	%ILE	TEST	SCORE	%ILE
(2) ACADEMIC	Am. Comm. Pay	57										
APTITUDE												
(2) ACHIEVEMENT	Comp. Eng. P.H.	183										
VOCATIONAL												
APTITUDE	June Sktd.	40										
	June, C.A.	30										
(3) INTERESTS REPORTED	Plays piano											
INTEREST TESTS AND INVENTORIES												
PART TIME WORK	TYPE	HOURS PER WEEK	WEEKLY PAY	TYPE	HOURS PER WEEK	WEEKLY PAY	TYPE	HOURS PER WEEK	WEEKLY PAY	TYPE	HOURS PER WEEK	WEEKLY PAY
EXTRA CURRICULAR ACTIVITIES	None											
PHYSICAL HEALTH (GENERAL)	Good											
(4) PERSONALITY TESTS AND INVENTORIES	Bell. adj. low. Home - Excellent Mental - Good Social - Aggressive Emotional - Average Total - Good											

(*) NAME OF TEST AND SUMMARY OF RESULTS

BLOCK OUT WITH
COLORED PENCIL
M-RED; P-BLUE

CURRENT
FAILURE

COLOR OF PROGRESSIVE SIGNAL
INDICATE ADVISOR

KEY NAME Darnell Vivian TELEPHONE 0000 J 0 1 2 3 4 1 2 3 4 5

porated on the card. This will require a small amount of clerical help in transferring the names of courses and marks from the official high school transcript received by the registrar's office. In view of the fact that many students enroll conditionally, pending arrival of their high school transcripts, this information cannot be secured for all students until after the first enrollment, but it should be acquired at the earliest possible time.

Space has been provided for names of college courses, letter grades, credit hours, and grade points as needed for four semesters of work in the School of Vocational Business Training. Mid-term grades are included because compulsory interviews are usually scheduled shortly after mid-term, and these grades are a matter of principal concern. The semester total and average of credit hours and grade points will show the student's scholastic standing for any particular semester, and the cumulative total and average provide a summary of his standing up to date. This information, with the exception of the totals and averages, is received from the registrar's office and it should be recorded promptly upon its arrival. The averages and totals will require little time to compute, and they should likewise be kept up to date.

Aptitudes and Abilities (2)

Results of tests of academic aptitude, achievement, and vocational aptitude are included on the card, with columns for test names, scores, and percentile rankings. Three spaces for each semester are provided under each type of test. This allows space in addition to that required for recording the results of tests now given and permits a degree of flexibility. These tests are administered and scored by the Testing Bureau of the college, and their results should be recorded as quickly as possible after being received by the School of Vocational Business

Training.

Previous school experience, both high school and college, is an important indication of aptitude and ability. The card includes space for the complete scholastic record on both levels.

Interests (3)

Spaces are provided for interests reported by the student and for interests measured by tests and inventories. Both vocational and "outside" interests should be included among those reported, whether asked by questionnaire or learned during the interview. Results of the Strong Vocational Interest Blank and any other measures of interests are adequately provided for in the space assigned to them.

The anecdotal summary should yield some information in regard to interests. These descriptions of the behavior of the student coming from teachers, advisers, and other observers, could be summarized from notes and memoranda turned in by the observer. It is believed that ample space is provided for all such anecdotal entries, but if need for extra space should arise in the case of any particular student, the back of the card might be used or a smaller card attached conveniently.

The extra curricular activities of a student are indicative of his interests, and space is provided for noting those engaged in during each of the four semesters.

Personality. (4)

Results of personality tests and inventories are shown by semesters. Considerable space has been provided because of the numerous phases of personality usually described in the results of such tests. Services of the Testing Bureau are available for these tests.

The greatest use of the anecdotal section will probably be in furnishing descriptions of behavior which are highly indicative of personality.

Health. (5)

Ratings and remarks regarding the general health of the student are provided for. Physical defects may also be described in this section. In the absence of information from the infirmary, these remarks and descriptions must be made from questioning and observing the student. Health conditions not apparent to the adviser in his contact with the student may be more easily observed by teachers and others who come in contact with him, and may be noted in the anecdotal summary. A questionnaire in advance of enrollment might secure some such information. The section of the Bell Adjustment Inventory dealing with health adjustment can be of considerable value in appraising a student's health.

Environmental, Financial, and Work Status. (6)

All of the personal and family data called for at the top of the card is of value in understanding a student's background and present environment. This information might be secured by questionnaire or by interview. Because of the necessity of identifying each student and beginning his record as early as possible, this information should be acquired before the student's enrollment.

Space is provided for a description of any part-time work which a student engages in during each semester. The vocational choice of the student is called for at the top of the card and should be recorded as soon as it is made.

In the discussion of the plan of signals which follows, treatment is given to coordinating the cumulative record with the employment readiness and follow-up records.

Validation Of The Card

Validation of the card has been attempted by shaping it according

to the broad pattern laid out by authorities. The standards generally believed to be necessary in the cumulative record were adhered to. All of the types of information regarded by authorities as being fundamental in the study of the individual have been included, with the extent in each case being determined by the needs, functions, and facilities of the School of Vocational Business Training.

Other cumulative record forms were studied. Among these was the American Council Cumulative Record Form. An attempt was then made to incorporate as many as possible of the desirable features of these forms in constructing the card.

In a final check on the validity of the various items included, the card was examined by a number of faculty members who are familiar with the local situation, and by personnel experts in other schools of the college. A number of revisions were made as a result of these inspections.

Maintenance Of The Card

Because of the importance of accuracy in making entries on the card, and because of the confidential nature of much of the information contained, it is recommended that the responsibility for maintenance of the record card should rest with one person.

A card of directions for making entries on the card and for use of the signals could very conveniently be filed in the first pocket in the first drawer.

Filing Of Temporary Records

The only file needed to supplement the card system would be a folder file in which temporary records could be accumulated prior to recording

them on the card. In cases where retention of the original temporary records is a matter of importance, these could be kept in the folder. In most cases, however, this would hardly be necessary.

SIGNALS

The title insert should be separate from the card proper, because the card will have to be removed from the packet occasionally, and leaving the title insert in the packet will expedite filing. Each item on the title insert is taken from the card. The name and telephone number should be typed or printed for convenience in filing.

The signals which are proposed and illustrated will now be explained, from top to bottom:

The option tab indicates the option of specialization. If it should become desirable to classify the options more minutely, various divisions under each option could be indicated by color.

The semester tab indicates the classification of the student according to semesters.

The position of the progressive signal indicates the cumulative grade point average up to date.

The color of the progressive signal indicates the adviser. These signals are available in many colors, and each of the advisers might retain the same color permanently. The value of this feature at registration time, during compulsory interview schedules, and at all other times is easily apparent.

Current failure is indicated by the red tab. This could be used nicely for both mid-term and final grades. This signal might be used to indicate an average below a certain grade point or failure in one or more courses.

Female sex is indicated by the blocking out of the sex square with blue pencil. Red would indicate male.

The small hole in the insert just below the name caption may be used for coordination of the placement and follow-up records. When a student becomes

BLOCK OUT WITH
COLORED PENCIL
M-FER, P-BLOP

COLOR OF PROGRESSIVE SIGNAL
INDICATES ADVISOR

CURRENT
FAILURES

SEX NAME

Vivian Darnell

0000 J

ready for full-time employment, an employment readiness card of a particular color, blue, for example, may be prepared and inserted in the title insert, thus closing the hole. A pink card might be used similarly to indicate readiness for part-time work. A 3x5 card would furnish ample space and could be inserted conveniently. The position on the left side would tend to balance that of the photograph, in the upper right. On the other side of the full-time employment readiness card, a follow-up record could be maintained after placement.

The information which may be seen at a glance with the tabs in the positions shown in the sample title insert is the following:

Vivian Darnell, a second semester freshman in the School of Vocational Business Training, is specializing in office training, but she is very definitely not ready for a job. Her first semester record was low, with a grade point average of 0.8. Mr. Hookey, her adviser, probably should telephone OOOOJ and arrange an interview with Miss Darnell at the earliest time convenient for her.

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