

A CRITICAL STUDY
OF STUDENT PERSONNEL FILES AT
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

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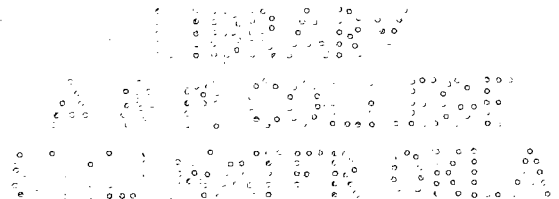
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PREFACE

A few short years ago Oklahoma Agricultural and Mechanical College was a small school. Recently the enrollment has increased at a tremendous rate. In ten years this College has passed from a small school, through the medium sized level, arriving at an enrollment level comparable with the large schools of the United States. This transition has been so rapid that many desirable administrative techniques for large schools have not yet been adopted. One backward area is that of student guidance.

During the past year I have performed the duties of Graduate Assistant in the Dean of Men's Office. Through my work I have noticed the lack of continuity in the guidance program at this College. At the same time I have also noticed the beginning interest manifest in this part of the educational field.

Personnel files and a guidance program go hand in hand. I have attempted to present accurately a picture of the personnel files now in use so as to give an indication of the guidance work which these files supplement. Perhaps through a comprehension of the files, revisions may be worked out in the guidance program for the greater service of the school to the individual student.

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INTRODUCTION

"Personnel work is the systematic consideration of the individual, for the sake of the individual, and by specialists in that field." ¹

From this statement it can be seen that personnel work is based upon the guidance of the individual. "The most recent infants of the twentieth century A.D. are probably in no way superior to the infants of the twentieth century B.C., but the adults of today are greatly superior to their direct ancestors of forty centuries ago." ²

People behave the way they do because of a combination of environmental and hereditary factors. The environmental factors determine our attitudes, opinions, feelings, emotions, habits, ideas, morals, and religion. Every individual does certain things because during his past certain intentional or unintentional training has led to the establishment of particular patterns of behavior. When the stimulus acts upon these patterns, an action takes place which is perfectly normal and understandable if the events of the past are known and properly interpreted.

Throughout the past centuries the idea behind education of the young was the desire to pass on by a selective process the better phases of the existing culture. The adult population passed upon its own culture and selected that which it thought desirable to be trained into the younger generation. Among many races and in many ages this cultivation of the new generation by the old has been carried on with a high degree of exactness. Recently, however, a theory of modern education

¹ Esther McD. Lloyd-Jones, Student Personnel Work at Northwestern University, p. v.

² Ibid.

has arisen. Rather than devoting the entire educational process to passing on the best parts of the existing order, there has been a tendency to train young people to look into the future for new and better ideas.

Most of the older societies had the feeling that their time in history was the ultimate in human destiny; so there was no incentive to change, to invent, to move toward a higher plane of living. Our present society seems to be instilled with this new idea of change. As a result of this philosophy, our society is changing rapidly, but the old incultation, indoctrination, and stable education is not being passed on. This results in the individual being lost in this world without a set of ideals, a set of standards, or a way of life. Our older generations are no longer passing on what they considered the desirable guideposts of human relationships but in their stead are passing on the slippery foundation of change upon which a new society must constantly be built.

It is not being suggested that this generation go back to the philosophy of a stable society that was so firmly adhered to during the past. Rather, some new methods must be evolved to meet this new situation. It is here that a guidance program may most adequately function. The student before college has been affected by his parents, his teachers, his companions, his clubs, his religion, his books, his newspapers, his radio, his sports activities, and many other factors. Rather than working in harmony, these various factors have tended to instill numerous antagonistic ideas. In addition the student's college ideas have been influenced by the following factors:

Common-sense judgment; parents' wishes or judgments; teachers' judgments; cursory vocational tryout experiences; interviews with successful adults; trips to industrial plants; school grades;

classmates' choices; vocational information books; and hobbies.³

It must become obvious that any satisfactory, scientific, solution of the student's educational and vocational problem by himself is nothing short of miraculous. The students who achieve a happy adjustment are few, and it is with the great majority of unsettled students that a guidance program serves its purpose.

Oftentimes the basic reasons for a college's existence are lost sight of in the complicated specialization of college work. If the mind is permitted to go back and analyze the situation, it will be found that,

an educational institution is assumed to organize all its departments for the sake of the individual students. Every requirement and every opportunity provided finds its justification in the contribution it makes for the development of the youth. Theoretically nothing in an educational institution is an end in itself, but everything is there for the sake of the student.⁴

Colleges of today have tended to lose sight of the goal of education and have too strongly emphasized training in special knowledge along departmental lines. President Hopkins of Dartmouth College has said,

yet, in our times as never before, the college and the university must, in justice to the needs of society, emphasize the areas of knowledge, as well as its profundities. Particularly must they insist upon the importance of human experience in modifying doctrinaire hypothesis. Further, they must relate thinking to the realities of life. Today, the world is handicapped even more by lack of men with sense of proportion and sense of the relationship of one phenomenon of life to another than it is by lack of men of erudition in specialized branches of knowledge. Mankind is constantly misled and often has suffered grievously from its instinctive inclination to believe without proof that authorities in restricted fields of knowledge are wise in all. The great mind, which functions with superb efficiency in the field of economic production, but generalizes fallaciously in regard to the uselessness and ineptitude of historical study, is no more astray from reality than may be the scholarly social-scientist who condemns machine production, in

³ E. G. Williamson and J. G. Darley, Student Personnel Work, p. xix.

⁴ Lloyd-Jones, op. cit., p. vii.

disregard of its ultimate possibilities for adding to the comfort and to the happiness of society at large. The only available agents within our system of formalized education for giving thought to this condition and for making effort to correct it are the institutions of higher learning.⁵

In our society as it is now organized and carried on, the higher institutions must give students information and guidance in matters that are not listed in the college catalogue. A presentation and analysis of a satisfactory and complete guidance program is beyond the scope of this thesis. An attempt is being made, however, to picture the present condition of the student personnel files at Oklahoma Agricultural and Mechanical College as an indication of the guidance work being done. Perhaps an insight into improvements in guidance may be gained from the presentation of the files which serve as its major sources of information about the individual student.

⁵ Earl Muelson, ed., Problems of College Education, pp. viii-ix.

GRADUATE SCHOOL

At the present time the Graduate School is the only school on the campus that does not maintain a typical cumulative record on the students enrolled in this school. This school has files that contain the various sheets of application pertaining to graduation. The only other record on the students is a file of the student registration cards that are frequently referred to.

Because the Graduate School attracts, on the whole, only superior students, the necessity seems to be lacking for receiving and filing the various student reports. This office receives very few health service reports, very few grade reports, and no absence slips. Few reports from the central offices are received in this office for two reasons. One is that graduate students often register in the schools in which their major work is being done; consequently, most information disseminating from the central offices would be sent to the wrong school. The second reason is that the Graduate Office is not interested, to any great degree, in these student reports and so the central offices are not asked for this information. Any of the reports that are received are kept for a semester or two in a loose form and then discarded.¹

¹ Interview with Miss Gilbert, Graduate School Secretary, on June 14, 1939.

ENGINEERING SCHOOL

This school has the basis for an adequate system of student personnel files. However, the secretarial office spends such a large part of its time with more immediate work that the maintenance of these files has become secondary. The school has a manila folder file with a name tab centered in the middle of the open side. This center tab seems to work more efficiently than the spaced tab because the bulky nature of the files necessitates thumbing through for individual folder location. The eye and hand can move straight through the center of the file easier and quicker than back and forth through the file. This material is kept in a current file, a graduate file, and a former students' file. The first file contains material on students in school at the present time, the second file deals with students that have graduated, and the last file is on students who did not graduate but who are no longer in school. These three files contain the same general information, but they are physically separate. These files are cumulative in nature, in that, any information pertaining to the student is dropped into his folder. Mid-semester grade reports, final grade reports, health service slips, absence slips, withdrawal sheets, letters of recommendation, and other materials are periodically dropped into the folders. To prevent the folders from becoming too bulky in the middle and also for the sake of neatness, the final grade reports and the old registration cards are pasted on the front and back covers respectively.

Particularly in the Engineering School the honorary societies and other extra-curricular activities of the students should be incorporated within the file. Due to the lack of time of the secretarial

force this important part of the file has been neglected. These files are of a public nature in that both students and faculty are permitted to use them within the office. It would seem that there is an excellent opportunity here for a student project. Why not ask Sigma Tau or some other similar honorary organization to take over the task of keeping these files up-to-date relative to the various honors received by the students? It would be a worth while undertaking, and if properly presented to the organization would undoubtedly be taken over.

In addition to these folder files maintained in the central office, there is a 3" x 5" card file relative to the graduated student, his address, and his employment. This file is kept up-to-date as far as is possible although it is obvious that no systematic method can be used.

Supplementing these central files in the school, there is an advisory system the members of which keep their own files. Students are assigned to advisors for help, and these advisors keep information on their advisees. This information is kept in a Cumulative Record Sheet which is periodically sent to the Registrar's Office for grade reports. After the first two years the department head of the student's major generally becomes that student's advisor. This department head becomes very important to the student because employment matters at the time of graduation are generally handled through the department heads. At the present time, because of the type of study program followed in this school, there seems to be a fairly close, personal relationship between the student and the advisor. This has militated against the use of any specific form of advisory file. Other than the grade reports the advisors seem to rely upon remembering the personalities and abilities of the students. This is a dangerous

practice both for the student and for the school. These advisors are generally untrained in the advisement field, and are, therefore, unconsciously controlled by the "halo" effect. When one individual rates another individual on many specific traits, the common result is that all these traits are grouped within a generalized field such as excellent, good, fair, or bad. In reality, however, nearly every individual has some excellent traits along with some fair or bad traits. The Engineering School offers a very limited curriculum as far as a well-rounded personality development is concerned. Since grade reports in a limited field are the only objective measures on the students, it follows that the advisors would have a tendency to rate the whole picture of their advisees on the general basis of their grade ratings. Grades are only a partial measure of a student's ability, and expert knowledge is only a partial determiner of success in the employment field. With the increasing school enrollment even the personal relationship between the advisor and his advisees will break down necessitating the establishment of more accurate, continuous student records in the advisory area.¹

¹ Interview with Miss Ferguson, Secretary to the Dean, on June 15, 1939.

SCHOOL OF HOME ECONOMICS

The School of Home Economics also uses a folder type of file for all students. It is kept in two sections. One section is used for students now in school and the other for former students. All the information received relative to the student is placed in the folder. Following graduation the degree and date of graduation are written on the face of the current folder, and it is then placed in the alumni file. This School maintains an advisory system, but these advisors use the office files for desired information. During the Senior year, students, on a voluntary basis, fill out a Senior Information Sheet which is placed in the folder. Also during the Senior year some students donate their photographs to be placed in the folders.

There is a registration file with cards, which after the current semester, are distributed among the folder files. There is also a 4" x 6" card file on graduated students containing information on employment and marital status. In addition to these files, constant effort is being directed towards maintaining and enlarging an alumni directory list of all former students.¹

¹ Interview with Mrs. Calderhead, Secretary to the Dean, on June 16, 1939.

SCHOOL OF COMMERCE

The School of Commerce has a manila folder type file. This file is divided into three sub-divisions. One file contains folders on all students currently in school. At the time that a student leaves school his folder is transferred to one of the other two files depending upon whether the student leaves school before graduation or whether he receives a degree. These are the former students' and graduate file respectively. These files contain all the information that is received in the office relative to the students. The grade reports from the Registrar's Office are pasted on a blank sheet of paper and placed in the proper folder.

These files may be used by the Dean, the faculty, and the specific advisors. When a student is a senior and is seeking employment, these files are probably used more than in the other schools. Whereas in some of the other schools the employment problem is handled through the various departments, in this school such matters are handled largely through the central office.

In addition to the above files, the office keeps a 4" x 6" card file giving the student's degree, date thereof, and employment record kept up-to-date as far as possible.

This school also has an advisory system. The advisor keeps records on his advisees, and periodically the Registrar brings the advisor's grade information up to a current basis. This advisory system utilizes the services of the entire faculty. In operation it is the direct opposite of the School of Arts and Sciences which carefully selects a few men to serve as advisors for the entire faculty. The Commerce School feels that their system permits a closer relationship to exist

between the students and the entire faculty. It also brings teaching, curriculum, and student problems into the direct view of those most concerned in attempting to solve them. This method will never be as scholarly or scientific as the one which carefully selects and trains a few advisors, but, if it works at all well, it has the possibility of developing a well-knit student-faculty relationship. It is generally a better technique to influence people in familiar surroundings with familiar people than to place them in a new situation, try to change them, and then place them back in their old surroundings. This school's system has a better area of operation but a relatively poorer diagnosis and presentation of advice.¹

¹ Interview with Miss Poteet, Secretary, on June 13, 1939.

Also an interview with Dean Thomas, on June 22, 1939.

SCHOOL OF EDUCATION

Of the schools without prepared forms the School of Education has the most complete file. The file is physically divided between those students in school and those who are no longer in school. This file seems to receive more information from the central offices of the College than the other school files. Entrance test scores are received on individual cards from the Administrative Studies Office; grade report slips, course or grade deficiency reports on Seniors, former college grade reports of transfer students, and high school grade records are received from the Registrar's Office; absence and tardy slips are received from the instructors which are placed in an envelope within the folder; high school teaching reports on practice teachers are received; infirmary slips are received on detained students from the Health Service; and mid-semester grade reports are received from the faculty. This information is placed in the proper folders within the file. In addition news' clippings from the O'Collegian are placed in the various student folders.

This file contains one outstanding feature which is strongly desired by all the schools, but it is the only one that has it. This feature is a photograph placed in the individual folder of every student. This photograph is taken by a member of the school's faculty at the time of student enrollment. It is attached to a sheet of paper upon which paper there is a notation kept by semester of the student's enrollment. This enrollment sheet involves a considerable amount of work, for it must be pulled from the folder each semester and placed in the typewriter for this brief statement. Since the past student registration cards could be placed in the folder to serve this

purpose, the work involved seems to be too much for the value received.

The Dean of this school, during the past year, has offered a compulsory course in Freshman guidance. During this course certain psychological tests have been given to the students, and the test scores have been entered in the folders. There is an advisor system in this school of a continuing nature as the advisor and advisee stay together for the four year period. There are no additional files supplementing this main file; therefore, the advisors use this file as a supplement to their own information.¹

¹ Interview with Miss Black, Secretary to the Dean, on June 13, 1939.

SCHOOL OF AGRICULTURE

The School of Agriculture has the most pretentious system of personnel files of any school in the college. There is the typical manila folder type file which receives all the slips, cards, and sheets of information about students. This file is divided into three parts. One part contains the folders on current students, another on the graduate students, and the third on those undergraduates not now in school.

In addition to the above file there is a 4" x 6" card file on graduated students giving their addresses and employment record. This file is kept up quite accurately because of the close correlation between the school and the Federal and State jobs in which many of the students are employed.

Whereas the two above mentioned files are somewhat typical of the other schools, the School of Agriculture has one innovation which has the possibility of becoming very significant. A former Acting Dean of this school spent considerable time and study in preparing a personnel form to be used in the school. The form decided upon was the Cardex system prepared by Remington Rand.¹ This is a portable unit of pull-out trays with the possibility of almost unlimited expansion. The forms are specially printed for this school by the Remington Rand Company and may be inserted or removed from the trays with ease. The form contains the space for a comprehensive resume of the individual student. Space for the recording of the student's courses, grades, extra-curricular activities, honors, outside work, and much other

¹ See Appendix

pertinent information is provided. There are also colored sliding tabs to designate matters of special interest. Once the forms have been filled in and the tabs correctly located this form becomes the quickest and most efficient available. The portable unit plus the trays now being used by the school were purchased at an approximate cost of \$360.00 which makes the installation rather expensive.

At the present time one man is employed on a half-time basis during the school year and a full-time basis during the summer to keep these file up-to-date. In addition, therefore, to the expensive installation there is a rather heavy upkeep expense. When a student who has not graduated leaves school, his cardex form is placed in the inactive file. If this student returns to school at some future time, this sheet may be re-inserted in the cardex tray. When a student graduates, this sheet is placed in his folder in the graduate section for any future references.

Nearly all the time spent on this cardex file is used in typing the courses and the grades thereon. If extra time is available, the extra-curricular activities are written on the form. The colored tabs are now being used to indicate students on probation, those with grade averages below C, those between B and C, and those above B. This permits the faculty and the various student organizations to quickly run through the files and select students for judging teams, honor societies, and various other grade-dependent activities.

Individuals and organizations in this school require quick access to grades, for in addition to the course grades a grade point average is computed and placed at the bottom of the forms. However, the honors and the activities of the students also seem to be very important, and under the present arrangements there seems to be too

little time available for the insertion of that type of material. The Registrar's grade reports are placed in the manila folder for each student and are thus filed although in a somewhat unusable form. The insertion of the honors and activities, however, is seldom made. To present a variation in the use of this cardex file, the School of Business Administration at the University of Minnesota uses this form, but the tabs designate 26 different types of employment that the students are desirous of receiving. This permits rapid cooperation with firms desiring particular types of graduating students. A large part of the placement service performed by the School of Agriculture, however, is done through the department heads; so this particular variation would not be of much benefit in this school. ²

² Interview with William May, Assistant in the Office in charge of the Cardex Files, on June 16, 1939.

SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences has the most comprehensive guidance program with the accompanying files of any school on the campus. The main, central file serves as the Dean's file. It is a manila folder file which contains all the information on the student in this school. The grade reports and the registration cards of back semesters are pasted on the inside covers of the folder. The psychological entrance test score is stamped on the outside cover of the folder. Various colored tags are placed along the upper edge of the folder to indicate students on probation, and the upper or lower division ranking of the student. To supplement this folder there is an Arts and Sciences Student Progress Card file which contains a brief resume of the contents of the folder.¹ If a student transfers out of this school to some other school, the folder with all the information contained therein is sent to the Dean of the student's new school while the Progress Card is retained in the files of this school.²

As was previously stated, this school has a very complete advisement program, and the files used with this system contain information more complete and individualized than the information in the central folder. This school has twelve advisors who keep individual folders on each of their advisees. To present the advisement program in the most accurate manner the report of the advisement committee follows:

The advisement program of the School of Arts and Sciences is administered by an advisement committee, consisting of twelve members of the instructional staff and a specialist in the administration of tests. Each advisor has approximately sixty students. At the present time the adviser's teaching load is reduced by one-fourth to care for the advisement functions.

¹ See Appendix

² Interview with Mrs. Riggs, Secretary to the Dean, on June 16, 1939.

All new students are assigned by the Chairman of the Advisement Committee to the advisers. Factors governing the assignment are: first, the student's choice of a field of specialization; second, the equitable distribution of adviser's loads; and third, the students' personal preferences.

The adviser is responsible for educational, vocational, physical, and social guidance. He enrolls the student and confers with him on an average of four times each semester. Reports from the instructional staff on the student's progress are relayed to the adviser, who keeps a cumulative record of all information pertaining to the four general areas of student experience indicated above. The adviser continues to supervise the student's scholastic program through the entire four years. However, when the student is ready to enter upon his major field--that is, in the junior year--a departmental (major) adviser helps the student to make out a plan of study for the two years of the Upper Division. As soon as this plan is approved by the Dean, a copy is sent to the general adviser who then becomes responsible for administering it.

All information pertaining to the student's living conditions, his physical and mental health, his individual traits, his behavior, his vocational experiences and plans - in fact, all information essential to a complete picture of the student is assembled by the general adviser from the various agencies of the college, the student himself, his parents, and other available sources.

When the student is doing unsatisfactorily in his studies, and that means making grades lower than those expected on the basis of entrance examinations, he may be sent to the testing bureau for expert testing and diagnosis. Whatever recommendations are made by the expert, are relayed to the adviser, who explains to the student their meaning and implications and guides him in the necessary readjustment of his educational plans. Students who are obviously unlikely to profit from instruction in the arts and sciences, are advised on the basis of aptitude tests, to enrol in vocational schools.

The adviser acts as an intermediary between the administration of the College and the student. He consequently has a dual obligation: He must see to it that the aims and standards of the institution are maintained with reference to the student's work, and he must guide the student in making the optimum adjustment of the life of the college. The adviser is able to make a valuable contribution to the promotion of higher standards of scholarship: first, by preventing or remedying maladjustments in the student's enrolment and thus freeing instructors from the gravitational pull of students who ought not to be in their classes; and second, by explaining the aims and values of academic disciplines to the student and stimulating him to greater effort by proper motivation. ³

³ Professor George White.

As can be gathered from the report, an intimate association is carried on between the advisor and the student in the attempt to produce better personal adjustment of the student in relation to higher scholarship and a better life.

The nucleus of the advisor's file is an 8" x 10" Personal Inventory booklet.⁴ This booklet contains personal information on the advisee, as well as course and grade reports. Different forms are filled in by the student, the advisor, and the advisor's secretary. In addition to this booklet a written record is kept of the date of conferences, the problems discussed, and the recommendations made. To facilitate the work of the advisors, the advisors' secretary keeps an up-to-date, large, loose-leaf notebook entitled the Directory of Advisees. Grade lists, study plans, upper and lower division records, probation lists, and other information pertinent at enrollment time are filed in the notebook. Fifteen copies of this Directory are made up with the Dean, the Dean's secretary, the advisors' secretary, and the twelve advisors each receiving a copy.⁵ During the past year to provide greater all-campus cooperation the Dean of Women and the Director of Student Employment have also received copies of this notebook.⁶

⁴ See Appendix

⁵ Interview with Mrs. Tucker, Advisors' Secretary, on June 16, 1939.

⁶ Interview with Dr. Baker, on July 8, 1939.

OFFICE OF THE DEAN OF WOMEN

The Office of the Dean of Women contains an extensive array of excellent files pertaining particularly to women students. The registration cards are filed and form the basis for the other files. These cards that are no longer current are filed by years in separate trays. Certain honors, records, marriages, and other similar information is written on the edges of these old cards. In other words, these registration cards act as a depository for a considerable amount of information relative to the individual girl after her graduation. This office has discussed the advisability of changing the filing system on these cards from a yearly basis to an alphabetical basis. It would seem that there would be more advantages to an alphabetical file particularly as the file increases in size during the coming years. Under the present arrangement a call to the registrar is often necessary to determine the year or years a particular girl was in school before her card can be located. No outstanding advantages seem to accrue from the yearly filing whereas greater speed and efficiency could be obtained from an alphabetical arrangement.

The main file that this office maintains is the Student's Personnel Record.¹ This is a 5" x 8" card printed on both sides. During the first part of the Freshman year each girl is called into the office to fill out this card. During the Senior year these girls are again called into the office to add information on extra-curricular activities and honors participated in during the college years. At the same time some girls make periodical visits to this office during the four years to keep their cards up-to-date. After a class graduates

¹ See Appendix

these current files are placed in the permanent files by years and alphabetized within each year. The same questions as to the practicality of this arrangement may be raised as in the case of the registration cards. These files have been maintained from 1928 to date. These cards are of use when questions dealing with particular girls arise such as the advisability of student loans and questions before the Student Government Committee.

This particular file runs into the same difficulties as other files on large groups of students. A great wealth of information is assembled in a relatively small space. For those students not particularly active during their college career the space is more than adequate; however, for those relatively few active students the space available seems hardly sufficient. This office is constantly making revisions in the form of this card; so it can probably be assumed that the most advantageous arrangement of space commensurate with the need is being used.

Through the state-wide organization of the Dean of Women in Oklahoma an excellent coverage of all transfer students within the state is being made. When a girl transfers to this college from another institution, a card from this office is sent to that institution asking for certain confidential information pertaining to the girl's record while in attendance there.² Following the return of this card a conference is arranged with the student and a member of the staff of this office. A report of this conference is prepared and necessary follow-ups are made to insure the maximum adjustment of the girl to this school. A file of these cards is kept by years.

² See Appendix

Individual manila folders are kept containing information on each sorority. In addition one folder receives all information of a general nature on the sororities. There is also a fraternity folder which contains all the information received about the various fraternities.

The Office of the Dean of Women cooperates with the Student Employment Office in that the office supervises the employment of women students. A student employment record is kept on a 4" x 6" card which contains work information and a class schedule of the student. These cards are kept in a file. Another file is of the cards for Request for Change of Address.³ Whenever a woman student desires to move, she must fill out this card with the reasons for her change, and the Dean of Women must approve before the change is made.

When matters pertain to women students, the Student Government Committee sends its records to this office, and they are filed. Infirmary reports are received from the Health Service and filed by date. This office also receives from the Chairman of the Social Committee, Social Authorization Cards. These cards represent the College's permission for the various student social events during the year. These cards are also filed by date.

The Dean of Women has supervision over the girls' dormitories. In that connection this office maintains the counselor system being used in these dormitories. A Personnel Data card is given to each student in these dormitories via the counselor.⁴ The students fill out part of the card, and the counselor fills out the remainder with

³ See Appendix

⁴ See Appendix

personal information. These completed cards are kept by the counselor during the school year and then returned to the Office of the Dean of Women. If and when this girl returns to school, her card is turned back to the counselor for that school year. This permits a continuous record on each girl during her college career. In connection with the dormitories a new scheme is being worked out this year. Girls who wish to live in the College dormitories but who also desire to do part time work for their school expenses are being permitted to live in North Hall. These girls will work either in the dormitories themselves or around in the town for board and other expenses. A special request by these girls must be made to and approved by the Dean of Women to exempt them from the regular room and board requirements of the College dormitory system. These request cards are filed in this office for future reference. Also, in connection with the dormitories a Scholarship Application Blank is filed over a period of five years on all girls who have applied for the positions as counselor in any of the women's dormitories. ⁵

⁵ Interview with Mrs. Brock, Secretary to the Dean, on June 16, 1939.

OFFICE OF THE CHIEF CLERK

All students who have special financial transactions with the College have a student ledger sheet. This is a card about $8\frac{1}{2}$ " x 11" which has a dated record of receipts and disbursements with a running total which shows at a glance the amount due to the College by the student. Accompanying this ledger there is a 4" x 6" manila folder file which contains the receipted records of all financial transactions with the office. Bills, as well as, receipts for dormitory fees, library deposit fees, room deposit fees, laboratory fees, and tuition fees are kept in this folder. Every student in attendance in the college has a folder in the current file. After a student leaves school this folder is placed in the transfer file.¹

Another section of the Chief Clerk's Office handles the payments for student employment. Time sheets for each individual worker are made out in the various departments, sent to the Student Employment Office for verification, and then to the Chief Clerk for payment. These sheets are filed in this office by departments. From these time sheets the office prepares the larger reports which are sent to the State Board of Agriculture for approval. A duplicate file is kept of these sheets. After the State Board approves, the payments are made from a revolving fund which the State Treasurer periodically covers. In connection with the time sheets and the reports for the State Board of Agriculture a 4" x 6" card is kept which gives the claim number and other information relative to the payment of the student from the revolving fund. A cardex file is also maintained on each student working on the campus

¹ Interview with Miss Prosser, Cashier, on June 15, 1939.

for the college. In alphabetical order this small card gives a brief resume of the contents of the student's individual time sheets.²

² Interview with Mr. McKaskle, Claim Auditor, on June 15, 1939.

OFFICE OF THE PRESIDENT, YWCA, AND YMCA

The Office of the President contains no particular student records with the exception of a file of the registration cards.¹

The YWCA is located in a very advantageous position to facilitate the accomplishment of its aims. The office is located in the same building as the Dean of Women. The YWCA secretary cooperates with this Dean and has access to the files in the Dean of Women's Office. Because of the large and varied amount of information in this Office, the YWCA secretary does not maintain any special files but helps maintain the files in the Dean's Office. However, most interviews between individual girls and the YWCA secretary are written up in a brief report form for future reference by the latter. The girls' church registration cards are collected here and distributed to the ministers.²

The YMCA Office contains no student records of a permanent nature. The cards for church registration are collected and separated for the ministers while the registration YMCA cards are placed in a file. These cards are used particularly during student elections in verifying the eligibility of student voters. The YMCA also maintains a card file of its members.³

¹ Interview with Mrs. Smith, Stenographer, on June 14, 1939.

² Interview with Miss Etchison, YWCA Secretary, on June 16, 1939.

³ Interview with Miss Vincent, Secretary, on June 14, 1939.

THE STUDENT INFIRMARY

This office is admittedly handicapped in its record keeping because of the lack of sufficient clerical help to maintain comprehensive files. All Freshman students are examined in this office, and a record of this examination is kept. For those ailing students who do not need immediate attention a regular checkup from the file records is made after the rush of the regular examination period is over. After the examinations the Health Service prepares a list of those men students to be exempt from military training because of physical disabilities. A file of these exemptions is made. For those presumably ill students admitted to the Health Service for diagnosis a Dispensary Record is prepared. This 6" x 9 $\frac{1}{2}$ " card contains space for the date of the visit, a resume of the diagnosis, the family history, the personal history, and a complete record of the physical examination. From the hospital record book notices of admission and release from the hospital section of the Infirmary are sent to the Dean of the student's school and the Dean of Men or the Dean of Women. ¹

¹ Interview with Dr. Thompson, College Physician, on June 17, 1939.

FORMER STUDENTS' OFFICE

This office has two main purposes. One is to maintain a file on all former students, and the other is to provide a Placement Bureau for former students.

To solve the first problem three interlocking card files are being used. When a student graduates from this College, notification is sent to this office from the Registrar. Following the receipt of this information the individual's cards are prepared. One file has cards on all graduates from this college arranged by class of graduation and alphabetized within the class. This file is of particular use in regard to the arrangements for class reunions. The second file of these cards is arranged alphabetically. The third file is arranged on a territorial basis giving the state within which the former student now lives. This third file is an aid to class meetings, reunions, and a geographical indicator of possible employers. The main file, however, is the one that is alphabetized. Each of these cards contains the same information which is the name, present address, present occupation, class of graduation, and degree received. Whenever a change is made in the information on the cards, the date is recorded to give an indication as to how recent the information is. Former women students who are now married have their maiden names filed in the class file, have their married name in the geographical file for present mailing purposes, and have two cards, one with the maiden name and one with the married name, in the alphabetical file. If a student has received more than one degree from this institution, a card for each degree is placed in the class file. An almost complete file is kept of those former students who are graduates; however, those

students who dropped out of school before graduating have presented a much more difficult problem. Obviously a student who attended school for only a semester or two would not create any particular need for a record about him. However, an attempt is being made to secure information on students who reach the Junior or Senior level before leaving school. For those students about whom information has been received three red cards are prepared and placed in the files in the same manner as for the graduates. Information about students leaving school before graduation is nearly always received directly from these students because there is no systematic channel through which this office may receive information about these students.

At the present time a master, alphabetically arranged card file is being prepared which will contain considerably more information than the present file. When this new file is added to the present system, the present alphabetical file will be rearranged into a departmental file. There has been a growing demand for the lists of former students receiving their degrees in the various departments, and it is expected that this need will soon be filled.

A two-way file is also being kept up. These two files are arranged alphabetically and geographically. They contain the name, address, occupation, and dues payment status of members of the Former Students' Association.

The Placement Bureau has been set up in this office to help bring the employer and the prospect, a former student, together. A card file on all former students has been made up. These cards contain the name, number, and a list of the various departmental fields with the credits received therein on each individual. There are 28 departmental classifications in which these cards may be placed. Generally, a

student's card is placed within the department in which his major work has been done. The files are arranged in an excellent manner in that an employer desiring persons in a certain field may glance through the cards in the field and select the individuals whose school credits seem to best fit his situation and needs. As was previously stated, these cards are numbered, for the card file is partly an identification file for a large folder file. Manila folders are prepared for all the cards in the file and are correspondingly numbered. These folders contain some of the more important information that has accumulated on the student. Sometime during the Senior year of each student, they are asked to come to this office and fill out a Registration Form.¹ After they have been away from school and are desirous of securing employment, a credential sheet in the form of a small bulletin is mailed to the employer for his consideration.² These sheets are returned by the employer and are kept available for other employment inquiries. These two sheets form the basis of the information on the former student. These folders contain numerous photographs of the students, but they are secured on a voluntary basis.

These folders are kept in an active and an inactive file. The folders of those students who are satisfactorily employed are placed in the inactive file. When the student becomes unemployed or upon the request of the student, his folder is returned to the active file for subsequent consideration.³

¹ See Appendix

² See Appendix

³ Interview with Miss Allen, Secretary and Assistant Editor, on June 16, 1939.

STUDENT EMPLOYMENT OFFICE

The Student Employment Office keeps up a large file of general information on those students who have made application for work. Applications, letters, grades, and other similar information is filed in folders in this file. Three letters of recommendation must be sent in with each application. These letters seem to be the key to the successful operation of the office. At the end of each year a report is sent to each department on the individual student's work in that department. This information is filed. Midsemester and final grade reports for those students who are working are ascertained from the records sent from the Deans' Offices. When a student graduates, his folder is sent to the Former Students' Office which uses such information as it desires.

A card file for odd jobs is kept up. About 250 students are listed with their free hours available for work. These cards are arranged according to the special type of work that the various students can do and are alphabetized within the job classification. This file permits a quick, efficient selection of a student for a particular type of work. This work may be either on the campus or in the town proper.

A Master Card File is used for all those students who are working. This file permits a quick ascertainment as to the whereabouts of any particular student worker. When work is secured for a student, an assignment sheet is filled out in duplicate, and one copy is filed in this office. The other copy is taken by the student to the department head under whom he will be working. A payroll file is also kept. Money for the payment of these student workers is secured from seven

different payroll funds. This necessitates an extra amount of clerical work. These various payrolls are sent to the department heads to have the hours filled in for the individual workers. Duplicates of these payroll reports are kept filed in this office.

For many reasons this office is overburdened with applications for work. During this past year there were a maximum of 2000 jobs available and over 4000 applicants. Very few new persons were given jobs during the second semester of last year which means that the task of looking over 4000 applications and selecting 2000 job winners was probably done during the latter part of the summer months and ended sometime before the first of February. At this rate the office had to consider an average of about 35 applications a day for six months. Since a personal interview with the applicant is often arranged at the time of the receipt of the application, this problem in itself seems to be very great. In addition, however, periodical conferences during the school year are held with the 2000 students employed. This is also a task of considerable magnitude. There is also the time consuming work of supervising the Artist's Bureau which this office performs. There do not seem to be hours enough in the day to satisfactorily handle these three problems considering the size of the personnel of this office. However, the solution does not lie in an increased personnel.

When measured, human abilities fall along a normal probability curve bell-shaped in design. Educational training at the college level is presumably designed for those individuals in the upper brackets of intelligence as compared to the general population. College levels are often low to accommodate a larger part of the general population, but there are limits below which college standards

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cannot fall and still perform the functions of a college. It is unfortunate but true that many students entering the Oklahoma Agricultural and Mechanical College have not the inherent capacity to master or even benefit from the college curriculum. The Student Employment Office should be exceedingly cautious in selecting for jobs those students who do not have the capacity for succeeding at the college level. Particularly in the lower centiles the psychological entrance test scores coupled with high school ratings give a very high correlation with college success. These two available records should be investigated and interpreted before any student is assigned to a job. At present too many students who drop out of school after a semester or two because of poor scholarship are given jobs while students with better chances for success as determined by objective measurements, are passed by. During the past year numerous students with entrance scores above the 90th centile were forced to leave school because of lack of work while other students with entrance scores below the 10th centile secured jobs for a temporary stay at college. A more scientific approach to this employment problem would create better conditions both for the student and the college. ¹

¹ Interview with Mr. Holland, Timekeeper, on June 15, 1939.

OFFICE OF THE REGISTRAR

The Registrar's Office is doing a tremendous amount of record keeping in a very accurate manner. A card file with a name, date of entrance, and a number is kept on every student that has attended this College. This file serves as the key to a file larger in size which contains much of the information on the students. These large files are in the form of an envelope with the card file number the only means of identification. These envelopes contain the student's high school and college transcripts, letters, and other information. These envelopes are sufficiently large to prevent the necessity of folding the transcripts. This will be of considerable value when a photostatic copy plan is worked out.

A Registrar's card 8" x 9 $\frac{1}{2}$ " is kept for every student.¹ This includes some personal information and the college scholastic record dealing with course titles, departmental numbers, semester hours, and grades. These records are periodically typed on this card. A recent revision has been made in these cards whereby all the printer's lines with the exception of six guides have been removed from the form. This greatly facilitates the typing operation in recording these records, and also permits a much easier and quicker appraisal of the contents of this card. A card for every student in school is kept in a current file in alphabetical order. When a student is no longer in school, this card is transferred to a folder file. Upon a student's return to school, his card is again placed in the current file. This folder file contains all the information relative to the student with the exception of the information which goes in the transcript envelope. These

¹ See Appendix

folders are also arranged on a numerical basis.

For those schools which have a well-established advisory system, this office has a sheet called Information for Advisors which is being used.² This is an 8" x 11" blue sheet. The advisor sends these sheets to the Registrar for the entrance of the scholastic reports of the students. These are then returned to the advisor for use in his counseling work.

Other than in the problems of getting in and out of school the students and faculty have their closest contact with this office in the matter of grade records. The office makes five copies of the grade reports.³ One copy each is sent to the student's parents, his advisor, his Dean, to the student himself through his Dean's office, and one copy is kept by the Registrar. If the school fees have not been paid, then the Registrar keeps his copy for statistical purposes, but the other four copies are destroyed. These grade reports are taken from the file of the instructor's grade sheets. These large sheets are sent in by the instructor giving the student's name, grade, and course. These sheets are kept in a large, loose-leaf notebook bound according to year and within the year arranged by departments.

The admission cards which permit a student to register during any one semester are made out in this office. After investigation the Registrar permits the issuance of these cards indicating that the general College requirements have been met. These cards are then sent to the school Deans for their further action upon them. The office also keeps two files of primary source information which are seldom used. All the inactive registration cards are kept and filed by

² See Appendix

³ See Appendix

school years. The old class cards with the instructor's grade reports entered are also kept but in alphabetical order.

When a student becomes a Senior, two other files are prepared relative to his graduation. A Student's Classification Card, which is also devoid of lines making easier typing, is made up indicating the required courses which the student must complete before satisfying the College requirements for graduation.⁴ These cards are sent to the school Deans for student counseling purposes. In direct connection with graduation, the Registrar sends out to every student who expects to graduate a three page information form.⁵ This form requests information on the time of graduation, the department in which the student's work has been done, and other questions and instructions about the diploma and graduation fees. These forms are filled in and returned by the Seniors to the Registrar. No checking for graduation is done on any student until this form has been received and filed. It is used to facilitate the large amount of checking that must be done before graduation exercises.

No obvious criticisms can be directed against the operation of this office with their existing personnel. However, there is a possibility of utilizing a service on this campus which would increase the efficiency of record keeping and save time and money almost beyond belief. The solution lies in the use of the business machines in the Administrative Studies Offices. For instance, with certain changes in the type of cards or forms being used at present this machine could have the final grade reports ready for mailing in three days' time.

⁴ See Appendix

⁵ See Appendix

At present a three weeks' minimum is required. These machines, in a few minutes, could figure out the grade average of a single student, of a class, of a department, of a school, or of the entire college. If these machines were used, every instructor could receive an alphabetized list of the students in his courses on the first day of class meetings. With the use of these machines the Registrar's Office would be able to devote more of its time to service projects for the increased welfare of the College and the students.⁶

⁶ Interview with Dean Patterson, on June 16, 1939.

OFFICE OF THE DEAN OF MEN

In the Office of the Dean of Men copies of the registration cards are filed. This file is more often referred to than any of the others. Past registration cards are kept over a period of three years in the filing room after which they are removed and seldom referred to.

During the last year this office has made an extensive and successful attempt to list all changes in addresses of the men students. Five hundred letters and forms were sent out; one to each of the landladies in Stillwater requesting a list of the boys living with them. Upon their return the names of the boys on the lists were checked against their registration card addresses. Thus the cooperation of the landladies was enlisted. When the students passed through this office at registration time to have their rooms approved, they were each handed a notice requesting them to notify this office in case they changed their address. Two or three weeks after the beginning of the semester when the student population had become stable, every boy's address as shown on his registration card was checked against the information received from the landladies and the boys. Hundreds of phone calls were made investigating cases where discrepancies were found. Before the semester was more than a month and a half along, however, every student's correct address was known and approved.

Every school on the campus is seriously handicapped by the constant changes in the student addresses. The parents, the Deans, the instructors, College administrative officials, and Stillwater citizens need accurate information. It is within the Dean of Men's sphere to keep posted on the housing conditions of the student body. A small pad form could be prepared, and when a student address change

is known to this office, this form could be sent through the campus mail to the office of the student's Dean, as well as the Registrar's and Chief Clerk's Office. Corrections could then be made on their registration card files.

This office has a file of the student organizations which have been approved by the Student Senate for recognition. There is a file of fraternity membership and fraternity officers. There is a folder which contains all the information received concerning the various fraternities. Fraternity date cards are filed alphabetically, and infirmary slips from the Health Service are similarly filed.

The Dean of this office was Chairman of the Student Government Committee from 1926 to 1931. For this period a card file has been prepared covering all disciplinary cases appearing before this Committee. This file lists both men and women students. Since 1931 to date, this file has been continued covering, however, only the cases of men students. In addition the actual reports received from the Committee have been filed.

The honorary organizations of Phi Eta Sigma and Blue Key are supervised through this office, and their files are kept here.

The main file that this office maintains has just been started during this past year. It is a Student Cumulative Personnel Record to a large degree patterned along the lines as recommended by the American Council on Education.¹ This form is of a folder type being 11" x 19" in size. The student's personal history, high school record, family background, extra-curricular activities, employment record, honors record, psychological test scores, and courses and

¹ See Appendix

grades can all be entered on this form. It is cumulative to the extent that courses, grades, and activities may be entered by semester. During this past year only information about Freshman students has been collected. If this procedure is continued over a four year period, then every male student in the College will have a folder in this file. Information about the students such as letters, dismissal sheets, Infirmary slips, and notices of disciplinary action are placed in the correct, individual folders. If the forms in this file are completely utilized, it will present the most comprehensive picture of the student obtainable anywhere on the campus.²

² Interview with Mrs. McIntire, Secretary to the Dean, on June 21, 1939.

CONCLUSION AND GENERAL RECOMMENDATIONS

Two specific recommendations for change may be made. One concerns the Student Infirmary. At the present time this division of the College administration is neglecting an important part of its work. Students recovering from the effects of tuberculosis and pneumonia have returned to a full schedule of class work without this health knowledge being available to the school officials. In cases of student illness, a report should be prepared with recommendations for convalescence by the Infirmary staff and sent to the Dean of the student's school, as well as the Dean of Men or the Dean of Women. At present these offices receive notices of a student's entrance and dismissal from the hospital, but a more detailed report should be provided. This would permit the advisor to recommend certain changes in the student's program for his own best interests.

The other recommendation concerns student photographs for the various files. Every school on this campus is desirous of having a photograph of their graduating Seniors to be placed in the folders. The Former Students' Office could advantageously use photographs for their files. It is suggested that two pictures of each graduating student be taken, one for the student's school file and the other for the Former Students' file. The expense involved could be paid from the graduation fee fund.

Student mortality is exceedingly high in the colleges and universities of this country, and Oklahoma Agricultural and Mechanical College is no exception. The unfortunate part is that to a certain degree those students leaving school because of poor scholarship are capable of performing acceptable college work. The study of

individual differences has had a profound effect upon the analysis of the educational policies being followed. No two individuals are ever alike; so, within the 6000 students at this school there is not a poor, an average, and a good group but 6000 varying cases which should be individually studied for the best achievement benefiting the student and society. In 1892 Charles W. Eliot said,

Democratic society does not undertake to fly in the face of nature by asserting that all children are . . . alike and should be treated alike. . . . Every child is a unique personality. It follows, of course, that uniform programmes and uniform methods of instruction, applied simultaneously to large numbers of children, must be unwise and injurious. . . . It is for the interest of society . . . that every individual child's peculiar gifts and powers should be developed and trained to the highest degree. . . . We all know that children, like adults, are not alike, but infinitely different; that the object of education, as of life, is to bring out the innate power, and develop to the highest possible degree the natural and acquired capacities of each individual. ¹

Just as the most brilliant minds cannot solve or understand problems in all fields; so the poorest minds can solve some problems. The fact that a student fails out of the Engineering School gives almost no indication as to how well that same student might master the subject matter in a foreign language course or in economics.

Almost nothing has been done in our allegedly democratic system for the great mass of students who, admittedly without superior abilities, are denied all opportunity for making use of such abilities as they have. And the superior student is scarcely better off, for educators seem to be as ineffective in raising standards for certain individuals as they are in lowering them for others. ²

Every student has some aptitude above his own general average of ability. It should be the purpose of the guidance program to discover these abilities and devise a student curriculum that will best develop them.

¹ Esther McD. Lloyd-Jones and M. R. Smith, A Student Personnel Program for Higher Education, p. 6.

² Williamson and Darley, op. cit., p. 11.

This policy means the enrollment of each student only in those available courses which he can absorb with profit to himself and society. Existing curricula contain probably all necessary resources; the next step is to enroll students in the proper courses in terms of their own needs. Reorganization of registration procedures becomes more necessary than reorganization of curricula in this policy.³

Apparently the use of records is one factor which can help achieve the best adjustment of the student to his college life.

Many experts agree that a system of cumulative personnel records, well devised, can, as can 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 accomplishment in terms of definite criteria held by the college. They bring all the pertinent information about each individual - his health, his emotional development, his achievement, his intellectual equipment, his interests, his vocational plans, his social experiences, his family background - into relationship and into units that are usable in counseling.⁴

There has been a great deal of discussion in personnel literature as to the relative merits of a centralized or decentralized office of records in the guidance area. Up to the present time there seems to be no absolute criterion indicative of the best policy to follow. If a centralized system was to be established in the near future, there are two principles that should be followed. This office or department should be located under the direct jurisdiction of the President's Office if not actually within the office itself. Also this centralized office should be a coordinating agency and should give assistance and advice on a voluntary basis to the already established, decentralized guidance branches.

A strong, centralized guidance program would involve the expenditure of rather large sums of money. A decentralized program of merely

³ Ibid., p. 3.

⁴ Lloyd-Jones and Smith, op. cit., p. 250.

enlarging and clarify the existing one would be very inexpensive and yet practical.

The wisest organizational plan, in our opinion, will include provision for a great deal of facilitation and extension of the program via the instructional staff of the institution. . . . Institutions, where the majority of the faculty have subscribed to the idea that students are necessary evils but unfortunate distractions to a well-ordered educational system, will do well to be realistic about the kind and amount of contribution that can be expected from the faculty. In other colleges, however, individual faculty members are already doing such excellent personnel work that any program that did not make important provisions for continuing and extending their contribution would be overlooking a valuable source of strength. ⁵

Decentralized responsibility, or the incorporation of every faculty member into some phase of the student personnel program through a division of labor or the development of a point of view, is both unavoidable and desirable in organizing and establishing a plan for student personnel work. ⁶

Each of the undergraduate schools in this college should establish a one hour Freshman Orientation course of a required nature with or without credit. Similar to the Arts and Sciences course for next year, a battery of Psychological tests should be given at various times during the course. The testing bureau of this College will administer these tests and score them at no cost provided the school concerned will pay the publishers' cost for the test blanks used. A Student Guidance Bureau Sheet would then be prepared by the advisor on each of his advisees. ⁷ Space is provided on this sheet for percentile scores on scholastic aptitude tests, achievement tests, special aptitude tests, and miscellaneous tests. There is also provision for a student profile. A chart containing a centile scale from zero to one hundred is provided.

⁵ Ibid., p. 37.

⁶ Ibid., p. 39.

⁷ See Appendix

Each test score is dotted on this chart, and the dots are then connected by straight lines. The resulting diagram provides a quick yet accurate method of ascertaining a student's general ability. If the Strong Vocational Interest Test is administered, space on the back of this sheet provides a place for the notation of A, B, or C occupation ratings on the student. This completed sheet plus previous semester grade reports and the advisor's personal observations would give a reliable picture of the advisees. The advisor would be able to scientifically recommend for each of his advisees the best school, the best courses, and the best types of extra-curricular activities to be followed. The program thus far outlined would adequately handle the curriculum problems.

There are certain problems in connection with the students that require the services of specially trained individuals for their solution. The student's instructors and his advisor should note these difficulties even though they themselves are not prepared to solve them.

Ideally every instructor is a link in the personnel organization, though we cannot overlook the fact that he must depend upon specialists or experts to perform certain services for which he is untrained. He cannot treat his students when they are ill, but he can take cognizance that they are ill; he cannot administer loans or scholarships, but he can recognize the need for financial aid; he cannot direct the intelligence-testing program, but he can utilize the results to his and the student's advantage, and he can see that the student with more complicated problems be brought to the attention of the expert when solution is beyond the instructor's knowledge or training.⁸

A master sheet could be prepared and distributed to all the faculty members of this College. This sheet would contain a list of possible student problems such as difficulties with reading, spelling,

⁸ Lloyd-Jones and Smith, op. cit., p. 39.

mathematics, finances, housing, health, study techniques, social activities, self-confidence, timidity, emotional disturbances, sex, vocations, and home. With this master sheet the faculty would also receive a small printed pad with a place for the name of a student and his difficulties listed from the master sheet. This slip would be turned in at the school Dean's Office. Specialists from the entire College would be selected to handle each of these areas of student maladjustment. The school Dean would send this slip to the appropriate specialist who would then attempt to clear up the problem for the student. After a trial period the regular teaching load of these specialists could be reduced commensurate with the time they are spending in special guidance work.

It would, in fact, seem highly desirable for the counseling program to utilize the efforts of all interested, qualified instructors to the utmost limit possible. But instructors will be more apt to continue an active interest if they are given some assistance with recording, as they are also apt to be more amenable to expert help if their work is not carried on in too complete isolation from the efforts of others of the college staff who, whether assigned especially as advisers or not, do learn the student to some extent and do inevitably contribute to his development.⁹

This program, as far as the students are concerned, would be a voluntary one. It would not affect the status of any of the existing guidance work but would permit a greater coordination, in a rational manner, of the present facilities in the interest of the individual student.

⁹ Ibid., p. 255.

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APPENDIX

(FORMS)

SCHOOL OF AGRICULTURE

Refer to p. 14.