A Memorandum on Vocational Guidance

For:

Mr. D.H. Stevens
Associate Dean of Faculties

July 6, 1929.
The University of Chicago

The Board of Vocational Guidance and Placement

July 6, 1929.

Dear Mr. Stevens,

I am submitting herewith a program for vocational guidance at the University of Chicago. I planned to submit this outline at the last meeting of the Executive Committee of the Board, but as you will recall a quorum was not present and we had no formal discussion.

The Vocational Guidance Program
As It Now Stands

The Board of Vocational Guidance and Placement of the University of Chicago came into existence as an administrative office of the University on September 1, 1927. During the almost two years that we have been working we have concentrated entirely upon our placement function. We have organized and attempted to perfect techniques in the three fields of placement which the University undertakes: educational placement, business placement, and part time placement. This limitation of activities has been necessary for two reasons - first, because it has seemed unwise to begin a vocational guidance program until the Board has under it a solid foundation of placement activity; and second, because even were our placement work well established a vocational guidance program would not have been possible because of insufficient funds to undertake both activities at once.

When this year's final report is rendered to the President it will very likely be agreed that we have been doing, and are doing, an acceptable job of placement. I confidently expect to bring to the President's office statistics to demonstrate that we have increased the quantity of our business in all directions by at least twenty per cent. I likewise expect to bring evidence of an increased good will toward our office on the part of the University community and also upon the part of school and college administrators throughout the country because of the improved quality of the service we are rendering.
Dear Mr. President,

I am writing to request a copy of the financial report for the fiscal year ending June 30, 1938. The report contains the financial statements and the budget for the year. I need this information for my annual report to the board of trustees. Could you please send me the report as soon as possible?

Sincerely,

[Name]
When the organization of the Board of Vocational Guidance was originally discussed, it was proposed that it supplement the educational guidance program that Dean Boucher had devised. The plan was for Dean Boucher's educational guidance organization to work with all underclassmen in the colleges who had definitely decided upon their vocations. Those who did not know what occupations they would choose were to be directed to the office of the Board of Vocational Guidance and Placement for assistance in choosing their careers. This cooperative scheme has not as yet gone into effect for the reasons pointed out above. In the immediate future, however, it is Dean Boucher's hope, and mine also, that the complete program may begin to function.

Under such a plan the staff of this Board would each year be counseling from two hundred to three hundred sophomores, helping them to make up their minds concerning their careers. This would involve an average of about eight interviews per student. It would also mean the development of techniques which would bring together the best of psychological methods now available, the gathering together of occupational information to be put at the disposal of these students, and the building up of a group of alumni counselors who would be willing to advise with students after they had carefully canvassed their abilities and interests.

This program for the future is built upon the assumption that vocational guidance is valuable, desirable, and necessary. Perhaps this point need hardly be stressed. President Angell in a recent speech has pointed out the social and educational waste of training large numbers of students who come to graduation without having faced the problem of their life's work. As I talk with alumni of the University I find widespread agreement with President Angell's point of view. Almost everyone agrees that vocational guidance is a desirable and necessary function of the University.

More than being desirable and necessary vocational guidance may be viewed as a most significant public relations activity. At this moment the University is discussing ways and means of increasing the number of applicants for its freshman class. It need but briefly be pointed out that no greater selling point for the University could exist than giving publicity to the fact that at the University of Chicago a careful, scientific effort is being made to help every student find his proper work in the world. Vocational guidance is being undertaken in no university in the country in any complete fashion. The University of Chicago has an opportunity to build up a program which will at
once be a valuable piece of scientific work and a practical social activity of utmost importance to all its students.

What We Shall Need For This Enhanced Program

The present staff of the Board of Vocational Guidance and Placement is unfortunately inadequate to undertake this enlarged program. All the time and effort of the present members of the staff are taken up with placement activities. Until more people can be added to the organization vocational guidance will be a hope but cannot be a reality. At least four new people are needed before vocational guidance can be undertaken.

1. A Research Assistant. It needs to be emphasized that vocational guidance is very much a pioneer field. Few established techniques exist; little correlated information is available; a great deal of research needs to be undertaken. I have summarized below four different points about which research must be undertaken if our work is ever to amount to anything really valuable. Briefly they are these:

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

   B. The accumulation of information about what college graduates actually do: Nobody knows the actual facts of the vocational distribution and orientation of college people. I should like to know, for example, how many, comparatively, are in the insurance business, how many are in law, how many are in medicine, how many are undertakers. I am quite certain that with these facts at our disposal we could much more intelligently discuss vocations with students, since we would almost certainly find gaps and groupings which would throw considerable light upon the disposition of the college product.
We should not only find out where students go, but we should also discover the facts about their promotion, their salary scales, and perhaps most important of all the history of their turbulent adjustment period just after graduation. I know of one college graduate who has had eighteen jobs in the five years since he has graduated. I know few who have not had at least two or three. What are the facts about this adjustment period taking college graduates as a group? How many settle down permanently into their first jobs? Why? How many bat about from job to job for one year or two—or five? Why? I consider the answers to these questions of utmost importance. We have few facts at hand now. We very much need them if we are ever to do a real job of helping students find their places easily and quickly in the economic structure.

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

D. The development of techniques of testing: I have suggested above the need of developing devices for discovering individual bents by means of the informal method of interview, but we need also to exploit psychological testing. At our disposal we must eventually have instruments of precision comparable to the instruments of precision developed in the natural sciences. This will require considerable original investigation with the data that we gather ourselves and a constant lookout for developments elsewhere.

To undertake this research we need on the staff of the Board at least one well trained research worker who will work with the Secretary of the Board in careful scientific investigations.

2. An Assistant in Teacher's Placement. Under the present organization the Secretary of the Board and his assistant, Mr. Reece, devote all of their time to placement. To undertake voca-
tional guidance they need to be relieved for half time activity in this new direction. This would require an assistant in teacher's placement who would take from their hands a good portion of the detail work they now do. A workable reorganization could easily be achieved by means of which both could give a sufficient amount of time to vocational counseling and to vocational guidance research.

3. A Business Placement Counselor For Women. During the past year we have been doing a large amount of business and part time placement. We have, in fact, developed a business placement service for men which is working most effectively and by means of which we have to date placed in the neighborhood of one hundred and fifty graduating seniors in business positions. We are, however, doing very little for women because we have not the staff to undertake a similar program for our women students. We have now on our staff a woman, Miss Wood, who devotes half her time to business and part time placement for women and half her time in assisting in teacher's placement. The plan would be to put Miss Wood over into the teacher's placement work entirely with an assistant and to hire a new woman to take over the business placement program for women.

4. A stenographer. To take care of the clerical work involved in the vocational guidance work of the Board as distinct from the placement work we should need at least one stenographer.

About $8000.00 is necessary annually for this expanded program. It would take $2400.00 a year for a research assistant; $1500.00 a year for an assistant in teacher's placement; $2400.00 for a business placement counselor for women; $1200.00 for a stenographer; and $500.00 for printing, stationery, and miscellaneous expense. This would total $8000.00.

For two years I have been living with this program. I see before the University a remarkable opportunity to lead the way in vocational guidance for the entire country and at the same time to achieve for its students a service which would be a source of keen satisfaction throughout their careers.

May I emphasize, moreover, the interest that a number of prominent alumni have evinced in our program. Six weeks ago one of our alumni, Mr. B. M. Pettit, called together a group of graduates of the University to discuss vocational guidance. All year Mr. Pettit and I have been meeting students on Tuesday evenings to discuss their vocational problems. We have discovered that approximately sixty per cent of the undergraduates of the University have no definite idea of what they want to do when they graduate. Mr. Woodward and Mr. Swift were both present at this meeting, and I feel sure that they came away with a conviction that here is a
I am not sure how to continue with this task. It seems like there might be a mix-up in the document. Could you please clarify or provide more context?
problem that should be attacked immediately. I feel sure, furthermore, that the alumni present, all prominent and successful businessmen in Chicago, would be a source of support to the venture should no other funds be immediately available.

* * * * * * * * * *

As you know, I am presenting the above program for discussion at this time because of an offer that I have had from Ohio State University. Professor Charters, formerly of the University of Chicago, has known of my work for a number of years, and he has proposed that I join him in a research program to be begun next fall on the problems of higher education. Should I accept Professor Charters' offer I should rank as associate professor and be compensated at the rate of $5000.00 for nine months. He has at his disposal, moreover, sufficient funds to ensure a well-financed research program.

It goes without saying that I am much interested in the proposal. It holds out promising problems for investigation under conditions that are not likely to be duplicated in the near future. Yet I prefer to remain at Chicago if there is any surety that the work I have begun here will develop as President Mason assured me it would. I am not raising the question of personal compensation. I should hope that that factor could be adjusted in time. But two other factors do, it seems to me, require discussion. The first of these has to do with the possibility of funds being made available for the enlarged vocational guidance program outlined above. The second has to do with my attainment of faculty standing. This latter consideration I have discussed with Dr. Carr, Chairman of the Psychology Department, under whom, as you know, I have done my graduate work. Dr. Carr has pointed out that I need to finish my work for the doctorate which I have had to suspend because of the demands of my job. He has expressed his willingness, however, to back me immediately for an instructorship in the Psychology Department beginning next fall and for an assistant professorship when I attain my degree.

I am sorry to precipitate this discussion at a time that may seem to you to be inopportune. I should gladly postpone it were postponement possible, but unfortunately I must give Dr. Charters an answer early this next week. I should not, of course, bring up the question at all were I not seriously interested in Dr. Charters' proposal. During my two years on the staff of the
As you know, I am preparing for the open program to be sponsored by the National Association of Broadcasters. I have been actively involved in the organization and planning of this event, and I am excited about the opportunity to share my ideas and expertise with others in the broadcasting industry.

I believe that the future of broadcasting is bright and充满宝, and I am enthusiastic about the role that we can play in shaping it. The industry is constantly evolving, and it is important that we stay informed and engaged in order to remain relevant and successful.

In the recent years, we have seen a significant shift in the way that people consume media. With the rise of on-demand streaming and mobile devices, the traditional model of television and radio is being disrupted. As a result, it is crucial that we adapt and innovate in order to stay ahead of the curve.

I am committed to being a part of this transformation and to helping to shape the future of broadcasting. I believe that by working together, we can create a better future for the industry and for the people who rely on us.

Thank you for considering my proposal. I look forward to the opportunity to discuss my ideas with you in more detail.

Best regards,

[Your Name]
University I have had several other offers, but I have not seriously considered them despite their attractiveness because I have wanted to finish the job I have begun here. The present opportunity is so unusual, however, that I feel sure you will agree with me that I cannot dismiss it lightly.

Faithfully yours,

W. H. Cowley.

(See appended Charts).
FUNCTIONAL ORGANIZATION

THE BOARD OF VOCATIONAL GUIDANCE & PLACEMENT

LEGALIZATION AND POLICY

The Board

IMMEDIATE POLICY

The Executive Committee

ADMINISTRATION OF THE ACTIVITIES OF THE BOARD

The Executive Secretary

Vocational Guidance

- Executive Secretary
- Secondary Placement Counselor

Educational Placement

- Executive Secretary
- Secondary Placement Counselor
- Educational Placement Assistant

Business Placement

- Business Placement Counselor For Men
- Business Placement Counselor For Women

Part Time Placement

- Business Placement Counselor For Men
- Business Placement Counselor For Women

LEGEND

--- Present Organization
--- Proposed Expansion
STRUCTURAL ORGANIZATION CHART
THE BOARD OF VOCATIONAL GUIDANCE & PLACEMENT

THE BOARD

THE EXECUTIVE COMMITTEE

THE EXECUTIVE SECRETARY

- General Administration
- College & University Placement
- Vocational Guidance

Secondary School Placement
Counselor

Business Placement
Counselor
For Men

Business Placement
Counselor
For Woman

Research
Assistant

Educational
Placement
Assistant

Full Time Placement

Part Time Placement

All Fields

Teachers Placement
Interviewing

LEGEND
- Present Organization
- Proposed Expansion

7.750
600 teaching

2100 full time

2000
October 26, 1928

My dear Mr. Cowley:

I have your letter of October 24 enclosing a draft of a letter which you propose to send to the members of the faculty. I think it is a good idea, but I venture to make one minor suggestion. Would it not be well to state specifically that the Board of Vocational Guidance and Placement takes the place of the old Bureau of Recommendations?

I should like to see you for a moment about another matter, and wish you would make an appointment with my secretary at your early convenience.

Yours cordially,

Frederic Woodward
Acting President.

Mr. W. H. Cowley,
Executive Secretary,
The Board of Vocational Guidance and Placement,
Faculty Exchange.
October 26, 1936

Mr. President,

I have your letter of October

I am enclosing a copy of a letter which you sent

I have been unable to reach the Board of Regents as often as I would have liked to, but I have continued to make one minor suggestion. Why not be willing to make suggestions and recommendations? This is a phase of the

I would like to see you and

I recently sent you a manuscript. It is a

Yours sincerely,

Regent, Board of Regents

Mr. H. C. Gurnee

Executive Secretary

The Board of Regents and Trustees
October 24, 1928

Dear Mr. Woodward:

At the meeting of the board on Saturday morning it was thought desirable that all members of the University faculty should be informed of the work of the board. A great many people do not know what its functions and activities are.

To bring our work to their attention I have written the attached letter. Before I send it out may I have your approval of it?

Faithfully yours,

WHC*K
Encl.

Mr. F. C. Woodward
Faculty Exchange
October 26, 1939

Dear Mr. Woodman:

I am pleased to receive your letter of February 25, concerning the problem of the University's financial aid to students in need. The latter has been in my mind too, but I have not yet made up my mind as to whether this is feasible,

I am unable to meet the expenses of

To analyze this matter, I have called the attention of the Finance Committee, and I hope to have a report soon.

Yours truly,

[Signature]

[Name]
Dear Colleague:

At the suggestion of Acting President Woodward I am calling your attention to the work of the Board of Vocational Guidance and Placement which on October 1, 1928 began its second year as an administrative unit of the University of Chicago.

This board is charged with the following four functions:

1. The placement of University of Chicago graduates in educational positions.

2. The placement of University of Chicago graduates in business and industrial positions.

3. The placement of students in part time positions while in residence at the University of Chicago.

4. The vocational guidance of students who have not determined upon their careers. This fourth function will not be undertaken until after July 1, 1930.

Faithfully yours,

WHC*K
Dear Colleagues:

At the request of the Vice President

I am calling your attention to the report of the
Department of Vocational Guidance and Placement, which
was adopted in 1939. This report covers your area as
indicated in the statement of objectives:

The report is available with the following

[Blank]

[Blank]

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November 8th, 1927

To Deans of Schools and Chairmen of Departments:

A new Board has recently been created—the Board of Vocational Guidance and Placement, which takes the place of the Board of Recommendations but has a wider scope. The work of the Bureau of Recommendations will hereafter be carried on under the direction of the Board of Vocational Guidance and Placement. Mr. W. H. Cowley has been appointed Secretary of the new Board, and the office is in 212 Cobb Hall.

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

FREDERIC C. WOODWARD
November 20, 1914

To: Dean of Faculties

Re: Appointment of Administrator of Laboratory

A vacancy has arisen in the Connective Laboratory, and

I am writing to inform you of the need for a successor to

please be guided by the following

A. A person of the same rank and emoluments as

other administrators who have been successful in

replacing the present incumbent

B. The rank and emoluments of the administrator will

remain the same as that of the

present incumbent

C. The position of Administrator is under the direction of the

Dean of Laboratories and the Dean of the School

of Commerce.

This appointment will be made as soon as possible.

I have the honor to be yours

[Signature]

Dean of Laboratories
September 22,
1927.

My dear Mr. Cowley:

I have the first bulletin of your organization for Vocational Guidance and Placement and am writing to say that it has the general plan as President Mason intended from the beginning. I believe that you have the prospect of full cooperation from everyone in the group. I talked with Dr. Hoyt several weeks ago, and I was very much pleased to find her ready to do everything that can be done in making the teacher placement a working part of the new plan. I suppose that you have followed her suggestion in making Miss Wood head of the office staff. Dr. Hoyt had a good deal to say about the efficiency of Miss Wood and the old organization.

I think that you have not had any exact statement in writing regarding your program, but your interviews with President Mason have been exactly on the line of your first bulletin. I know that he expects you to be responsible for all the interviews and correspondence sent out for any part of the work. He will hope to see some rapid development of vocational advice to junior undergraduates and a rapid development of contacts with alumni and business men generally in the city. If the emphasis hitherto put on the placing of teachers can be maintained at the present level without breaking into plans for the new branches of the Bureau, it will be so much to the good. The first aim in any case, is to make a uniform routine for all divisions and to put the responsibility for policies upon the Board in charge of its work.

As Executive Secretary of the Board, I think you will find Mr. Woodward your chief adviser.

Very truly yours,

Assistant to the President.

Mr. W. H. Cowley,
Executive Secretary,
Board of Vocational Guidance and Placement,
Faculty Exchange.

DWS W
I have been unable to
understand your
communication and
therefore request you
not to send me more
until further notice.
I am leaving on
important business
and cannot
continue any
correspondence.
I will endeavor to
respond to any
future inquiries.


date

original signature
Mr. D. H. Stevens,
Faculty Exchange.

Dear Mr. Stevens:

Yesterday Mr. Filby and I went over the Gilchrist matter and also the question of hiring someone in Miss Millard's place. Because Gilchrist is involved in general employment work for the University in addition to undergraduate part-time placement, it is impractical to transfer him over until a new budget is set up to provide for a division of his present duties. It has also seemed best to delay the hiring of anyone to take care of the women's vocational guidance until the organization has been under way for a couple of months. If we run across the right individual, we shall very likely take her on for part time, but that remains to be discovered.

These considerations disrupt the organization chart that I had in mind and discussed with you yesterday. In place of such a chart, I am addressing the attached organization bulletin to all members of our staff to inform them of the reorganization. The chief purpose of this, of course, is to manage as smoothly as possible Dr. Hoyt's adjustment in the new organization. Since she is likely to express her chagrin at the necessity of relinquishing her personal identity in the matter of interviewing and correspondence, I should like to be able to have backing for the bulletin's announcement. Thus I am attaching herewith a copy of a suggested letter to me to be dated September first, which would be my authority for proceeding as I have. With such a letter I wouldn't find it difficult, I think, to manage the situation without her taking up arms and coming to someone in your office to complain about being injured. I think the enclosed letter would tide us over. Of course, I shouldn't bring the letter into the discussion unless it becomes necessary to meet her objections. It has seemed to me that a commission such as this would be a better way to manage than to have her beseeching you, Mr. Woodward, or the President. Moreover, I'd like to handle it myself; and I could easily with a letter such as this attached.

Faithfully yours,

[Signature]

WIC:RS Enc
Board of Vocational Guidance and Placement
Organization Bulletin No. 1

To the staff of the Board of Vocational Guidance and Placement:

For some time all the members of the former Board of Recommendation staff have known of the impending reorganization which would incorporate the Board of Recommendations under a new board to be called the Board of Vocational Guidance and Placement. This is an announcement of that reorganization and is addressed to all members of the staff so that each individual may understand the broad purposes of the new organization and also her place in the new set-up.

Functions of the Board of Vocational Guidance and Placement: The name of the new board indicates in general the functions of the organization. We shall attempt to offer vocational counsel to students of the University, more particularly to undergraduates in the colleges. This year, as you very likely know, there has been organized a new educational guidance system under Dean Boucher, and our work shall supplement the work done there. While their emphasis will be upon educational guidance, our emphasis shall be upon helping the individual to choose a career.

That is the first function of our organization. The second is placement. We shall continue the teachers' placement work conducted formerly by the Board of Recommendations, and we shall add five or six other types of placement. We shall attempt to place, for example, undergraduates of the colleges at the time of their graduation; graduate students of the University who do not enter teaching; alumni of the
colleges and graduate schools who seek new placements; we shall also cooperate with the professional schools in placing their students and likewise in the replacement of their alumni. In a similar fashion we shall cooperate with the Cashier's Department in the placement of under-graduates in part-time positions. (Within a few months this work very likely will be transferred from the Cashier's office and become a part of our organization.)

**Organization:** Since the staff of the new board is to be made up of the staff of the old board plus the Executive Secretary and his stenographer, it becomes necessary for a reorganization of work so that the new duties may be managed along with the old. This may eventually require the addition of other members to our staff, but that will not be undertaken until our needs become more thoroughly canvassed. Thus each member of the staff will continue to carry out the same activities as heretofore, and these will be developed and augmented as our work spreads out. In order that our work from now on may be assigned in clear-cut divisions, Miss Wood will be in charge of all the clerical work, reporting directly to the Executive Secretary. All other members of the clerical staff except the Executive Secretary's stenographer will, therefore, report to Miss Wood.

With the beginning of the fall quarter the organization will have its offices in Rooms 212-214 Cobb Hall, into which rooms we shall move during the early days of the quarter. The removal is delayed because of the occupancy of these rooms now by the German Department. As soon as Wieboldt Hall is finished the change will be made. Beginning with the winter quarter we shall also take over Room 215 which will give us ample space for all our requirements. In the meantime we will be
cooperate with the department of work to become a real cooperator and the
interdepartmental cooperator with the Department of Work to be a real
cooperator in the Department of Work. 

Within a few months, the work will progress to the point where
the object of the meeting will be to continue from the meeting and become a part
of an organization. Since the object of the meeting is to see what the
organization is doing the object of the meeting is to see what the
organization is doing. It becomes necessary for the organization of work to see
the new attendants to manage some with the old. The man continues
not to organize the addition of other members to one entity, but their
will not be necessary. This can become more systematized conveniently.

Each member of the staff will continue to carry out the same activities
as requested. Any place will be developed and emphasized as can work
as best as can. In another part of the room, they are seen in the
conference activity. What will be in order of the staff will depend on
work, reorganizing according to the organization's activities. All other members
of the conference staff exchange the organization's activities with
the organization, report to the meeting.

With the beginning of the fall quarter, the organization will have
the office in room 21-156, 2nd floor, and which becomes the office
gaining the extra gain of the quarter. It becomes necessary at the
beginning of the academic year in the course room of the German Department. We hope
as we progress, we will find more change will be made. Beginning with
the winter quarter, we will see more change in the meeting, we will be
somewhat crowded in the space at present available, but we can manage.

This announcement is made to all members of the staff so that they may know of our new duties and so that they may understand the added significance of our work. Immediately after the Board's offices are established in Cobb Hall, the Executive Secretary will want to talk with each member of the staff to discuss her relationship to the organization. For the present the duties of each individual will continue much in the same fashion as they have heretofore, but this announcement is made so that, as the work develops, we may have the understanding and intelligent cooperation of everyone in the organization. The only change in procedure to be made now involves the change of letter-heads and the negotiation of all the Board's activities in the name of the Executive Secretary. This includes the signing of all correspondence in his name and for the present his personal signature on all letters leaving the office.

The Bureau of Vocational Guidance and Placement

W. H. Cowley

Executive Secretary

September 22, 1927
The announcement is made to all members of the office to start their work immediately after the noon hour. The announcement will be sent to each member of the staff to inform them personally of the announcement. The only chance to make any changes in the organization to be made now involves the change of letterheads and the organization. The relief of the office is expected to be in accordance with the content of the announcement. The personnel of the office are instructed to make any changes in the office equipment. The personnel are expected to make any changes in the office equipment.
September 1, 1927.

My dear Mr. Cowley:

In taking over the management of the organization of the Board of Vocational Guidance and Placement it is the wish and hope of the Administration that you will organize your work with the following objectives in mind:

1. You are to develop and administer a vocational guidance and placement service for all students of the University of Chicago. Your emphasis will be placed upon vocational guidance in the colleges, but you will set up an organization which will be flexible enough to give counsel to any student of the University who may desire it.

2. You will take over the placement work now being done by the Bureau of Recommendations and you will develop routines, techniques, and cooperative plans for all types of placement work now done or which should be done by the University.

3. In all of your work you should assume personal responsibility for all interviewing of students and of the educational and industrial executives who may have dealings with your organization. This will mean that you will very likely want to do most of the interviewing yourself and that you carefully supervise any interviewing delegated to other members of the staff. In a like fashion all correspondence leaving your office should be signed in your name, and you should be actively informed of all such correspondence even if some of it is written by other members of your staff.

4. It need hardly be said, of course, that all members of the staff shall be directly under your personal supervision.

Yours truly,

D. H. Stevens
October 6, 1926

My dear Dr. Hoyt:

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

Yours sincerely,

Frederic C. Woodward

Dr. Mary C. Hoyt
Faculty Exchange

FOWEL
October 6, 1956

My dear Mr. Hoyt:

As a result of a careful consideration of the needs of the
work, necessary for accurate and comprehensive and
presentable presentation, it was decided to recommend to the
Board of Trustees that a Board of Accreditation be established. This
Board will be supervised by the Board of Accreditation. The
present Board will be ex officio the chairmen of the Board. I am
writing to inform you about the above decision and the
accomplishments of the Board. I am sure that the Board will
be able to make significant improvements not only in the
accomplishments of your

Sincerely,

W. Frank Woodruff

Dr. Wm. G. Hoyt

Principal, Examiners

Home Office, November