PLACEMENT SERVICE FOR GRADUATES OF THE
SCHOOLS OF BUSINESS ADMINISTRATION

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PLACEMENT SERVICE FOR GRADUATES OF THE
SCHOOLS OF BUSINESS ADMINISTRATION

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF BUSINESS ADMINISTRATION

By

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CHAPTER I

PLACEMENT SERVICE FOR BUSINESS GRADUATES

Introduction: Objectives of the Study

Graduates of our colleges and universities hope to find an outlet for actual, profitable, and pleasant employment, and an opportunity for advancement in that particular field for which the institution has tried to prepare them. The institutions are equally as much interested in seeing that their graduates are successfully placed.

Many of our teachers colleges are setting up specific, separate schools of their departments under a dean, director, chairman, or head, and professors. This type college is attracting students who have no intention of becoming teachers, but who are making specific preparation for entering one of many other vocations. This is especially true of the registrants of the schools of business. We have become acutely aware of the school's obligation not only to develop students who are fully equipped to become useful, happy citizens, but also to fulfill the promise of that training by helping them to find the job for which they are best suited. That college authorities appreciate the importance of the proper placing of students is evident from the interest that they are now taking in that field.
Problem

What is being done by placement offices toward placing graduates of the schools of business who are not following the teaching profession? What type organization do colleges and universities have for this, and what is their physical setup?

Purpose of the Study

The purpose of this study is to find the extent of and manner in which placement service is being performed by the schools of business of colleges and universities for their graduates, and to make recommendations for the organization and physical set-up of an adequate placement service for the School of Business Administration of North Texas State College.

Delimiting the Problem

This study is limited to placement service for graduates of the schools of business of representative colleges and universities of the Southwest including the States of Louisiana, Arkansas, Oklahoma, New Mexico, and Texas.

Definition of Terms

Schools in this study refer to departments of specific fields of training which have been set up and organized under the auspices of a separate dean, director, chairman, or head and professors.
Vocations include all trades, occupations, and professions other than that of the teaching profession.

Discussion of Related Studies

Previous studies made in relation to placement services performed by colleges and universities deal to a very great extent with the aspect of teacher placement, and these services do not take into consideration the fact that many graduates of our colleges and universities, and especially of the schools of business, are entering occupational fields other than the teaching profession. They show that such offices, when well organized and properly conducted, serve to bring about a high degree of understanding between superintendents and teachers which makes for a pleasant and well performed job, thus continually raising the standards of the teaching profession. The teacher placement office acts as a scientific discoverer between the school administrator and the college curriculum by passing back to the college the expectations and requests of the superintendents, thereby giving the college a basis on which to expand its curriculum. Through the continual expanding of the curriculum, the placement office is offering better teachers and so raising the standards of education in America.

Would it be possible that well organized placement service in the schools of business of colleges and universities could do likewise in their particular field, because of
their interests and possibilities of personal contacts in that field beyond merely teaching and teacher placement? Could they do an even better job of placing their specific graduates who desire other occupations than that of teaching?

A study made by J. G. Umstattd and others,\(^1\) deals with the major problems of institutional teacher placement that have engaged the attention of the national association for a number of years. The writers have drawn much from the roundtable discussions, the convention addresses, and the research of the association in preparing their respective chapters. The teacher-placement experience of the authors ranges from seven to twenty-five years. In their treatments the writers have applied this wealth of background to the one or two problems that have been their respective major interests in the field of teacher placement.

The problem of supply and demand is related to teacher placement in Chapter II. It is followed by two chapters that treat general administration of teacher placement and office management. Chapters V through VIII contribute much toward solving the problems of credentials, counseling the prospective teacher, rating the candidates, and relations with registrants.

\(^1\)J. G. Umstattd and others, \textit{Institutional Teacher Placement}, Detroit College of Education, Wayne University, 1937.
The increasing number of candidates with advanced degrees has in recent years made the problem of their placement an acute one. It is dealt with in Chapter IX.

Numerous principles and practices have been developed for effective relations with school officials. Out of these and other experiences has come information of much importance to admission officers, counselors, and curriculum committees in the teacher-education institutions. The assimilation of this knowledge by the college has become an urgent need if the college is to be articulated with the life of the region it serves. These two related areas are discussed in Chapters X and XI.

Chapter XII describes the place of the state department of education in teacher placement and assembles the experience of a writer associated with that type of teacher-placement for twenty years. The ethics of institutional teacher placement is treated in Chapter XIII. The techniques and principles of publicity are presented in Chapter XIV. The final chapter reports a nation-wide survey of institutional teacher-placement practices completed in 1937 and makes comparisons with a similar survey published five years earlier.

Teacher placement is thus given the thorough treatment it deserves as an important college problem. The best practices that have been derived from the work of the national organization of teacher-placement officials since 1923 and
from the experience of its members have been integrated into a systematic treatise.

**Current Practices in Institutional Teacher Placement** by R. F. Strebel and others,² a companion volume to *Institutional Teacher Placement*, is descriptive of actual practices carried on throughout the country of institutional teacher placement work. Contributions were solicited from the entire committee membership, giving unlimited choice relative to the topic or topics selected and the manner of treatment of the material.

The opening chapter in its description of certain basic principles established teacher placement work as an integral unit in the whole teacher education program. Chapter III gives a brief survey of the more common policies and practices. Chapter IV clearly reveals that the teacher placement office in many institutions has broadened its functions to include participation in the admission, selection and guidance aspects of the teacher education program.

Both sides of the controversial issue of whether or not registration should be compulsory are represented.

The reports on the relationships between the bureau and faculty members reveal an interesting diversity of opinion and practice. They vary from one extreme where faculty members not only have no part in the recommendation of candidates

but are in fact forbidden to make such recommendations, to
the other where they are utilized to a significant degree.

The comparatively large number of descriptions of
follow-up plans indicate clearly that this aspect of service
is receiving serious attention.

The discussion of cooperative relationship among bureaus
shows that there is increasing interest in cooperation as
contrasted to competition. It is noted that many types of
office organization, administration, and practice of the
teacher placement bureaus exist. Strong arguments are pre-
pared for both the centralized office serving all areas of
the institution and the decentralized office serving only
education.

Walter H. Adams\(^3\) made a survey of teacher placement as
carried on by higher educational institutions to determine
the status of teacher placement in those institutions of the
United States which educate teachers, including teachers
colleges, normal schools, colleges, and universities.

Through inquiries sent to college and university presi-
dents in the United States and to all placement directors in
institutions which maintained some form of organized teacher
placement, the following questions were surveyed:

1. What is the administrative organization through
which teacher placement is effected?

\(^3\)Walter H. Adams, *The Placement of Students in Teaching
2. What are the policies which direct the work of teacher placement in the various institutions?

3. What preparation have teacher placement directors had for their work?

4. What duties do directors of placement perform in addition to teacher placement duties?

5. How many students and employers are served annually by the teacher placement offices in the institutions which train teachers?

Marion E. Townsend's survey of personnel services in teacher-training institutions of the United States is an endeavor to ask and answer two major questions: (a) What policies should be established, and what procedures should be followed in order to provide a sound and adequate program of personnel services for students in teachers colleges, and (b) What are teachers colleges in the United States doing in the provision of such sound and adequate program?

In this study, it was found that during the past few years a number of institutions have developed a department or division of personnel for the purpose of coordinating the admissions, guidance, placement, and follow-up activities of the institution. In such institutions, placement (whether

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Marion E. Townsend, Student Personnel Services in Teacher-Training Institutions, Teachers College, Columbia University, New York City, 1932.
teacher placement or some other type) is considered but one of a group of related activities involving the welfare of the student from the time he first makes contact with the institution until he is successfully adjusted in the work for which he has been prepared. He found that three per cent of the state teachers colleges included in his investigation have a personnel director who acts as the general coordinating officer for all phases of student personnel, of which teacher placement is a part.

Brogan,\textsuperscript{5} in a contribution to education from Columbia University, says the magnitude and importance of the task of selecting employees necessitates a definite organization within the training institution to carry out the work. It is essential that an educational institution furnish accurate and efficient service to employers in their search for employees. The most obvious way to do this is through a well-operated placement bureau. The employer's problem of securing qualified employees is matched by the training institution's problem of finding positions for which its graduates are qualified. Every placement office recognizes the need of furnishing information concerning its candidates to prospective employers. The forms for application for the registrants in the teacher placement office are mainly for the

\footnote{\textsuperscript{5}M. H. Brogan, \textit{The Work of Placement Offices in Teacher Training Institutions}, Contributions to Education, No. 424, New York, Teachers College, Columbia University, 1930.}
placing of teachers. This study gives in detail for teacher placement the following: (1) The collection and transmission of information concerning its registrants, (2) The handling of inquiries from employers, and (3) The follow-up of previously placed candidates.

Coppage\(^6\) made an estimate of the Placement Office of North Texas State Teachers College, based upon a comparative study of placement services performed by representative colleges of the United States, and upon the expectations and requirements made by public school superintendents of teachers secured through those placement offices. Questionnaires were sent to sixty-five college placement offices, and to one hundred twenty superintendents to gain this information. It was found that North Texas State Teachers College Placement Office was meeting the needs for proper teacher placement to a very high degree when compared with the other placement offices studied. Recommendations were made to institute in the college a training course in "The Art of Meeting Employers," and to adopt the use of a personality rating sheet for the placement office registrants.


New Jersey, who decided to organize a placement service de-
spite the lack of special provisions of either time, person-
nal, or funds for the purpose. The placement office of the
West Side High School was created in 1940, when the first
class of graduating commercial students presented a clear-
cut challenge to the faculty to prove the worth of general
and vocational preparation of the student body, by helping
them find satisfactory employment. Necessary forms were de-
veloped and stencil-duplicated by the secretarial classes of
the department. Students were trained as clerical assistants,
to answer the telephone, and to take care of callers while
the placement officer was engaged in his regular teaching
duties. The office serves not only seniors of the whole
school, but drop-outs, undergraduates interested in part-
time work, and former graduates desiring replacement. The
school administration has been assisted in collecting data
on employment and follow-up, and the community has been
brought into closer contact with the school as local busi-
ness men and public employment agencies have become familiar
with the office and students.

At present the office is operated by two commercial
teachers, who are responsible to the principal of the
school. These teachers are relieved of one fifth of their
teaching load. The following essential record forms, which
have been developed, indicate the major activities of the
placement office: (1) The Senior Application for full-time placement, (2) The Senior Data Sheet is the "Salesman's sample case," to be used by the placement officer in visiting businesses, (3) The Drop-out Record card is filled out for every student who leaves school to secure employment, (4) The Part-Time Work Application provides for the usual personal and school data, (5) The Survey of Part-Time Employers, (6) The Employer's Record, and (7) The follow-up of Graduates. It is interesting to note the similarity of these record forms and data contained thereon to those forms used by placement offices of colleges and universities.

Local businessmen were notified of the service by leaflets that were distributed by the students, and personal letters were sent to a selected list of employers. Personal visits and telephone contacts were basic in publicizing the service. In the final analysis, the "satisfied customer" is the best advertisement, and one employee has recommended another to such an extent that it is now difficult to fill any but the most desirable opportunities.

In a survey conducted by Maverick, 6 he found that in the larger institutions several offices are often found to be taking the responsibility for different phases of placement. If the university seriously intends to maintain an employment bureau, it is in duty bound, as an institution,

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6 Lewis A. Maverick, The Vocational Guidance of College Students, p. 59.
to guide the student in his preparation, as well as to find a place for him after he is prepared. The value of placement is very real. When a student completes a course, he is better prepared for certain lines of effort than for others, but if not given assistance in securing work, is very likely to drift into a position only remotely related to his preparation. From the point of view of the university the waste of technical training on a person who fails to use it represents a regrettable economic loss. The provision of a placement service is indeed a step in human and financial economy.

Brogan\(^9\) found that there is a decided tendency for the upper group of our graduates to seek placement through their major professors and teachers.

The question of the complete centralization of the placement services is not a simple one. With regard to securing employment for students and graduates, Louis B. Hopkins,\(^10\) Director of Personnel Office, Northwestern University, Illinois, regards it as his function to make contacts with industry, to advise students, but to encourage reference to the heads of the several colleges and departments. The personal contact of the departments with the vocational world is too valuable to be surrendered to a centralized placement service. He studies vocational opportunities and the individual students, so that when he or an outsider refers an

opening to the department it may have the benefit of the information that he has gathered.

J. L. Kittle\textsuperscript{11} said that while it is probable that no college or university placement office was ever organized for the primary purpose of building public good will for the college, yet it is potentially one of the most active factors existing on any campus for the development of just such a good will program for the college. This office is not commonly placed in the public-relations field in the line of authority, and yet its influence is direct and powerful. For this reason, it is essential that a close understanding and active cooperation exist among all staff members, regardless of the plan of organization.

The placement office has a direct relationship with the employers in all communities in the region, as well as with former students now living and working as citizens. If wisely and efficiently operated, the placement office will have a closer connection with off-campus interests, through direct correspondence and visits, than most other departments of the college.

Any placement office is dealing with the finished product of the college training. It constitutes the sales office which is engaged in presenting customers with the product that will interest them. If the college is failing to

meet the demands of society through its curriculum, the first
office to feel the effects will be the placement office. The
relationship is so direct that there is practically no lag in
securing the reaction from the consumer. College-trained in-
dividuals who are not meeting the needs of the employers are
almost immediately reported as failures to the placement
office.

It is understood that not all college graduates will
use the services of the placement office, and that the of-
official purpose of any college or university is broader than
the mere placement of graduates in industry or professional
life; yet the percentage is always large enough to yield re-
liable results which will show trends and tendencies, as
well as most changes in social needs. Wisely used, the re-
ports from the placement office could be of value in the
consideration of curriculum changes. Publicity concerning
successful placement is likely to give prestige to the col-
lege and lend not only to more placements of the same type,
but also to a growing knowledge by prospective students
that the prestige of graduation from that particular college
leads to the right kind of employment.

Business education all too frequently suffers because
of uncertainty as to the specific needs of those who are
being trained. To determine the qualifications expected by
employers, J. E. Hedges, Director of Personnel and Placement Bureau of the School of Business, Indiana University, made a survey of one hundred leading business firms employing college graduates. Table 1 lists the qualifications sought in the order of their importance as given by the business firms of Bloomington, Indiana.

TABLE 1

QUALIFICATIONS SOUGHT IN EMPLOYEES BY ONE HUNDRED BUSINESS FIRMS OF BLOOMINGTON, INDIANA, 1944

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<tr>
<th>Qualifications</th>
<th>Index of Importance</th>
<th>Number of Firms</th>
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<tr>
<td>High Scholarship</td>
<td>100</td>
<td>83</td>
</tr>
<tr>
<td>Good Personality</td>
<td>82</td>
<td>65</td>
</tr>
<tr>
<td>Leadership and Organizational Ability</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>Aptitude for Special Field of Work</td>
<td>63</td>
<td>46</td>
</tr>
<tr>
<td>Some Business Experience</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Worked Way Through School</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Ease of Expression in Writing</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>Tall Stature</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Unmarried Status</td>
<td>24</td>
<td>7</td>
</tr>
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</table>

In this study, Hedges added that demands for college graduates place emphasis on training in mathematics, science,

accounting, secretarial training, and marketing. For probably the majority of all school of business students, the "General Business" curriculum is most satisfactory. Such a program, in addition to the under-lying work in English composition and literature, social problems, government, mathematics, and economic principles, includes training in the basic business fields of accounting, business statistics, corporation finance, money and banking, marketing, and business law. Extra-curricular activities are an effective remedial measure for many deficiencies in personality and leadership. The internship program in the accounting field will give business experience required. A class of Personal Adjustment to Business helps students to present themselves in the most creditable light and at the same time reflect credit on the school of business in the eyes of prospective employers.

Endicott, director of Placement, Northwestern University, conducted a survey in which seventy major corporations revealed the factors they consider important when selecting college graduates for their concerns. Questionnaires were distributed and the replies analyzed as follows:

1. Do you give preference to those who have worked at part-time jobs while attending college?

Seventy per cent of the employers answered they do, other things being equal.

2. Do you find that participation in campus activities, athletics, and social organizations provides especially desirable experience?

Ninety per cent answered yes; those college graduates having had extra-curricular activities and leadership responsibilities on the campus become the leaders and junior executives in industry.

3. Would you prefer graduates with more specialized courses than the typical student has taken or do you feel that a broader and more general education is desirable?

Answers involved the consideration of the type of business in which the concern is engaged. For technical employees, we prefer that the graduate would have taken as many specialized courses as possible in his particular field. For the non-technical positions, we feel that it is desirable for the graduate to have had a broad education. Others answered: We are primarily interested in people well rounded in fundamentals. Specialized or vocational courses are fine if they have not crowded out the fundamentals. Give us a well-grounded chemical engineer and we will give him the specialization he needs after he gets here.

4. To what extent do you give preference to those who have earned high marks in college courses?
Only twenty per cent indicate them as essential. They desire all-around individuals, who have attained maturity, who possess work experience, and who have adapted themselves to practical situations in industry.

3. Can you list some specific personal characteristics which are considered essential by your company and indicate why they are necessary?

Basic were qualities of honesty and loyalty.

The chief personal characteristics listed in order of frequency of mention were the following: ability to get along with people and to work cooperatively with others; ability to meet and talk to people easily; attractive appearance, neat and well-groomed; general alertness; dependability; industry, energy, drive, and enthusiasm; initiative and originality; sense of humor; confidence and self-assurance; manners and courtesy.

6. What are some of the adjustments which college graduates must make after employment with your company and for which the college has not adequately prepared them?

Answers fall into four headings given in order of frequency with which they were mentioned: Unrealistic attitude toward progress and what is required for advancement; lack of understanding of desirable relationships with fellow workers and supervisors; difficulty in conforming to business' demands for speed, regular hours, and routine procedure; and inability to apply theory in practical situations.
7. How can colleges and universities meet more adequately the needs of business and industry for training personnel?

Most frequent suggestions were for a further development and extension of the cooperative plan, and more and better vocational counseling. Universities and colleges should have placement service for all students... those in charge should be in constant touch with industry that they may have adequate knowledge of industries' needs.

Lillian Alexander\(^\text{14}\) found through a survey that employment counselors are being established in the local United States Employment Service offices to assist the applicant in discovering his skills, potentialities, and interests; assisting in his vocational plan; preparing the applicant or the employer prior to referral to a job; follow-up on the placement; and participation in the local programs of employer-visiting and occupational analysis so that he may obtain first-hand knowledge of job processes, conditions of employment, and general occupational conditions.

From Maverick's\(^\text{15}\) survey, made of vocational guidance as provided through placement organizations of colleges and universities, it is found that Boston University, Brown


University, The University of Colorado, Coucher College, Harvard University, The University of Illinois, Northwestern University, and Yale University are among some of the outstanding colleges and universities which have an extensive type of placement organization for their graduates of the schools of business. Quite often teacher placement is through the Department of Education, while the other schools perform placement through organizations of their own such as the Personnel Office, Bureau of Occupations, Bureau of Appointments, Alumni Clubs, and attempts to establish inter-collegiate organizations.

The personnel offices of these universities are especially active in securing placement for all graduates not otherwise provided for, and coordinate all placement agencies in the university. They circularize employers regarding available graduates as well as make contacts with industry in search for openings. They are outstanding in conducting follow-up surveys of their graduates. If the employer's report, secured after the graduate has been at work for a year, warrants such action, a letter is sent the graduate with critical advice. They are as keenly interested in the discovery and development of superior students to whom advice about further education, and opportunity for life careers are given.

In general the student records kept by the personnel office include the address, photograph, vocational history,
opinions from instructors, habits, popularity, mental caliber, self-reliance, industry, speed, accuracy, reliability, academic records, ratings, and records of interview results.

Arthur Jones¹⁶ said that the function of a placement bureau in a college or university is to assist in placing trained men and women in positions in which each can render his maximum service. This function, in common with other functions of education, is two sided. It has very distinctly in view service to society. It performs this service by helping society to utilize power—native ability developed and directed by training. It also helps the individual himself, because it aids him in finding and securing a position in which he can use his training and abilities to the best advantage and so achieve success. In most cases this is rewarded by income and prestige; in all cases it should help the individual in his own development. It is as important from the standpoint of the welfare of society to have the trained man in the right place as it is to be sure that he secures the right training. The economic and social loss of the misfit is a fact that can not be ignored—not only the misfit who is unable to do efficient work in the place where he is, but even more the misfit who is working on a low level. The logic of this situation forces the conclusion that it is, 

in part at least, a public function and duty to see that the trained man gets into a position where he can use that training to the greatest advantage of society.

At first this service of placement was done through alumni and alumni associations, and often at the personal suggestion or request of the president or the dean. As an institution grows larger and as the range of positions sought by its graduates widens, it becomes increasingly difficult to take care of placement in this way. The number in any graduating class is so large that it is impossible for the president or the dean to know them all personally. It was out of this situation that the placement office in our colleges came into existence.

The line of placement most fully developed is that for teachers, although many institutions have, either in separate bureaus or in a central bureau, facilities for placement in other lines of professional work as well, and in commerce and business.

Basic principles for the organization of appointment bureaus should include these: (1) A central office where complete records of all candidates should be kept in such a way as to be ready for instant use, (2) The one who actually makes the recommendations should know as completely and intimately as possible, (a) the peculiar conditions of the position for which a candidate is sought; and (b) the candidate to be recommended, and (3) The utmost frankness and
honesty should be used in recommending candidates, keeping in
mind solely the best service to society and the individual.

In Maverick's\textsuperscript{17} study, some of the largest universities
suggested that placement is a problem which will probably in-
volve intercollegiate cooperation in its final solution.
Yale University is active in efforts to establish inter-
collegiate placement bureaus, especially in New York. One
great hindrance in the way of the most efficient service is
the fact that each institution has a very limited number of
candidates, and those only from their own graduates. The
great need is for some kind of coordination between bureaus
in various institutions so that there may be the widest inter-
change of available candidates and of vacancies.

The Source of Data Used in This Study

1. A questionnaire was sent to Deans of the Schools of
Business of twenty representative colleges and universities
of the Southwest to determine the extent of placement ser-
vice performed by them for their graduates.

2. A similar questionnaire was sent to the central place-
ment offices of these same colleges and universities to de-
terminate the manner in which placement service is performed
for graduates of the schools of business who do not intend
to go into the teaching profession.

\textsuperscript{17}\textsuperscript{17}Maverick, \textit{op. cit.}, p. 35.
3. A questionnaire was sent to sixty-two on June, 1947, graduates of the School of Business Administration of North Texas State College to gain a knowledge of the type jobs held, how the jobs were acquired, and the students' estimate of the placement service performed for them.

4. A similar questionnaire was distributed to the second summer session of 1947 advanced students of the School of Business Administration of North Texas State College to gain a knowledge of the type jobs desired, how they expect to contact those jobs, and an estimate of what they expect of a placement office.

A Brief History of the School of Business Administration of North Texas State College

The present School of Business Administration of North Texas State College, developed step by step from its form as a course of study of the Normal College to a Department of Business Administration under a Director; first under A. A. Miller and later under W. A. Larimer. In the early stages business education was maintained primarily for the education of teachers, and it continues to fulfill this purpose with increasing effectiveness. There were always a few students, however, who did not desire to enter the field of teaching. About 1935 the number of such students began to increase rapidly with the general increase in enrollment, and it became evident that the College must provide for them.
With the conclusion of the War the services which the College was called upon to perform became so varied that a change in organization seemed advisable. Accordingly, in the spring of 1945, a Committee of Reorganization was appointed with instructions to study the problem and make recommendations.\textsuperscript{18} The Faculty approved the Committee's report and transmitted it to the President of the College. The President presented it to the Board of Regents with his approval, and the Board authorized its adoption, to become effective with the beginning of the long session of 1946-1947.

As reorganized the College consists of the College of Arts and Sciences, the Graduate School, The School of Business administration, the School of Education, the School of Home Economics, and the School of Music. C. J. Curry was appointed Dean of the School of Business Administration.

The primary purpose of the present School of Business Administration is to educate students for responsible administrative and executive positions in business and to prepare them to establish sound and profitable business enterprises. Training also is provided in the skill subjects for students who wish to equip themselves for specialized, expert, and professional types of employment such as accounting, business research, advertising, statistics, stenography,

\textsuperscript{18}North Texas State College, \textit{Bulletin}, Catalog Number 1946-1947, p. 29.
and business teaching. O. J. Curry, Dean of the School of Business Administration, wrote,

"Education should maximize the productive capacity and consumer enjoyment of every individual in the society. To maximize the productivity of each individual is obviously impossible unless the individual discovers his greatest potential ability and secures employment utilizing that ability and capacity." 19

Placement service conducted by the schools of business can supply a source of information for guidance in the choice of vocations for our future students. It will create harmony between the training program and the demands made by the vocational world through the directors of these placement offices gradually enacting requests from the vocational world into the training program of the school. Employees trained in the skills of workmanship and with a thorough knowledge of what is expected of them will raise the standards of their vocations. This type of employee will present to his particular vocation a stimulating style of procedure which is practiced by the most progressive industries and professional trades, thereby greatly enhancing the success and prosperity of the business or institution into which he is placed.

Introduction to the Following Chapters

Chapter II of this study is an analysis of two questionnaires: one sent to the June, 1947, graduates of the School

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of Business Administration of North Texas State College, and the other distributed to advanced students enrolled in business during the second summer session of 1947. Tables are arranged to show the type of jobs held and type of jobs desired, the manner in which that job was secured and efforts to secure a position, and the students' estimate of what placement offices should do in placing their registrants.

Chapter III is an assembling of the data secured from the institutional placement offices of colleges and universities of the Southwest. Tables are arranged to show their organization, physical set-up, practices used, administrative policies, and functions performed in relation to placing graduates of the schools of business who are not going into the teaching profession.

Chapter IV is a comparison of the placement services performed by the schools of business of the different States in the Southwest. Tables are given to show their general organization, physical set-up, practices used, administrative policies, and functions performed. Individual, unique cases are narrated upon.

Chapter V presents a summary of the findings, conclusions and recommendations, and suggestions for further study.
CHAPTER II

WHAT NORTH TEXAS STATE COLLEGE
BUSINESS STUDENTS EXPECT OF
PLACEMENT SERVICE

Introduction

As a means of determining how well the courses taken by
the business students of North Texas State College meet em-
ployer requirements, the type of jobs held or desired, the
type of services used to obtain the jobs, and what services
are expected from placement offices, a questionnaire was
mailed to the sixty-two June, 1947, School of Business Admin-
istration graduates of North Texas State College, and a simi-
lar questionnaire was distributed to ninety students enrolled
in the advanced classes of the School of Business Administra-
tion during the second summer session of 1947. Of this num-
ber, thirty of the June, 1947, graduate questionnaires were
completed and returned, and on account of the manner in which
the questionnaires were distributed to the ninety students
now enrolled, every questionnaire was completed and returned.
In every case, the instructor in charge allowed the students,
who wished to participate, to mark their answers in class.
The results of these two questionnaires are analyzed in this
chapter.
The questions embodied in these questionnaires to the ex-students and enrolled students of the School of Business Administration of North Texas State College are factual questions, and questions of the "Yes" or "No" type, which are of personal opinion and judgment. See Appendix A, page 110, for the questionnaire. Since the students' names are not included on the questionnaires, there was no hesitancy on their part to complete and return them.

Are courses taken by business students those meeting employer requirements?—The School of Business Administration of North Texas State College offers curricula leading to the degrees of Bachelor of Business Administration and Master of Business Administration. Training is provided in the skill subjects for students who wish to equip themselves for specialized, expert, and professional types of employment, such as accounting, business research, advertising, statistics, stenography, and business teaching.

A student who pursues a program of studies leading to the degree of Bachelor of Business Administration automatically has chosen a field of concentration and will meet the college requirement for a major and the necessary minors. The major consists of knowledge and tool courses essential to success in any business field or profession. Professional courses required in the specialized field in all cases meet the requirements for a first minor. Since the types of knowledge and skills required for various business pursuits
and professions differ materially, specialized curricula in the following major fields are offered:

- Accounting
- Banking and Finance
- Business Teaching—Commercial and Secretarial
- General Business
- Insurance
- Management
- Merchandising
- Personnel Administration
- Secretarial Science

These specialized fields give training in advertising, business correspondence, business law, business machines, business mathematics, business statistics, business organization and management, industrial management, personnel management, office management, economics, federal taxation, finance, money and banking, salesmanship, shorthand, transportation, and typing.

All candidates for the degree of Bachelor of Business Administration must complete a minimum of 43 hours of credit in courses other than business administration and economics. These courses include the following:

- Library Service 110
- English 131-132 (Composition)
- English 235-236 (Introduction to Literature) or English 231-232 (English Literature)
- Speech 105 or 115 or 215

Six hours elected from:
- Biology
- Chemistry
- Physics

Twelve hours elected from:
- Biology
- Chemistry
Physics
Industrial Arts
Home Economics
Mathematics
Art 143, 144, 145, 250, 260
Geography 313, 314, 424, 442, 452

Nine hours (including Government 204) elected from:
Government
History
Sociology

As shown in surveys made by J. E. Hedges,¹ Director of Personnel and Placement Bureau of the School of Business, of Indiana University, and E. S. Endicott,² Director of Placement, of Northwestern University, business firms employing college graduates place special emphasis upon the employees' ability to speak and write in such a manner as to demonstrate a thorough knowledge of good English composition. According to the degree plan requirements as outlined by the School of Business Administration of North Texas State College, all Bachelor of Business Administration or Master of Business Administration students have studied the basic principles of English composition.

Hedges' and Endicott's surveys also indicate that employers place emphasis on training in mathematics, science, accounting, secretarial training, and marketing all of which are thoroughly covered by the course of study offered by the School of Business Administration of North Texas State College.

¹Hedges, op. cit., p. 19. ²Endicott, op. cit.
Stresses is placed upon leadership and organizational ability, both of which are provided in the courses of personnel administration and management.

There is a great demand for employees with an aptitude for a specialized field of work, and as seen from the outline of courses offered by the School of Business Administration of North Texas State College the students are given training in nine major specialized fields.

After surveying the fields of training given business students, it is evident that graduates of the School of Business Administration of North Texas State College are going out with training in some of the foremost qualifications as pointed out by the business employers.

*Type jobs held and desired.*—It may be asked whether or not college graduates are being employed, or some may ask whether industry requires college training of their employees. Just to glance through the reader's guides and indexes of periodicals published in America today will suffice in answering this question. Following are listed a very few of the articles written by personnel workers, managers, and employers who are recruiting for employees with a college education, or are encouraging young people to get a college education in preparation for entry into their field of business:
Seyfarth, "University-Industry Training Plan of International Harvester Company,"

Waters, "Why We Engage College Graduates for Our Organization: Wagner Electric Corporation,"

Farmer, "Where College and Industry Meet: Texas University Helps Develop the State's Resources,"

Williamson, "Careers on American Railroads,"


Kelsey, "Professional Careers in Life Insurance,"

Jones, "Developments in Marketing Research,"

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5 Farmer, "Where College and Industry Meet: Texas University Helps Develop the State's Resources," Economist, CLI (December 21, 1946), 993.


8 R. Wilfred Kelsey, "Professional Careers in Life Insurance," Ibid., (October, 1946), 27.

9 Ellen M. Jones, "Developments in Marketing Research," Ibid., 15.
Nelson, 10 "Your Future in Retailing,"
Humelsine, 11 "Careers with the Federal Government,"
McEachron, 12 "Chemistry and Metallurgy in Industry,"
McClellan, 13 "America Needs More Foresters," and
Fleming, 14 "Science of the Seas."

This listing could be carried on through volumes. By reading these articles, it is found that industry is not only employing college graduates but is demanding college graduates for its employment.

In this study it is found that twenty-six of those ex-students replying to the questionnaire are employed, and four are unemployed. Table 2 is a job classification of those employed arranged in order of frequency of number in each type of employment. Industry certainly has absorbed the graduates of this class. Only 13 per cent have gone into the teaching profession, 13 percent are unemployed, and the remaining 74 per cent are in industry.

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TABLE 2

TYPE JOBS HELD BY THE JUNE, 1947, GRADUATES OF
THE SCHOOL OF BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenographer</td>
<td>7</td>
</tr>
<tr>
<td>Secretary</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Profession</td>
<td>4</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>2</td>
</tr>
<tr>
<td>Accounting Trainee</td>
<td>1</td>
</tr>
<tr>
<td>Field Clerk Trainee</td>
<td>1</td>
</tr>
<tr>
<td>Junior Field Clerk</td>
<td>1</td>
</tr>
<tr>
<td>Buyer--department store</td>
<td>1</td>
</tr>
<tr>
<td>Railroad Fireman</td>
<td>1</td>
</tr>
<tr>
<td>Insurance Underwriter</td>
<td>1</td>
</tr>
<tr>
<td>Radio Continuity Writer</td>
<td>1</td>
</tr>
<tr>
<td>Housewife</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 3 shows the type jobs desired by the ninety advanced business students enrolled during the second summer session of 1947, in the School of Business Administration. The jobs are arranged in order of frequency of number desiring each type of employment. Again it is found that a far greater per cent of this group desire employment other than that of the teaching profession. Of the ninety students
contacted, sixty-nine express a definite desire to enter some vocation in the business field while only sixteen want teaching or school administrative positions.

**TABLE 3**

**TYPE JOBS DESIRED BY THE ADVANCED STUDENTS ENROLLED IN THE SCHOOL OF BUSINESS ADMINISTRATION SECOND SUMMER SESSION OF 1947**

<table>
<thead>
<tr>
<th>Desired Job Classification</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Accountant</td>
<td>18</td>
</tr>
<tr>
<td>Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Personnel Administrator</td>
<td>9</td>
</tr>
<tr>
<td>Managerial</td>
<td>7</td>
</tr>
<tr>
<td>Salesman</td>
<td>5</td>
</tr>
<tr>
<td>Secretary</td>
<td>5</td>
</tr>
<tr>
<td>Business ownership</td>
<td>4</td>
</tr>
<tr>
<td>Banking</td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>2</td>
</tr>
<tr>
<td>Coach and Recreation Director</td>
<td>2</td>
</tr>
<tr>
<td>Junior Executive</td>
<td>2</td>
</tr>
<tr>
<td>Hospital Manager</td>
<td>2</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Merchandising</td>
<td>2</td>
</tr>
<tr>
<td>Retailer</td>
<td>2</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
</tr>
<tr>
<td>Engineer</td>
<td>1</td>
</tr>
<tr>
<td>Executive Trainee</td>
<td>1</td>
</tr>
<tr>
<td>School Administrator</td>
<td>1</td>
</tr>
<tr>
<td>Stenographer</td>
<td>1</td>
</tr>
<tr>
<td>Army (Overseas)</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
</tr>
</tbody>
</table>

Type service used to contact jobs.—The fourth question of the questionnaire is to determine the agency through which the ex-student made contact with the job he now fills, and the manner in which enrolled students expect to contact the jobs they desire. In Table 4, these agencies are listed
in order of frequency of number securing employment through their aid.

### Table 4

**AGENCIES THROUGH WHICH JUNE, 1947, GRADUATES OF THE SCHOOL OF BUSINESS ADMINISTRATION SECURED JOBS**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Placement Service</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>A friend or relative</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Dean of the School of Business</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Employer’s call for you</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Public placement office</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Registered with business firm</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Newspaper advertisement</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other means</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

From Table 4, it is readily seen that the ex-students contacted their jobs through a variety of means and did not depend upon the College’s services to a great extent. Of course, we all realize that there is a much greater demand for trained men and women today than there is a supply of such. Placement offices are reporting more employer calls for employees than they have registrants to place at the present time.
Table 5 is a list of agencies in which the ninety advanced students now enrolled in the School of Business Administration have registered for placement.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Placement Service</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Dean of the School of Business</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Business firms</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Public placement bureau</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Have not registered</td>
<td>49</td>
<td>53</td>
</tr>
</tbody>
</table>

It is noticed that over fifty per cent of the advanced business students now enrolled are not registered with any placement agency. This is accounted for in two ways; the great demand by employers for college graduates at the present time, and some of these students are not graduating this summer, so may register with an agency on a later date. One fourth of the students who have registered with some service for aid in placement are looking to their major department for this service.
Placement service techniques expected.-- From Tables 6 and 7, it is seen that ten items call for an answer of "Yes" or "No", which are of the personal judgment or opinion type.

**TABLE 6**

THE REPLIES OF THIRTY JUNE, 1947, SCHOOL OF BUSINESS ADMINISTRATION GRADUATES TO QUESTIONS ABOUT PLACEMENT SERVICE TECHNIQUES

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In placing business graduates should the placement office:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Recommend experienced registrants ahead of inexperienced?</td>
<td>12</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>b. Notify you of openings and let you decide whether or not to apply?</td>
<td>22</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>c. Keep a follow-up record of those placed for securing promotions?</td>
<td>24</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>d. Request letters of reference from past employers and instructors?</td>
<td>20</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>e. Charge a small fee as a means of financing better service?</td>
<td>21</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>f. Employ a field agent to canvass for vacancies</td>
<td>24</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>g. Offer a training course in the art of meeting employers in interview</td>
<td>16</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>2. Do you feel that an executive and instructors of your major department could place you to a greater advantage than could the College Placement Office?</td>
<td>14</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>3. Did distance from home determine acceptance or rejection of a job you desired?</td>
<td>11</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>4. If beginning college work, would knowledge of the field in which greatest number of vacancies are occurring and salaries offered, influence you in selecting a vocation?</td>
<td>16</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

The first seven statements are on policies of placement procedure, and the last three statements are the participants'
personal desires and opinions. The same arrangement is used for Table 7, which is compiled from the answers as given by the ninety advanced business students now enrolled in classes.

**Table 7**

**The replies of ninety advanced students of the School of Business Administration enrolled second summer semester, 1947, to questions about placement service techniques**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>In placing business graduates should the placement office:</td>
<td></td>
</tr>
<tr>
<td>a. Recommend experienced registrants ahead of inexperienced?</td>
<td>50</td>
</tr>
<tr>
<td>b. Notify you of openings and let you decide whether or not to apply?</td>
<td>83</td>
</tr>
<tr>
<td>c. Keep a follow-up record of those placed for securing promotions?</td>
<td>78</td>
</tr>
<tr>
<td>d. Request letters of reference from past employers and instructors?</td>
<td>72</td>
</tr>
<tr>
<td>e. Charge a small fee as a means of financing better service?</td>
<td>82</td>
</tr>
<tr>
<td>f. Employ a field agent to canvass for vacancies</td>
<td>79</td>
</tr>
<tr>
<td>g. Offer a training course in the art of meeting employers in interview</td>
<td>77</td>
</tr>
<tr>
<td>Do you feel that an executive and instructors of your major department could place you to a greater advantage than could the College Placement Office?</td>
<td>32</td>
</tr>
<tr>
<td>Will distance from home determine acceptance or rejection of a job you desire?</td>
<td>27</td>
</tr>
<tr>
<td>If beginning college work, would knowledge of the field in which greatest number of vacancies are occurring and salaries offered influence you in selecting a vocation?</td>
<td>52</td>
</tr>
</tbody>
</table>
From Tables 6 and 7, it is found that of the ex-students now employed, 40 per cent favor and 47 per cent oppose the recommendation of experienced registrants ahead of those without experience; whereas of the advanced students yet in school, 56 per cent favor and 42 per cent oppose recommendation of experienced registrants ahead of those without experience. Many ex-students added a note that this should be determined by a comparison of the registrants' abilities and records. From Hedges'\(^{15}\) survey of business firms, it was found that at least a 50 per cent index of importance was placed upon some business experience.

Seventy-three per cent of the ex-students, and ninety-two per cent of the enrolled students questioned prefer to decide for themselves whether or not to apply for a position. This is contrary to the policy used in many cases by the placement offices, especially when the employer calls in person. The placement officer and employer discuss from records different registrants and then call in those whom they decide to interview. Usually the placement officer tries to have sufficient information on record and an adequate enough personal acquaintance with the registrant to know which registrants to bring to the employer's attention.

The keeping of follow-up records of registrants placed for the purpose of adjustments and advancements is desired.

\(^{15}\)Hedges, op. cit., p. 20
by 80 per cent of the ex-students and 87 per cent of the enrolled students, as seen in Tables 6 and 7. Most of the highly organized placement offices already perform this service through a personnel director, and many of the more recently organized offices are adopting follow-up duties as is found in chapters three and four of this study.

Only 67 per cent of the ex-students favor the use of letters of reference from past employers and instructors; whereas 80 per cent of the enrolled students favor this policy. As found by Coppelge,16 87 per cent of the placement offices surveyed use reference letters as a part of their registrants' record.

Only one ex-student reported the payment of a fee for placement service and that was to a public placement bureau, which required thirty per cent of the first month's salary. Seventy per cent of the ex-students and 91 per cent of the enrolled students are in favor of the charging of a small fee by the placement office for the purpose of financing better service. As is found in chapters three and four of this study only two offices make a charge for placement service.

Eighty per cent of the ex-students and 88 per cent of the enrolled students feel that the placement office should employ a field agent to canvass for vacancies. Under present conditions of such great demand for college trained employees this seems rather unnecessary, although it could be the

16 Coppelge, op. cit., p. 63.
beginning of a much broader acquaintance with fields for future placements. As found in chapters three and four of this study, canvassing for vacancies is not found necessary at present, but a number of those replying, added that they felt it would be a good policy to start.

It is rather surprising that 55 per cent of the ex-students and 65 per cent of the enrolled students think a special training course in the art of meeting employers in interview should be offered since almost every department and school includes in its course of study a very similar course. It is included in the School of Business Administration class of salesmanship as the art of selling oneself.

In answer to the second question, only 47 per cent of the ex-students and 36 per cent of the enrolled students feel that an executive and instructors of their major department could place them to a greater advantage than could the College Placement Office, even though 80 per cent of the ex-students are employed in the business field and 76 per cent of the enrolled students desire some type business vocational job. This is to be expected when we consider the proficient services given by the Placement Service of North Texas State College. 17 It performs the double function of supplying trained and experienced employees to the business

\[17\text{Information obtained in conference with E. H. Farrington, Director of Placement Service, North Texas State College.}\]
world as well as to the professions. In the office is kept
an annual location and occupation file on all graduates to
enable recommendation for almost every type of position to
employers.

From Tables 6 and 7, it is found that 57 per cent of
the ex-students and 70 per cent of the students now enrolled
will not let distance from home determine their acceptance
of a job they desire. This question was extended to include
the indication of first a preference and second a limit of
distance from home they would consider. Of the ex-students,
47 per cent prefer being within one hundred miles of home;
but 47 per cent would go anywhere in Texas, and 30 per cent
would go anywhere in the United States. Of the enrolled
students, 33 per cent prefer staying within one hundred
miles of home; while 61 per cent will go anywhere in Texas,
and 38 per cent will go anywhere in the United States. This
indicates to the placement services that they may canvass a
very wide area for the placement of North Texas State College
graduates of the School of Business Administration.

From the fourth question of Tables 6 and 7, it is found
that 58 per cent of the ex-students and 53 per cent of the
enrolled students, would let the knowledge of the field in
which the greatest number of vacancies are occurring at pres-
ent and the salaries offered influence them in the selection
of a vocation if they were just beginning their college
training. Many of those refusing to let this knowledge
influence their choice of a vocation added that they entered the field of their preference and for which they felt best adapted. The mere fact that there are more vacancies in certain fields, which ordinarily accounts for the better salaries, does not necessarily indicate that a student should choose that field for his vocation. Possibly more extensive vocational guidance and testing during the first years of college life would be the answer to this problem. In a study made by Maverick on vocational guidance, a committee held:

If the university seriously intends to maintain an employment bureau, it is in duty bound, as an institution whose fundamental aim is educational, to guide the student in his preparation, as well as to find a place for him after he is prepared. The major department system gives a good opportunity for vocational guidance for that class of students who have chosen a vocation closely allied to the professions represented in the faculty of the university. 18

Table 3 is compiled from the last question included on the June, 1947, graduates' and the enrolled 1947 second summer session students' questionnaires to determine the extent of participation in extra-curricular activities.

With only 45 per cent of the June, 1947, graduates and 40 per cent of the 1947 summer session enrolled students taking part in extra-curricular activities, as shown in Table 3, it is evident that these students are failing to take advantage of an opportunity which 90 per cent of the

business firms, questioned by Indicott,\textsuperscript{19} considered an especially desirable experience for those who plan to become leaders and junior executives in business.

\begin{table}
\centering
\begin{tabular}{|l|c|c|}
\hline
Have You Participated in Extra-Curricular Activities? & \multicolumn{2}{c|}{Answer} \\
& Yes & Per Cent & No & Per Cent \\
\hline
June, 1947, graduates & 13 & 45 & 17 & 55 \\
Second summer session 1947 students & 36 & 40 & 54 & 60 \\
\hline
\end{tabular}
\caption{Extent of Participation in Extra-Curricular Activities by June, 1947, Graduates and Enrolled 1947 Second Summer Session Students of the School of Business Administration}
\end{table}

Summary

To summarize the findings from the survey made of the June, 1947, graduates and of the advanced students enrolled during the second summer session of 1947 of the School of Business Administration, of North Texas State College, it is concluded that the School of Business Administration is turning out graduates who are prepared to meet employer requirements to a high degree. It is recommended that instructors of this faculty encourage students to a more extensive participation in extra-curricular activities for gaining the valuable experience of leadership and executive ability.

\textsuperscript{19}Indicott, op. cit.
The business world is absorbing a large per cent of the school of business graduates. Under present conditions of the great demand by the business field for college graduates, students are not depending to a great extent upon placement services for securing positions. Those who depend upon placement offices, are finding their expectations met very satisfactorily.
CHAPTER III

CENTRAL PLACEMENT OFFICE SERVICES

PERFORMED FOR GRADUATES OF

THE SCHOOLS OF BUSINESS

Extent of Placement Service for Business Graduates
Through Central Placement Offices

American colleges and universities now rather generally accept the responsibility for providing placement services to their graduates. The type of organization best fitted for carrying on the placement activities remains a problem, however, in the minds of many administrative officers.

Typical of the questions which beset their minds, as found by Strebel in his survey of organization, administration, and office practice, is this: Should the individual departments of the institution assume responsibility for placing their graduates, or should a central placement office function for graduates of all departments?

The most effective plan of organization for placement service will be different for every college or university, depending upon that uniqueness of character so distinctive of the American educational institutions. There is no one

---

pattern of organization which all institutions of higher
learning could successfully use for carrying on placement
work. In many institutions a centralized office would be
the most effective means for providing placement services,
as an increasing number of institutions are discovering. On
the other hand, the decentralized organization operates with
success in a number of institutions of learning. Then too,
we must consider the fact that there are now in effect degrees
of centralization of services and types of organizations dif-
ficult to classify within either of those two general
categories.

It is not the purpose of this portion of the study to
determine whether the centralized or decentralized organiza-
tion is more efficient, but, rather, to discover the types
of organizations operated in this area performing placement
service for the schools of business graduates who are not go-
ing into the teaching profession. As found by Strebels from
an examiner's report for the North Central Association of
Colleges and Secondary Schools, from the standpoint of num-
ber of students served, the largest placement job is that
which places alumni and students in commercial and industrial
fields.

Questionnaires were sent to the central placement of-
fices of twenty representative colleges and universities in

2Ibid., p. 155.
the states of Arkansas, Louisiana, Oklahoma, New Mexico, and Texas to determine the types of organizations, physical setup, practices used, administrative policies, and functions performed by those colleges and universities for their business graduates. Table 9 is a list of those colleges and universities to which the questionnaires were sent.

**TABLE 9**

**COLLEGES AND UNIVERSITIES OF THE SOUTHWEST TO WHICH QUESTIONNAIRES WERE SENT**

<table>
<thead>
<tr>
<th>College or University</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arkansas</td>
<td>Fayetteville, Arkansas</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Baton Rouge, Louisiana</td>
</tr>
<tr>
<td>Loyola University</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>Lafayette, Louisiana</td>
</tr>
<tr>
<td>Tulane University</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>Albuquerque, New Mexico</td>
</tr>
<tr>
<td>Oklahoma Agricultural &amp; Mechanical College</td>
<td>Stillwater, Oklahoma</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Norman, Oklahoma</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>Tulsa, Oklahoma</td>
</tr>
<tr>
<td>Agricultural &amp; Mechanical College</td>
<td>College Station, Texas</td>
</tr>
<tr>
<td>College of Texas</td>
<td>Waco, Texas</td>
</tr>
<tr>
<td>Baylor University</td>
<td>Abilene, Texas</td>
</tr>
<tr>
<td>Hardin-Simmons University</td>
<td></td>
</tr>
<tr>
<td>East Texas State Teachers College</td>
<td></td>
</tr>
<tr>
<td>North Texas State College</td>
<td>Commerce, Texas</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>Georgetown, Texas</td>
</tr>
<tr>
<td>Texas Technological College</td>
<td>Fort Worth, Texas</td>
</tr>
<tr>
<td>Texas University</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>University of Houston</td>
<td>Austin, Texas</td>
</tr>
<tr>
<td></td>
<td>Houston, Texas</td>
</tr>
</tbody>
</table>

Of these colleges and universities, two, Loyola University and Tulane University, report that they have no type of
organization for the general placement of students, but both have well organized placement services in their Department of Commerce and College of Commerce, respectively, for the placement of their graduates. These two Universities will not be included further in this chapter of the study, but will be embraced in the next chapter which is comprised of placement services performed by the schools of business.

The placement offices conducted by the colleges and universities listed in Table 9 are of three major types of organization: the highly centralized type, the completely decentralized type, and those with degrees of centralization.

Organization.—From replies given to the questionnaires and information obtained from the college and university bulletins, seven separate names of organization are to be found among the institutional placement offices. Table 10 gives these names, and the number of offices under each name.

**TABLE 10**

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Number of Offices Using Each Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Bureau</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Placement Bureau</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Placement Committee</td>
<td>2</td>
</tr>
<tr>
<td>Placement Service</td>
<td>2</td>
</tr>
<tr>
<td>General Employment Bureau</td>
<td>2</td>
</tr>
<tr>
<td>Alumni Association and Placement Bureau</td>
<td>1</td>
</tr>
<tr>
<td>Office of Placement and Personnel Relations</td>
<td>1</td>
</tr>
</tbody>
</table>
From Table 10, it is found that seven organizations go by the name of "Placement Bureau," but of that seven, three are strictly teacher placement organizations. The next two organizations are teacher placement by name, and include five more of the institutional organizations. Of the Placement Service group, one reports being a strictly teacher placement organization. The remaining three names are organizations as the names indicate, rather general, and they perform all types of placement service for the institution.

Heads of these placement offices are listed under five different titles. The titles, and number holding each title, are shown in Table 11.

TABLE 11

<table>
<thead>
<tr>
<th>Title</th>
<th>Number Holding Each Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Placement Bureau</td>
<td>7</td>
</tr>
<tr>
<td>Chairman of Placement</td>
<td>2</td>
</tr>
<tr>
<td>Head of Placement Service</td>
<td>2</td>
</tr>
<tr>
<td>Personnel Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Secretary of Placement</td>
<td>1</td>
</tr>
<tr>
<td>No title given</td>
<td>5</td>
</tr>
</tbody>
</table>

A number of the strictly teacher placement organizations, operated through the faculty of the department of education, have no particular title for the chairman.
Table 12 shows the one to whom the placement officer is responsible.

**TABLE 12**

PERSON OR GROUP TO WHOM THE HEADS OF PLACEMENT OFFICES ARE RESPONSIBLE AND NUMBER IN EACH

<table>
<thead>
<tr>
<th>Person or Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>5</td>
</tr>
<tr>
<td>Dean of Education</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Placement Committee</td>
<td>2</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>1</td>
</tr>
<tr>
<td>Dean</td>
<td>1</td>
</tr>
<tr>
<td>Personnel Director</td>
<td>1</td>
</tr>
<tr>
<td>Not given</td>
<td>5</td>
</tr>
</tbody>
</table>

It is seen from Table 12 that five of these heads of placement offices are directly responsible to the president of the institution. Classifying the institutions as centralized or decentralized on the basis of the only office performing placement services for that institution, it is found that only four placement offices of the eighteen institutions investigated claim to be the sole organization performing placement service, and each of them is responsible to the president of the college or university. The three responsible to the Dean of Education and the two responsible to the Teacher Placement Committee are organizations operated almost entirely for the placement of teachers.
Table 13 is a list of the highest degrees held by the heads of the placement offices, and the number holding each degree.

**TABLE 13**

**HIGHEST DEGREE HELD BY THE HEADS OF THE PLACEMENT OFFICES, AND THE NUMBER HOLDING EACH DEGREE**

<table>
<thead>
<tr>
<th>Degree Held</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>5</td>
</tr>
<tr>
<td>Doctor</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor</td>
<td>2</td>
</tr>
<tr>
<td>Not given</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 13 shows that eight heads of the placement offices reporting hold degrees above the bachelor’s degree.

Additional duties performed by the heads of the placement offices, other than those of placement services, are listed with the number performing each duty in Table 14.

**TABLE 14**

**ADDITIONAL DUTIES PERFORMED BY THE HEADS OF PLACEMENT OFFICES**

<table>
<thead>
<tr>
<th>Additional Duties</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Director of non-academic personnel</td>
<td>1</td>
</tr>
<tr>
<td>High School visitation</td>
<td>1</td>
</tr>
<tr>
<td>Short courses and personnel program</td>
<td>1</td>
</tr>
<tr>
<td>No other duty</td>
<td>3</td>
</tr>
<tr>
<td>Not given</td>
<td>8</td>
</tr>
</tbody>
</table>
From Table 14, it is seen that teaching is the main additional duty performed by the heads of placement offices. Some of these are listed as teaching one class, and others as carrying a light teaching load. Only three have no other duties than those of placement service.

Physical set-up.—Two questions of the questionnaire are an attempt to find out what type physical set-up these placement offices have for conferences between the employer and the registrant. Table 15 gives the number having access to a private conference room, and the number of such rooms furnished in such a manner as to create an atmosphere of dignity which is conducive to constructive conferences.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a private conference room available? ..</td>
<td>6 3 9</td>
</tr>
<tr>
<td>Is the room properly furnished? . . . .</td>
<td>5 4 9</td>
</tr>
</tbody>
</table>

Only nine, or one half, the offices reported to this question, and six of the nine have access to a private conference room, five of which are considered properly equipped.

Practices.—To determine the effort made by these institutional placement offices toward placing their business
graduates who desire to follow vocations in the business field, six questions of the questionnaire pertain to the manner in which business vacancies are contacted, and to the practices used for the best placement of the student. Table 16 shows the questions asked, and the number of answers given to each.

**TABLE 16**

**ANSWERS GIVEN BY PLACEMENT OFFICE HEADS ABOUT PRACTICES PERTAINING TO BUSINESS PLACEMENTS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is a field agent employed to canvass for business vacancies?</td>
<td>Yes: 1</td>
<td>No: 8</td>
<td>Reply: 9</td>
</tr>
<tr>
<td>2. In your opinion, is a field agent justifiable?</td>
<td>Yes: 1</td>
<td>No: 8</td>
<td>Reply: 9</td>
</tr>
<tr>
<td>3. Do representatives of business firms come to your office for employees?</td>
<td>Yes: 9</td>
<td>No: 0</td>
<td>Reply: 9</td>
</tr>
<tr>
<td>4. Do you make a point of securing from employers information of openings for graduates of the school of business?</td>
<td>Yes: 5</td>
<td>No: 4</td>
<td>Reply: 9</td>
</tr>
<tr>
<td>5. Do you consult with the executive of the school of business before placing a registrant from that field?</td>
<td>Yes: 4</td>
<td>No: 3</td>
<td>Reply: 11</td>
</tr>
<tr>
<td>6. Do you think that executive would be better qualified to aid in making placements if he had received the employer's call?</td>
<td>Yes: 5</td>
<td>No: 1</td>
<td>Reply: 12</td>
</tr>
</tbody>
</table>

From Table 16, it is seen that only one of those replying to this part of the questionnaire employs a field agent, and this same placement head feels that the field agent is justifiable. Several of the others added that at present a field agent is unnecessary as they already receive more calls
than they have registrants for positions. All of those replying indicated that representatives of business firms do request employees through their offices, but only three report keeping a systematized record of these calls. Five offices report making an effort to secure information of openings from employers, two of which keep card file records of such information. Four placement office heads consult with the executive of the school of business before placing business registrants, and five think that executive would be better qualified to aid in making such placements if he had received the call from the employer. One office reports turning all such calls over to the school of business.

Table 17 is a list of the major types of employment in the business field for which employers call with the approximate monthly salary range as given by the placement office.

**TABLE 17**

**JOB CLASSIFICATIONS FOR WHICH BUSINESS EMPLOYERS CALL AND APPROXIMATE MONTHLY SALARY RANGE**

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Per Cent of Calls</th>
<th>Approximate Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salesmen</td>
<td>30</td>
<td>$175-240</td>
</tr>
<tr>
<td>Accountants</td>
<td>20</td>
<td>225-240</td>
</tr>
<tr>
<td>Stenography</td>
<td>20</td>
<td>175-225</td>
</tr>
<tr>
<td>Typists</td>
<td>10</td>
<td>150-175</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>5</td>
<td>175-200</td>
</tr>
<tr>
<td>Clerical</td>
<td>5</td>
<td>150-175</td>
</tr>
<tr>
<td>Executive Trainee</td>
<td>5</td>
<td>225-250</td>
</tr>
<tr>
<td>Managerial</td>
<td>5</td>
<td>200-250</td>
</tr>
</tbody>
</table>
heads. The job classifications are arranged in the order of the per cent of calls received for that type of employment.

Administrative policies.—To determine the manner of acquiring registrants, and services given them, the questions in Table 18 were listed for the heads of the placement offices to check. The per cent of offices following these policies is given in the second column.

**TABLE 18**

REGISTRANTS ACCEPTED AND RECORDS KEPT FOR PLACEMENT BY PLACEMENT OFFICES

<table>
<thead>
<tr>
<th>Registration and Record Policies</th>
<th>Per Cent Using This Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students register for placement</td>
<td>100</td>
</tr>
</tbody>
</table>

Rank(s) of students accepted as registrants:

- a. Graduate .................................. 100
- b. Senior .................................... 100
- c. Junior .................................... 50
- d. Sophomore ................................ 50
- e. Freshman .................................. 30
- f. Ex-student ................................ 100

A registration fee is charged ................. 20

Follow-up service is performed .............. 70

Records of information kept on registrants:

- a. General registration blank .............. 100
- b. Reference letters from instructors .... 50
- c. Academic training record ................. 40
- d. Experience record ......................... 30
- e. Rating sheet ................................ 20

From Table 18, it is seen that no office replying has compulsory placement service registration. This policy is
contrary to the findings of Strebel in a survey made of compulsory registration and its advantages. All placement offices replying accept graduate, senior, and ex-students as registrants; but only one half of them accept junior and sophomore students, and only thirty per cent accept freshmen students, which is a carry-over from teacher placement, a procedure forced upon the institution by the State in requiring degree teachers for the accredited high schools.

Only 20 per cent of the offices report the charge of a small fee of registrants, and according to Strebel's survey on placement bureau fees, there should be free original registration to avoid any idea of obligation on the part of the placement bureau to secure a position for the registrant regardless of his personality and qualifications.

Seventy per cent of the placement offices perform follow-up services. From Tables 6 and 7, it is seen that 80 per cent of the ex-students and 87 per cent of the students think this service should be performed for them. Again from Strebel's survey, on the value of follow-up service, it is found to provide the college with the knowledge of employment needs, and so increases its understanding of the kind of preparation which the student should receive. It shows the results of past placements and provides possibilities for making placement service increasingly valuable.

\[3\text{Ibid.}, \text{pp. 58-63.} \quad 4\text{Ibid.}, \text{pp. 157-160.} \quad 5\text{Ibid.}, \text{pp. 100-111.}\]
Information for the last part of Table 16 is incomplete with only a few placement heads listing forms used and four offices sending the forms used in their office for their records. In examining these forms, it is found that one set is a strictly teacher placement record form, and three contain record forms giving complete information for all types of vocational placements. The information given is divided under seven main heads as follows:

1. General
2. Personal data
3. Educational record
4. Work experience
5. References
6. Employment preference
7. Additional information

Two forms included an eighth division headed, World War II record.

Summary.—It may be said that these placement office heads realize the need of providing for the placement of graduates of the schools of business into vocations of the business field. The more highly centralized types of organizations already have, or are making, provision for full performance of this duty. Colleges and universities whose history is not so much that of teacher training, but rather of vocational training, tend to be far more active in placing
business graduates either through a well organized and highly centralized placement office, or to have a well organized placement service within the school of business. The more strictly teacher placement organizations have a tendency to let the schools of business perform vocational placements.

Individual Cases of Institutional Placement Organizations

The purpose of this presentation is to describe briefly three examples of centralized placement organizations which perform placement services for all schools, colleges, or departments of the institution.

The University of Oklahoma.—The Placement Service, as recently organized at The University of Oklahoma, will serve as a central record and referral agency for all departments and all colleges within the University. The head of this organization holds the title of Director, ranks as an Administrative Officer, and holds a master's degree. He is directly responsible to the President of the University. He has an additional duty as Director of non-academic personnel.

In its new quarters, the office will have access to a private conference room.

Students voluntarily register for placement for which no charge is made. Students leaving school, graduates, and former students are accepted as registrants.

The Graduate Placement Record form includes the following information:
General
Name
Permanent and present addresses, and phone

Personal
Date of birth, place, and religion
Marital status, dependents
Height, weight, parent's nationality
Health (describe handicaps)
Father's occupation, living?
Percentage of college expenses earned
Number of brothers and sisters

Education
Schools attended, location, dates, degrees received
College major, minor
Undergraduate grade average, graduate grade average
Extra-curricular activities and honors
Fraternity or sorority
Hobbies or special interests
Military service (rank and duties)
Undergraduate courses and semester hours
Graduate courses and semester hours
Title of thesis
Other skills or training
Memberships in professional or civic organizations
Articles published

Experience
Dates, type of work, name and address of firm, salary

References
Name, address, title

Additional information

Occupational preference (list in order)
Locality preferred, will you consider other localities?
Will you travel? Consider foreign assignments?
Minimum salary you will consider, do you have a car?
Employer preferred (size and type of firm or institution)
Do you have prospects of employment? Where?
Available for employment (date)

Director's record
Candidate referred to
Date, firm or institution, location, results

Office interviews
Date, comments
Agricultural and Mechanical College of Texas.— The Office of Placement and Personnel Relations is headed by a director who is directly responsible to the President of the College. He holds a bachelor’s degree, has no academic rank, and has the additional duties of operation of short courses and development of college employees personnel program.

The office has access to a private conference room.

Registration is voluntary and free of charge. Graduate, senior, and ex-students are accepted as registrants. Follow-up service on students placed is to be started soon.

The Placement Office keeps a temporary information card file on current job calls which gives the following information:

- Firm
- Employing officer, title, address
- Title of position
- Educational requirement
- Experience required
- Salary range
- Personal qualifications
- Duties
- Special conditions

There is also a permanent record of contact with employer which gives the following information:

- Firm, headquarter address
- Type of business
- Extent of operation (nationwide, regional, statewide)
- Employing officer, title, address, job call number

The Placement Office circularizes employment opportunities with the following type notice:
Attention --- Seniors --- Attention

Majoring in

The Placement Office has been notified of employment opportunities for seniors as listed below. If you are interested, contact the Placement Office immediately. Interviews on the campus are not contemplated at this time:

Name of firm
Location
Type of job
Requirements

A similar type circular is used for notifying seniors majoring in particular fields that employment interviews are to be held on a certain date with some named firm.

A card is kept on the applicant's brief record file with the following information:

Name, address, date of birth, marital status, dependents
Interest and preference
Experience, skills and hobbies
World War II record
Locality preferred, minimum salary? Foreign service?

On the back side of this card the Placement Office keeps a record of referrals to, interviewed by, applying for, and interest in job call. The lower portion gives the place of employment.

The full Registration Record sheet gives information very similar to that given in the Graduate Placement Record used by The University of Oklahoma.

A Rating Sheet composed of confidential statements is summarized on the following characteristics:

Personal appearance and manner
Ability to get along with people
Common sense or judgment
Leadership
Initiative, originality
Dependability
Intellectual capacity
Language ability

The Placement Office has on hand forms of Application for interview from business firms into which their graduates are placed. When an applicant expresses a desire to go into the employment of that particular firm, or that firm asks for the record of a specific applicant, this form is filled out by the applicant; and covers in detail general information, extra-curricular activities, work experience, references, general field of work preferred, course of specialization, why studied, why desiring employment in this firm, expectations of position held and salary ten years from now, personal estimate, locality desired, and military service record; and is sent along with a composite file made up from the student's record under cover and seal of the Placement Office to that firm.

Texas Technological College.—An official placement bureau to aid "Techsans" in acquiring desirable positions is being organized on the Technological campus and will go into operation in September. It will be the first formal placement service the college has had. It will cover all types of placements but will not abolish any informal services performed by the deans, heads of departments, or professors.

The college committee of placements, which will form over-all general policies and proceedings, will be composed
of the dean of Arts and Sciences, as chairman; dean of the Division of Engineering; dean of the Commerce Division; dean of the Agriculture Division; and dean of the Home Economics Division. There will be a secretary of placement who will operate the service within the framework of the policies as set up by the placement committee.
CHAPTER IV

PLACEMENT SERVICES PERFORMED BY

THE SCHOOLS OF BUSINESS

FOR THEIR GRADUATES

Extent of Placement Service for Business Graduates
Performed Through the Schools of Business

There are many types of placement service organizations
in the American colleges and universities. Some of the in-
stitutions have highly centralized placement offices which
take care of all placement responsibilities for the entire
institution, while others perform mainly teacher appointment
services, and still others which are organized within each
school for the placement of that specific school's graduates.
Even in the highly organized central placement offices there
are cases of placement services being performed through the
schools of business but always in harmonious cooperation with
the centralized office. Quite often the strictly teacher ap-
pointment offices are operated through the schools of educa-
tion; and the other schools, or a separate organization for
the schools, must make placements into all other vocations.
In some instances the placement organization within the
school of business is the central office giving service for
all graduates other than teachers.
To determine what schools of business in the colleges and universities of the Southwest are doing toward placing their graduates, questionnaires were sent to those schools of the same twenty representative colleges and universities listed in chapter three, Table 11 of this study.

Since it was found in chapter three that The University of Oklahoma, The Agricultural and Mechanical College of Texas, and Texas Technological College have highly centralized placement offices which take care of all types of placements, and the business departments report no performance of placement service, they will not be included in this chapter of the study.

From the University of New Mexico came the report of a highly centralized teacher placement office with little or no placement into other fields except through the assistance of the department heads. The College of Business Administration has only recently been organized, and performs no type of placement service as yet. East Texas State Teachers College Business Department reports no performance of placement service for the business graduates except that done by the teacher placement office. The Business Department of the University of Houston reports that all placement service goes through the institution's central office which performs placement service for teachers and other vocations. Hardin-Simmons University did not reply to the questionnaire, but
it is found by checking the college bulletin that they have a Teacher Placement Committee which takes care of all placements. These institutions, because of the lack of any placement service through the schools of business, will not be included in this chapter of the study.

Table 19 is a list of those colleges and universities from which the schools of business report the performance of some placement service, organized or unorganized, for their graduates.

<table>
<thead>
<tr>
<th>College or University</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arkansas</td>
<td>Fayetteville, Arkansas</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Baton Rouge, Louisiana</td>
</tr>
<tr>
<td>Loyola University</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>Lafayette, Louisiana</td>
</tr>
<tr>
<td>Tulane University</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>Oklahoma Agricultural &amp; Mechanical College</td>
<td></td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>Stillwater, Oklahoma</td>
</tr>
<tr>
<td>Baylor University</td>
<td>Tulsa, Oklahoma</td>
</tr>
<tr>
<td>North Texas State College</td>
<td>Waco, Texas</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Southwestern University</td>
<td></td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>Texas University</td>
<td>Georgetown, Texas</td>
</tr>
<tr>
<td></td>
<td>Fort Worth, Texas</td>
</tr>
<tr>
<td></td>
<td>Austin, Texas</td>
</tr>
</tbody>
</table>

The School of Business Administration, of the Southern Methodist University, of Dallas, Texas, maintains contact with business houses in Dallas and vicinity and assists
students in obtaining part-time employment, and permanent positions upon graduation, but since it has no formal organization for this service in the School, the questionnaire was not completed.

Organization.—Table 20 gives the names of the business placement offices and the number under each name.

TABLE 20
NAMES OF BUSINESS PLACEMENT OFFICES,
AND THE NUMBER UNDER NAME

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Offices Under Each Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Bureau</td>
<td>3</td>
</tr>
<tr>
<td>Placement Service</td>
<td>1</td>
</tr>
<tr>
<td>Placement Committee</td>
<td>1</td>
</tr>
<tr>
<td>College of Business Placement</td>
<td>1</td>
</tr>
<tr>
<td>Committee on Placements</td>
<td>1</td>
</tr>
<tr>
<td>Department of Economics and Business Placement</td>
<td>1</td>
</tr>
<tr>
<td>No title</td>
<td>4</td>
</tr>
</tbody>
</table>

Four of the business schools performing placement service for their graduates are unorganized, therefore have no official name.

The titles of the persons who handle the student placement work for the schools of business are listed in Table 21, with the number under each title.
### Table 21

**TITLES OF THE HEADS OF THE BUSINESS PLACEMENT SERVICES, AND THE NUMBER HOLDING EACH TITLE**

<table>
<thead>
<tr>
<th>Title</th>
<th>Number Holding Each Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>4</td>
</tr>
<tr>
<td>Placement Director</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>1</td>
</tr>
<tr>
<td>Head of the Department</td>
<td>1</td>
</tr>
<tr>
<td>Chairman of Commerce</td>
<td>1</td>
</tr>
<tr>
<td>Placement Secretary</td>
<td>1</td>
</tr>
<tr>
<td>No title</td>
<td>2</td>
</tr>
</tbody>
</table>

In Table 22, is given the ranks of the persons in charge of placement service for the schools of business.

### Table 22

**RANK OF PERSON IN CHARGE OF SCHOOL OF BUSINESS PLACEMENTS, AND THE NUMBER IN EACH RANK**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number in Each Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
</tr>
<tr>
<td>Placement Director</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>1</td>
</tr>
<tr>
<td>Placement Secretary</td>
<td>1</td>
</tr>
<tr>
<td>No rank given</td>
<td>1</td>
</tr>
</tbody>
</table>
From Tables 21 and 22, it is seen that the Dean of the School of Business is the head of the placement service organization in four schools. In four cases the person in charge of the placement office has the rank of an assistant professor.

The person to whom the placement officer is responsible is given in Table 23.

<table>
<thead>
<tr>
<th>Person</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of the School of Business</td>
<td>6</td>
</tr>
<tr>
<td>President of the institution</td>
<td>4</td>
</tr>
<tr>
<td>Not given</td>
<td>2</td>
</tr>
</tbody>
</table>

From Table 23, it is seen that the person in charge of placement service for the school of business graduates is directly responsible to either the dean of the school of business or to the president of the institution. Of the organized offices, four heads of placement service are responsible to the president of the institution, and four are responsible to the dean of the school of business. Of the unorganized set-ups, two are responsible to the dean of the school of business and two are not given.

Table 24 gives the highest degree held by the person in charge of placement service for graduates of the schools of
business, and the number holding each degree. It reveals that ten of the business placement service heads hold degrees higher than the bachelor's degree.

**TABLE 24**

<table>
<thead>
<tr>
<th>Degree Held</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>5</td>
</tr>
<tr>
<td>Master</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
</tr>
<tr>
<td>Not given</td>
<td>1</td>
</tr>
</tbody>
</table>

The duties of those in charge of business placement services, other than those duties connected with placement, are shown in Table 25.

**TABLE 25**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>3</td>
</tr>
<tr>
<td>No other duty</td>
<td>2</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>1</td>
</tr>
<tr>
<td>Head of Department</td>
<td>1</td>
</tr>
<tr>
<td>Head of Department of Economics</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent of business faculty</td>
<td>1</td>
</tr>
<tr>
<td>Not given</td>
<td>2</td>
</tr>
</tbody>
</table>
The three instructors and one with extra duty not given are of the unorganized placement group. The two, listed as having no other duty, are heads of well organized placement offices in the schools of business.

Physical set-up.--Two questions of the questionnaire are an attempt to find what type physical set-up the schools of business have for conferences between the employer and the applicant. Table 26 gives the number of offices having access to a private conference room, and the number of such rooms furnished in such a manner as to create an atmosphere of dignity conducive to constructive conferences.

**TABLE 26**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a private conference room available?</td>
<td>11 1</td>
</tr>
<tr>
<td>Is the room properly furnished?</td>
<td>8 4</td>
</tr>
</tbody>
</table>

From Table 26, it is seen that only one school of business placement office does not have access to a room for private conference, and four offices report the room is not properly equipped. All of the organized offices have a private conference room, but one reports the room not properly equipped.
Policies.—The questions and answers given in Table 27 are an attempt to learn from the school of business placement heads their opinions of the effect and value of placing graduates of the schools of business, who are following vocations in the field of business, through placement organizations maintained by the schools of business. The answers are expressions of opinions based upon experience.

**TABLE 27**

**OPINIONS OF EFFECT AND VALUE OF PLACEMENT IN THE BUSINESS FIELD THROUGH SCHOOL OF BUSINESS PLACEMENT ORGANIZATIONS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you prefer making placements directly through the School of Business?</td>
<td>12</td>
</tr>
<tr>
<td>2. Do you think that the close contact of the School with the employer introduces possible points for improvement and broadening of the curriculum?</td>
<td>10</td>
</tr>
<tr>
<td>3. Does this contact of the School with the employer provide a basis for guidance in suggesting special fields for students to pursue?</td>
<td>10</td>
</tr>
<tr>
<td>4. Do you feel that the institution is being judged as efficient or inefficient by employers depending upon the success or failure of employees secured therefrom?</td>
<td>12</td>
</tr>
</tbody>
</table>

From Table 27, it is seen that the heads of placement service for the schools of business definitely prefer making placement of their graduates into business fields rather than to allow these placements to go through their institutional placement organization. When we examine questions
two and three, we find the basis for their preference; namely, the close contact of the school with the employer introduces points for improvement and broadening of the business curriculum, and it provides a basis for guidance in suggesting special fields for students to pursue. The purpose of education is to offer the best training possible, and to guide the employee into the field in which he can render his maximum service to society. All of the heads of placement service for the schools of business feel that the institution is being judged as efficient or inefficient by employers depending upon the success or failure of employees secured therefrom.

Whether or not this is always a fair basis for judging the efficiency of an institution, it is often the employers' means of estimating the ability of that institution. Many times a failure could be avoided by having a thorough knowledge of the needs of industry, by more and better vocational guidance to the trainee, and more discretion in placement.

Practices.—To determine the effort of the school of business placement offices toward placing their graduates who desire positions in the business field, the questions included in Table 28 were asked.

From Table 28, it is seen that five school of business placement office heads acquaint themselves with the business field in an effort to locate vacancies for their graduates. It is found that these five are of the well organized business placement offices. They keep a card record file
of these contacts. The main points of information given on this card are the following:

- Firm name, address, phone
- Person to see
- Type of job, training or experience required, age
- Approximate salary
- Opportunities

On the back side of this card is a record of the persons sent, and of follow-up findings.

**TABLE 26**

**PRACTICES FOLLOWED BY BUSINESS PLACEMENT HEADS TOWARD PLACING THEIR GRADUATES**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you make a point of securing from employers information of openings for graduates?</td>
<td>Yes 5</td>
</tr>
<tr>
<td>2. Is a field agent employed to canvass for vacancies?</td>
<td>Yes 0</td>
</tr>
<tr>
<td>3. In your opinion, is a field agent justifiable?</td>
<td>Yes 2</td>
</tr>
<tr>
<td>4. Do employers come to the School of Business in search of employees?</td>
<td>Yes 12</td>
</tr>
</tbody>
</table>

The answers to questions two and three were qualified with the statement that at the present time they are receiving many more calls than they have graduates to fill such vacancies. The two stating that in their opinion a field agent is justifiable are of the well organized placement offices. The qualification given in answer to questions two and three is the answer to question four, do employers come to the school of business in search of employees? One
possible solution to the problem confronting business placement offices of not having sufficient graduates to fill calls received may lie in the establishment of intercollegiate organizations among the placement offices as suggested by Maverick. As seen in Tables 6 and 7 of this study, 57 percent of the ex-students and 70 percent of the enrolled students of North Texas State College School of Business Administration will not let distance from their homes determine acceptance of a desired position, although about 60 percent of them do prefer staying within the State of Texas.

When asked to give the approximate number of students registered in the school of business, the approximate number of calls received from employers, and the approximate number of students placed through their guidance service for the last two years, very few reported keeping a record of this. Nine schools, however, report a total school of business enrollment of 7,660 major students for 1946-1947. As stated before in this study, the number of calls received from employers is far in excess of the number of graduates available for placement. All students who applied for placement have been placed.

Table 29 is a list of the major types of employment in the business field for which employers call with the approximate monthly salary range as received by the business

---

placement office heads. The job classifications are arranged in the order of the per cent of offices reporting calls for that type of employment.

**Table 29**

**JOB CLASSIFICATIONS FOR WHICH EMPLOYERS CALL AND APPROXIMATE MONTHLY SALARY RANGE**

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Per Cent Receiving Call</th>
<th>Approximate Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>85</td>
<td>$150-250</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>60</td>
<td>200-250</td>
</tr>
<tr>
<td>Secretarial</td>
<td>51</td>
<td>175-200</td>
</tr>
<tr>
<td>Personnel</td>
<td>25</td>
<td>150-200</td>
</tr>
<tr>
<td>Credit</td>
<td>25</td>
<td>200-225</td>
</tr>
<tr>
<td>Insurance</td>
<td>18</td>
<td>175-225</td>
</tr>
<tr>
<td>Management</td>
<td>18</td>
<td>130-175</td>
</tr>
<tr>
<td>Stenography</td>
<td>18</td>
<td>140-190</td>
</tr>
<tr>
<td>Instructor</td>
<td>18</td>
<td>150-200</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>09</td>
<td>200-250</td>
</tr>
<tr>
<td>Civil Service</td>
<td>09</td>
<td>130-175</td>
</tr>
<tr>
<td>Clerical</td>
<td>09</td>
<td>175-200</td>
</tr>
<tr>
<td>Foreign Trade</td>
<td>09</td>
<td>175-225</td>
</tr>
<tr>
<td>Investments and finance</td>
<td>09</td>
<td>200-225</td>
</tr>
<tr>
<td>Junior executive</td>
<td>09</td>
<td>200-250</td>
</tr>
<tr>
<td>Law</td>
<td>09</td>
<td>150-200</td>
</tr>
<tr>
<td>Marketing</td>
<td>09</td>
<td>200-250</td>
</tr>
<tr>
<td>Purchasing</td>
<td>09</td>
<td>200-275</td>
</tr>
<tr>
<td>Retailing</td>
<td>09</td>
<td>200-250</td>
</tr>
<tr>
<td>Statistics</td>
<td>09</td>
<td>200-275</td>
</tr>
</tbody>
</table>

Administrative policies.---Table 30 is a list of the administrative policies followed in acquiring registrants, and services given them by the heads of business placement offices. It is seen that the placement offices operated by the schools of business follow the practice of voluntary
registration. Placement service is performed for seniors by all offices, but very little is performed for junior, sophomore, and freshman students. There are no graduate students.

### TABLE 30

REGISTRANTS ACCEPTED AND RECORDS KEPT FOR PLACEMENT BY BUSINESS PLACEMENT SERVICES

<table>
<thead>
<tr>
<th>Registration and Record Policies</th>
<th>Per Cent Using This Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students register for placement</td>
<td>100</td>
</tr>
</tbody>
</table>

**Rank(s) of students accepted as registrants:**

- a. Graduate: 93
- b. Senior: 100
- c. Junior: 9
- d. Sophomore: 9
- e. Freshman: 9
- f. Ex-student: 43

**A registration fee is charged:** 9

Follow-up service is performed: 25

**Records of information kept on registrants:**

- a. General enrollment record: 100
- b. Type employment desired: 70
- c. Scholarship and courses: 70
- d. Experience record: 70
- e. Personal data folder jackets: 51
- f. Extra-curricular activities: 17

in some of the institutions which possibly accounts for the fact that the service is not 100 per cent for them. Less than 50 per cent of the offices perform placement service for their ex-students at the present time.

Free registration is practiced in 91 per cent of the offices making reply to this statement.
From Table 30, it is seen that only 25 per cent of the offices perform follow-up services, but a number added that they are beginning this duty immediately.

Some of the offices reporting keep very little information other than the general enrollment record for the placement of their students. However, the forms used for these records were sent from only three of the offices, and the other offices listed in a brief way the general record forms. These forms sent are very complete and will be discussed in full in the second part of this chapter given to the discussion of a number of unique cases of placement service through the school of business.

Summary.—From the survey made of the performance of placement service through the schools of business of twenty colleges and universities of the Southwest, it is found that twelve school heads are deeply concerned in the placement of their graduates into the field of business. Eight of these schools have well organized placement offices headed by the dean of the school or by a placement director who as a rule performs other duties which bring him into close association with the students of the school. The offices are well equipped.

The heads of the business placement offices prefer making placements through their schools because of the opportunity it gives them to learn of the requirements set up by employers.
Very complete information files for the placement of their graduates into vocations of the business field are kept by the organized and by some of the unorganized business placement offices. They place all graduates desiring placement service through them, and receive many more calls from employers than they have graduates to place.

**Individual, Unique Cases of School of Business Placement Organizations**

This portion of the study is given to a discussion of the performance of placement service in three universities which cooperated in this survey. The first placement service office related is that of an unorganized type and the two following reports are of fully organized Business Placement Bureaus.

**Texas Christian University.**—The School of Business placement is done purely on an informal basis, and as reported from the institution's placement service office, in full cooperation with that office.

The Dean of the School of Business has charge of placement service and is responsible to the President of the University. Beside the duties of Dean and Placement Director, he is superintendent of the business faculty, and does some teaching.

Extensive information records on its graduates for placement purposes are kept by the office. These records include the following:
The usual personal data sheet
Personal data folders brought forward from the Freshman Guidance Program
Informal student-teacher relations

The School of Business maintains an Employment Bureau
which has been highly successful in providing part-time work
for students, and full-time employment with leading local and
national concerns for graduates.

Every effort is made to maintain close and free relations
with Fort Worth business interests. Frequent trips are made
to the leading industrial and commercial enterprises, and
Fort Worth Business leaders give frequent lectures in the
various classes.

The T. C. U. Chamber of Commerce is the official student-
body organization of the School of Business. Among the activ-
ities of the T. C. U. Chamber of Commerce are the following:
cooperation with the Employment Bureau in obtaining part-time
work for students enrolled in the School of Business and full-
time employment for graduates, supervision of all social ac-
tivities of the School of Business, maintaining and extending
contacts with Fort Worth business men and business organiza-
tions, and participation in all activities contributing to
the improvement of T. C. U.

*Louisiana State University.*—The College of Education
maintains a Teacher Placement Bureau, to assist in placing
teachers, with which any certified teachers are invited to
register. Teachers in the field of Vocational Education,
including Home Economics, Agriculture, and Industrial Arts, are placed through the College of Agriculture.

The College of Commerce performs placement service through the office of the Dean of the College who is responsible to the President of the University.

Records kept by the office for placement information are very complete and compact. The filling out of a personal record blank is a part of the registration of all students in the College of Commerce. Each student at the beginning of his senior year must complete his personal record blank and attach his photograph to it. These records include the following information:

Personal data record jacket (information on outside of folder)
Personal history
   Name, age, sex, address
   Enrolled in College of, class, religious preference
   Father's history, occupation
   Mother's history, occupation
   Number of brothers, number of sisters

High school history
   Graduate of, location, date of graduation
   Subjects liked most in high school, liked least
   Type of course taken in high school
   Size of graduating class, rank in class, honors held
   High school activities

Vocational history
   List in order of preference three occupations or professions you would like to enter
   In what work have you had experience?
   Do you expect to earn your way in college?
   If already employed where?

What language or languages are spoken in your home?
Other colleges attended, dates, degrees, reason for leaving
Health, height, weight, sight, hearing
Inside the jacket folder are three other record forms with the following information:

**Scholastic record card**
- Entrance units
- College credits

**Employment card**
- Name, curriculum
- Type of work in which you are interested (list three)
- Experience
- Grading
- Position after graduation
- Married?
- Activities

**Personal history supplement for veterans**
- Personal information
- What did you do before entering the service?
- Rank when you entered, rank when discharged
- Branch of service, months in U.S., months overseas
- Time in combat duty, theater(s)
- Major disability, minor disability, hospitalized
- Prisoner of war, country
- Type of work done in service
- Service schools attended and time in each
- Military honors
- What are you planning after graduation?

**Texas University.**—The University maintains a Teacher’s Appointment Committee to assist students and graduates who desire to secure school positions.

The College of Business Administration Placement Service is headed by a Placement Secretary who is responsible to the Dean of the College, and who has no other duty. They have a well equipped office for the performance of placement service. The service is free to all ranks of students who wish to register either for part-time employment while in school or for permanent employment upon graduation.
The College of Business Administration Placement Service keeps a record of all employer calls for employees on a card giving the following information:

Job card
- Employer, address
- Position, duties
- Specifications
  - Essential
  - Desirable
- Opportunities
- Approximate salary
- Received from, report to, how and when
- Recommendations sent, follow-up

There are also records of application for part- and full-time employment which give the following information:

Application for part- and full-time employment
- Name, address, degree held or expected
- Job preference
  - Field of specialization
  - Major interests
- Personal and family data
- Date and place of birth
  - Age, height, weight, physical handicap
  - Marital status, number of dependents, health
  - Religious preference, hobbies, sports
  - Father’s ancestry, Mother’s ancestry
- Military experience
- Period of service
- Duties
- Previous business experience
  - Employer, type of business, position, salary, date

A general information sheet is filled out by the student when he makes application for placement through the College of Business Administration Placement Service Office which calls for the following information:

University of Texas information
- Name, dates attended, approximate scholastic average
- Professional organizations, other activities and clubs
- Proportion of college expenses earned
Previous education
High school, city and state, date, graduation
High school honors and activities
College, city and state, date, degree taken
College honors and activities

Supplementary information
Foreign language you read, speak, write
Typing speed, dictation speed
Other business machines operated
Minimum salary expected

References
Faculty of the College of Business Administration
Business or professional men

Military experience
Period of service, duties

Record of courses and grades in the University of Texas
(not to be filled in by the student)

Record of interviews and companies to whom data sheet
is sent (not to be filled in by the student)

Any additional information you wish to give

Degree expected
Course of study
Job preference
Business experience

Under job preference is a list of twenty major fields
with their minor divisions in which the School of Business
Administration offers training from which the student is to
indicate two, three, or four jobs in order of his preference.

From the foregoing information the College of Business
Administration Placement Service compiles on one sheet a
very compact form of these records and data supplied by the
student concerned.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings and Conclusions

From surveys of students of the School of Business Administration. -- In comparing the courses taken by students of the School of Business Administration of North Texas State College with the job classifications called for by employers as recorded by placement offices conducted by both the institutional and the school of business placement offices included in this survey, it is found that the students are studying the different courses covering those fields but not in ratio with the per cent of calls received from that particular field. There is a much closer correlation between the jobs held and hoped for and the job classifications called for through these placement organizations.

Due to the great demand for college graduates by industry at the present time, a very small per cent of the graduates of North Texas State College School of Business Administration are registering for placement service through any type of placement organization, although about one half as many as those who register with the institutional Placement Service Office, register with the Dean of the School of
Business Administration for placement into the business field. A little better than 50 per cent of them feel that the Placement Service Office can place them to as great an advantage as can the service operated through their major field. Seventy-four per cent of the last graduating class have secured employment in business positions, and 77 per cent of those now enrolled express the choice of a vocation in the business field.

Students are divided upon the question as to whether experience should have preference over inexperience, although both the institutional and the school of business placement offices report the use of experience records as a part of the information kept for placement of their registrants. From related studies, it is found that business employers put a great deal of stress upon experience. Business students very definitely prefer being notified of openings with an opportunity to decide whether or not to apply.

Business students are in favor of the placement office keeping a follow-up record of those placed for the purpose of making adjustments and advancements. Placement offices are realizing the values gained through the performance of follow-up of their alumni and are beginning to include this service in their realm of duties.

The students feel that the placement office should employ a field agent to canvass for vacancies, and are willing to pay a small fee as a means of financing better and more
complete placement service. Only a very few placement organ-
izations employ a field agent at the present time since the
request for employees is so much greater than their regis-
trants for placement.

About 60 per cent of the students will not let distance
from home determine acceptance or rejection of the job they
desire, but 62 per cent express a desire to remain within
the State of Texas for employment. This gives the placement
offices the possibility of placing over the State of Texas,
and opens to them the new proposal of intercollegiate place-
ment activity for the State.

Fifty-seven per cent of the students would let the
knowledge of the field in which the greatest number of va-
cancies are occurring and salaries offered at present influ-
ence them in their selection of a vocation if they were
beginning their college work anew.

Less than 50 per cent of the business students take an
active part in extra-curricular activities, although busi-
ness employers place a great deal of stress upon the value
of participation in these activities by the students for the
development of leadership ability.

From surveys of institutional placement offices and the
school of business placement services.—Among the twenty
colleges and universities contacted in this survey and listed
in Table 9, there are found all three types of placement
organizations: the highly centralized, the decentralized, and those having degrees of centralization.

Of the five state universities included in this survey, three of their organizations for placement are found to be decentralized and two are highly centralized. Louisiana State University, the University of Arkansas, and the University of Texas have well organized teacher placement offices and equally as well organized placement offices conducted through their Business Placement Bureau, Business Placement Committee, and College of Business Administration Placement Service respectively. Both the University of New Mexico and the University of Oklahoma have only recently organized highly centralized institutional offices which will serve as a central record and referral agency for all departments and all colleges within the Universities.

When comparing the Agricultural and Mechanical Colleges of Oklahoma and Texas which were included in this survey, it is found that they have well organized institutional placement offices which act for all departments and schools within their colleges, although the Oklahoma Agricultural and Mechanical College's School of Commerce reports making placements in full cooperation with the Committee on Placements of the institutional office.

In a comparison of the types of placement service organizations for the graduates of the schools of business by states included in this survey, it is found that the
University of Arkansas has the Teacher Placement Bureau and the well organized Business Placement Committee operated through the Dean of the College of Business. The University of New Mexico has a highly centralized institutional placement organization for all graduates of the University.

The predominant policy for placing the school of business graduates in the three colleges and universities, from the State of Oklahoma which were included in this survey, is through the schools of business. As stated before the University of Oklahoma and Oklahoma Agricultural and Mechanical College have well organized institutional placement offices serving all schools of their institutions, although both offices report the performance of some placement service through their School of Business and School of Commerce respectively. The University of Tulsa reports that the College of Business Administration follows the practice of placing its own graduates.

Again, it is found that the predominant policy for placing the school of business graduates in the four colleges and universities of the State of Louisiana, which were included in this survey, is through the schools of business. Louisiana State University operates a Teacher Placement Bureau through the College of Education and the College of Commerce places its own graduates. Southwestern Louisiana Institute reports an institutional Placement Bureau but that the Department of Economics and Business Administration performs placement
service for its graduates. Both Tulane University and Loyola University report well organized Placement Bureaus in their College of Commerce and Department of Commerce respectively. Tulane College of Commerce Placement Bureau is the only placement organization on the University campus.

From the eleven colleges and universities included in this survey in the State of Texas, came the reports of a variety of types of organizations for placement service. East Texas State Teachers College and Hardin-Simmons University have the Teacher Placement Bureau and Teacher Placement Committee respectively, each of which acts as the institutional placement office. Baylor University has an institutional Placement Bureau for the specific purpose of placing teachers but in recent years it has given some attention to placing graduates of Baylor in business positions. The Dean of the School of Business assists in the placing of these students. Texas Christian University reports an institutional Placement Bureau with extensive informal placement through the School of Business by its Employment Bureau and T. C. U. Chamber of Commerce which are organizations of the School of Business students. Southwestern University, Houston University, and North Texas State College maintain highly organized institutional placement offices, the Committee on Placement, Placement Bureau, and Placement Service respectively which operate for the placing of students from all colleges, schools, and departments within the institutions. The Department of
Business Administration of Southwestern University and the School of Business Administration of North Texas State College report the performance of extensive informal placement of their students into the business field. Southern Methodist University and Texas Technological College report the very recent organization of central institutional placement services, the Employment and Placement Service and the Placement Bureau respectively, to make placements for all colleges and schools within their Institutions. Texas Agricultural and Mechanical College maintains an Office of Placement and Personnel Relations which serves as the central institutional placement office on the campus. The University of Texas maintains a Teacher's Appointment Committee for the placing of teachers, and a well organized Placement Service Office through the College of Business Administration for the placement of its graduates. It operates under a Placement Secretary who is responsible to the Faculty Committee and the Dean of the College of Business Administration.

From the foregoing, it is concluded that there are no fixed rules for the type of organization best suited to the institution for the placement service performed for graduates of the schools of business who are entering vocations of the business field. The manner in which this problem is handled in different institutions will depend upon many factors, some of which follow:
1. The size of the institution.

2. Its philosophy in relation to its responsibility to graduates and to society in general.

3. The type of training offered by the institution.

4. The general administrative policies and practices that may exist in an institution.

In spite of the fact that many of the colleges and universities included in this survey maintain highly centralized institutional placement offices, the deans of the schools of business are receiving more calls from employers than they have graduates to fill the positions. It is found that these institutional placement heads and deans of the schools of business realize the importance of making provision for the placement of business graduates into the field of business. If they do not already have an institutional placement office or a placement service organization within the school of business, such organizations are being established and record forms are being drawn up with full information for the proper performance of placement service to the business graduate who desires a vocation in the field of business.

Recommendations for a Placement Organization for the School of Business Administration of North Texas State College

North Texas State College already maintains a very widely known and highly centralized institutional Placement Service office which performs placement service for all departments
and schools of the college. This service was originally organized mainly for the placement of teachers, but today it makes placements into any other vocation from which calls are received and for which it has the proper applicant.

Nevertheless, there are many calls coming into the School of Business Administration office from employers for business employees. At the same time an increasing number of the business graduates are asking assistance in securing employment in the business field from the School of Business Administration.

Since the placement service performed through the School of Business Administration of North Texas State College is not on an organized basis, it has no official name and no title for the person who is in charge of placements, but he does rank as an assistant professor. The director in charge of placements is responsible to the Dean of the School of Business Administration. He holds the degree of Master of Arts. At the present time a student secretary from the School of Business Administration is sufficient as an assistant to the person in charge of making business placements.

It is recommended that the School of Business Administration of North Texas State College adopt the use of a filing system similar to that being used by Louisiana State University. On the date of enrollment as a business major, the following information should be acquired and placed on the face of a manila folder known as a jacket:
1. Personal history
   Name, age, sex
   Address
   Enrolled in college of, class
   Date of birth, Place of birth, reared (city, town, or farm)
   Father's name, birthplace, occupation, position
   Mother's name, birthplace, occupation before marriage

2. High school history
   Graduate of, location, date of graduation
   Subjects liked most, liked least
   Type of course taken
   Honors received
   Activities

3. Vocational history
   List in order of preference three occupations or professions you would like to enter
   In what work have you had experience?

4. What language or languages are spoken in your home?

5. Other colleges attended, dates, degrees

6. Health, height, weight, sight, hearing

As the student progresses into his advanced years of college work, additional information should be collected until at graduation the following data sheet should be completed, and along with a photograph, placed in the jacket file:

1. Personal and family data
   Name, age, height, weight, physical handicaps
   Marital status, dependents, health
   Religious preference, hobbies or sports
   Father's ancestry, mother's ancestry

2. Military experience
   Branch of service
   Date of entry and rank, date of release and rank
   Principal duties and months each performed
   Months overseas, countries
   Awards and decorations
3. Education
   College major, minor
   College courses and grades
   Membership in professional or civic organizations
   Extra curricular activities and honors

4. Supplementary information
   Foreign language you read, speak, write
   Typing speed, dictation speed,
   Other business machines operated

5. Previous business experience
   Type of work, firm name, location, dates, salary

6. References
   Name, address, title

7. Occupational preferences (in order of preference)
   Locality preferred, will you consider other localities?
   Will you travel? Consider foreign assignments?
   Minimum salary you will consider, do you have a car?
   Employer preferred (size and type of firm)
   Available for employment (date)

8. Candidate referred to
   Date, firm or institution, location, results

9. Office interviews
   Date, comments

It is also recommended that the School of Business Administration adopt the use of a rating scale similar to those used by Texas Agricultural and Mechanical College and the University of New Mexico by which instructors of the student rate him as superior, excellent, good, average, fair, deficient, and failure on the following qualities:

1. Character
   Moral stability and influence, habits, reliability, discretion

2. Vitality
   Health, energy, industry, general physical condition, ability to be on duty every day
3. Appearance  
   Carriage, neatness, general good looks, dress, appropriateness, good taste

4. Personality  
   Poise, resourcefulness, mental alertness, tact, sense of humor, likability, enthusiasm, self-control

5. Scholarship  
   Breadth of interest, mastery of subjects studied, thoroughness, use of English, culture

6. Native Ability  
   General intelligence, judgment, leadership, voice, accuracy, adaptability

7. Initiative and Originality

8. Loyalty  
   Cooperation, dependability

9. Industry and Efficiency

10. Promise  
    Probable success

It is recommended that the School of Business adopt the use of an 8" x 5" card for recording calls received from employers with the following information:

Firm, address  
Employing officer, date of call, date filled  
Type of Job  
Educational requirement, essential, desirable  
Experience required  
Salary range  
Opportunities  
Personal qualifications  
Duties  
Special conditions

and on the back side of the card, the following information:

Recommendations sent  
   Name, address, classification, date, report

Follow-up  
   Date, kind, final report
It is further recommended that the School of Business Administration act in full cooperation with the institutional Placement Office at all times in making placements.

Suggestions for Further Study

1. It is suggested that a survey be made of local vocational opportunities for business graduates for the establishment and ownership of business enterprises, as well as for employment.

2. A survey should be made in follow-up of vocationally placed registrants to determine whether the institutional placement service or the school of business placement service proves more successful in placing graduates of the schools of business in the business field.

3. A survey should be made to determine the extent, advisability, and value of the School of business inter-collegiate placement service.

4. A study of the school of business student-body organizations as a possible placement service organization for the school's graduates.
APPENDIX

Route 1, Box 235
Denton, Texas
July 10, 1947

Dean of the School of Business:

Miss Elia Barthold, one of our graduate students, is making a study of placement services performed by the Schools of Business of twenty colleges and universities in the Southwest. As a field for investigation, Miss Barthold feels that the primary question is whether the proper attention is being given to placing technical students in the field of business.

I think it will be of value to know what placement service a representative number of the large institutions are giving, and I hope you will find time to provide the requested information.

Sincerely yours,

O. J. Curry, Dean
School of Business
Administration

OJC:EB
QUESTIONNAIRE TO THE DEANS OF SCHOOLS OF BUSINESS

1. Do you in the School of Business directly assist graduates in securing employment? (Yes__, No__)  
   (If the answer to the above is yes, please answer the following questions. If no, please return the questionnaire to me without completing.)

2. What is the name of your placement organization?

3. What is the title of the person who handles the student placement work?

4. What is his rank?

5. To whom is he responsible?

6. What is the highest degree held by him?

7. Does this individual have any other duty? (Yes__, No__)  
   What?

8. Do you have access to a room for private conference between employer and registrant? (Yes__, No__)  
   If so, is this room furnished in such a manner as to create an atmosphere of dignity which is conducive to constructive conference between employer and registrant? (Yes__, No__)  

9. Do you prefer making placements directly from the School of Business rather than allowing the institutional placement office to make all assignments? (Yes__, No__)  

10. Do you think that the close contact of the School with the employer introduces possible points for improvement and broadening of the curriculum? (Yes__, No__)  

11. Does this contact of the School with the employer provide a basis for guidance in suggesting special fields for students to pursue? (Yes__, No__)  

12. Do you feel that the institution is being judged as efficient or inefficient by employers depending upon the success or failure of employees secured therewith? (Yes__, No__)
13. Does the School of Business make a point of securing from employers information of openings for prospective graduates?  (Yes__, No__) (Please send any blanks used in this effort.)

14. Is a field agent employed to canvass for vacancies?  (Yes__, No__)  
   In your opinion, is a field agent justifiable?  (Yes__, No__)  

15. Do employers come to the School of Business in search of employees?  (Yes__, No__) (Please send any blanks used in keeping a record of these calls.)

16. List, in order of importance, the principal types of employment for which employers call. Indicate the approximate salary range.  
   (Job Classification)  
   (Salary)  
   a. __________________________________________ $________  
   b. __________________________________________ $________  
   c. __________________________________________ $________  
   d. __________________________________________ $________  
   e. __________________________________________ $________  

17. Give approximate number of students registered in the School of Business, the approximate number of calls received from employers, and the approximate number of students placed through your guidance service for the last two years:  
   School of Business Enrollment (Majors) 1945-46 1946-47  
   Calls Received from Employers  
   Students Placed  

18. Do students apply for placement through your School?  (Yes__, No__)  
   Is a charge made?  (Yes__, No__)  How much?  $________  

Underline the rank(s) of students you accept as registrants for placement: Graduate, Senior, Junior, Sophomore, Freshman, and Ex-Student.
19. Does the placement office keep a follow-up record of those placed for the purpose of securing promotions for the worthy, successful employee? (Yes__, No__) 

20. What information for placement does the School of Business keep of its registrants?

__________________________________________

__________________________________________

__________________________________________

(Please send any blanks used for this information.)
The Institutional Placement Office

Dear Director:

Miss Ella Barthold, one of our graduate students, is making a study of placement services performed by twenty colleges and universities of the Southwest for graduates of the Schools of Business who are not going into the teaching profession.

I think it will be of value to know the extent of and manner in which this type of service is being given by the central placement office of a representative number of the large institutions, and I hope you will find time to provide the requested information.

Sincerely yours,

O. J. Curry, Dean
School of Business Administration

OJC:EB
QUESTIONNAIRE TO THE INSTITUTIONAL PLACEMENT OFFICE

1. What is the name of your placement organization?

2. What is the title of the person who handles the student placement work?

3. To whom is the placement officer responsible?

4. What is the highest degree held by him?

5. Does he have any other duties? (Yes__, No__) What?

6. Is this office the only placement service rendered in your institution? (Yes__, No__) Is it

7. Do you have access to a room for private conference between employer and registrant? (Yes__, No__) If so, is this room furnished in such a manner as to create an atmosphere of dignity which is conducive to constructive conference between employer and registrant? (Yes__, No__) If not, please state what is lacking.

8. Is a field agent employed to canvass for vacancies? (Yes__, No__) In your opinion, is a field agent justifiable? (Yes__, No__)

9. Do representatives of business concerns come to your office in search of employees? (Yes__, No__) (Please send any blanks used in this effort.)

10. Does the office make a point of securing from employers information of openings for graduates of the school of business? (Yes__, No__) (Please send any blanks used in this effort.)

11. Do you consult personally with an executive (Dean, Director, Chairman, or Head) of the school of business before placing a registrant from that field? (Yes__, No__)
12. Do you think that executive would be better qualified to aid in making placements if he had received the employer's call? (Yes____, No____)

13. List, in order of frequency of calls received, five major types of employment in the business field for which employers call: Indicate approximate monthly salary.

a. ____________________________________________$____

b. ________________________________________________

c. ________________________________________________

d. ________________________________________________

e. ________________________________________________

14. Do students register for placement? (Yes____, No____)

Is a charge made? (Yes____, No____) How much? $____

15. Underline the rank(s) of students you accept as registrants for placement: Graduate, Senior, Junior, Sophomore, Freshman, Ex-Student.

16. Does the office keep a follow-up record of those placed for the purpose of securing promotions for the worthy, successful employee? (Yes____, No____)

17. What information for placement do you keep of the registrant? (Please send any blanks used for this.)

18. Do you feel that the institution is being judged as efficient or inefficient by employers depending upon the success or failure of employees secured therefrom? (Yes____, No____)
Dear Business Graduate of N. T. S. C.:

As a graduate student, I am making a survey study of placement service to determine the extent and manner of that service as performed for the School of Business graduates.

Will you kindly fill out the enclosed blank on how you secured your job and indicate points wherein you think placement service could be improved.

This information will be used impersonally. Your cooperation in making the survey accurate, and your courtesy in supplying the information called for will be deeply appreciated.

Sincerely yours,

Ella Barthold
1. What was your major? _______________________________________

Minor? __________  Second minor? __________

2. Are you employed?  (Yes___, No___)

3. What is the title of your occupation? __________________________

4. Through which of the following sources did you acquire the position? (Check in the parentheses and give amount of charge if one was made.)

   a. Institutional Placement Office  (  ) $________

   b. Public Placement Bureau  (  ) _______

   c. Dean of the School of Business  (  ) _______

   d. Employer's Call for You  (  ) _______

   e. Registered with Business Firm  (  ) _______

   f. Newspaper Advertisement  (  ) _______

   g. A Friend or Relative  (  ) _______

   h. Other Means  (  ) _______

Was a charge made in any of the cases after a position was provided? (Yes___, No___) Amount? $_______

5. Do you think placement offices should recommend registrants who have had employment experience ahead of those who have not? (Yes___, No___)

6. Should the placement office in which you have registered notify you of openings and let you decide whether or not to apply? (Yes___, No___)

7. Should they keep a follow-up record of those placed for the purpose of securing promotions for the worthy, successful employee? (Yes___, No___)

8. Do you think letters of reference from past employers and instructors should be requested by placement offices? (Yes___, No___)
9. Would you be willing to pay a small fee for services rendered by placement offices as a means of financing better service to graduating seniors and alumni? (Yes__, No__)  

10. Should the placement office employ a field agent to canvass for vacancies? (Yes__, No__)  

11. Do you think the college should offer a training course in the art of meeting employers in personal interviews? (Yes__, No__)  

12. If you entered employment other than teaching, do you feel that an executive and the instructors of your major department could have placed you to a greater advantage than could the college's central placement office? (Yes__, No__)  

13. Did distance from home determine acceptance or rejection of a job if that was the type job you desired? (Yes__, No__)  

Underscore once your preference and twice your limit of distances from home you would accept a job:  

Not over 50 miles, 100 miles, 250 miles, anywhere in Texas, in the United States, and in the world.  

14. If you were beginning your college work, would the knowledge of the field in which the greatest number of vacancies are occurring at present and salaries offered, influence you in the selection of a vocation? (Yes__, No__)  

15. Did you participate in any extra-curricular activities while in college? (Yes__, No__)
The purpose of this questionnaire is to learn just what you expect from a placement office when you are seeking employment through its aid. Your cooperation will be deeply appreciated.

1. What is your major? ____________________________

Minor? ___________________ Second minor? ____________

2. What type job do you hope to merit? ________________

3. Have you registered with any of the following services for placement? (Check in the parentheses and give amount of charge if one was made.)

a. College Placement Office ( ) $____

b. Public Placement Bureau ( ) ______

c. Dean of the School of Business ( ) ______

d. Business Firms ( ) ______

Will a charge be made in any of the above cases after a position is provided? (Yes____, No____) If so, how much? $____

4. Do you think placement offices should recommend registrants who have had employment experience ahead of those who have not? (Yes____, No____)

5. Should the placement office in which you have registered notify you of openings and let you decide whether or not to apply? (Yes____, No____)

6. Should they keep a follow-up record of those placed for the purpose of securing promotions for the worthy, successful employee? (Yes____, No____)

7. Do you think letters of reference from past employers and instructors should be requested by placement offices? (Yes____, No____)

8. Would you be willing to pay a small fee for services rendered by placement offices as a means of financing better service to graduating seniors and alumni? (Yes____, No____)
9. Should the placement office employ a field agent to canvass for vacancies? (Yes__, No__) 

10. Do you think the college should offer a training course in the art of meeting employers in personal interview? (Yes__, No__) 

11. If you are planning to enter employment other than teaching do you feel that the central placement office can place you as efficiently as could an office conducted by your major department? (Yes__, No__) 

12. Will distance from home determine acceptance or rejection of a job if it is the type of job you desire? (Yes__, No__) 

Underline once your preference and twice your limit of distances from home you would accept a job: 

Not over 50 miles, 100 miles, 250 miles, anywhere in Texas, in the United States, and in the world. 

13. If you were beginning your college work, would the knowledge of the field in which the greatest number of vacancies are occurring at present and salaries offered, influence you in the selection of a vocation? (Yes__, No__) 

14. Have you participated in any extra-curricular activities while in college? (Yes__, No__)
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