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Placement Service Needs of Howard's Four Year Graduates

Annie Smith

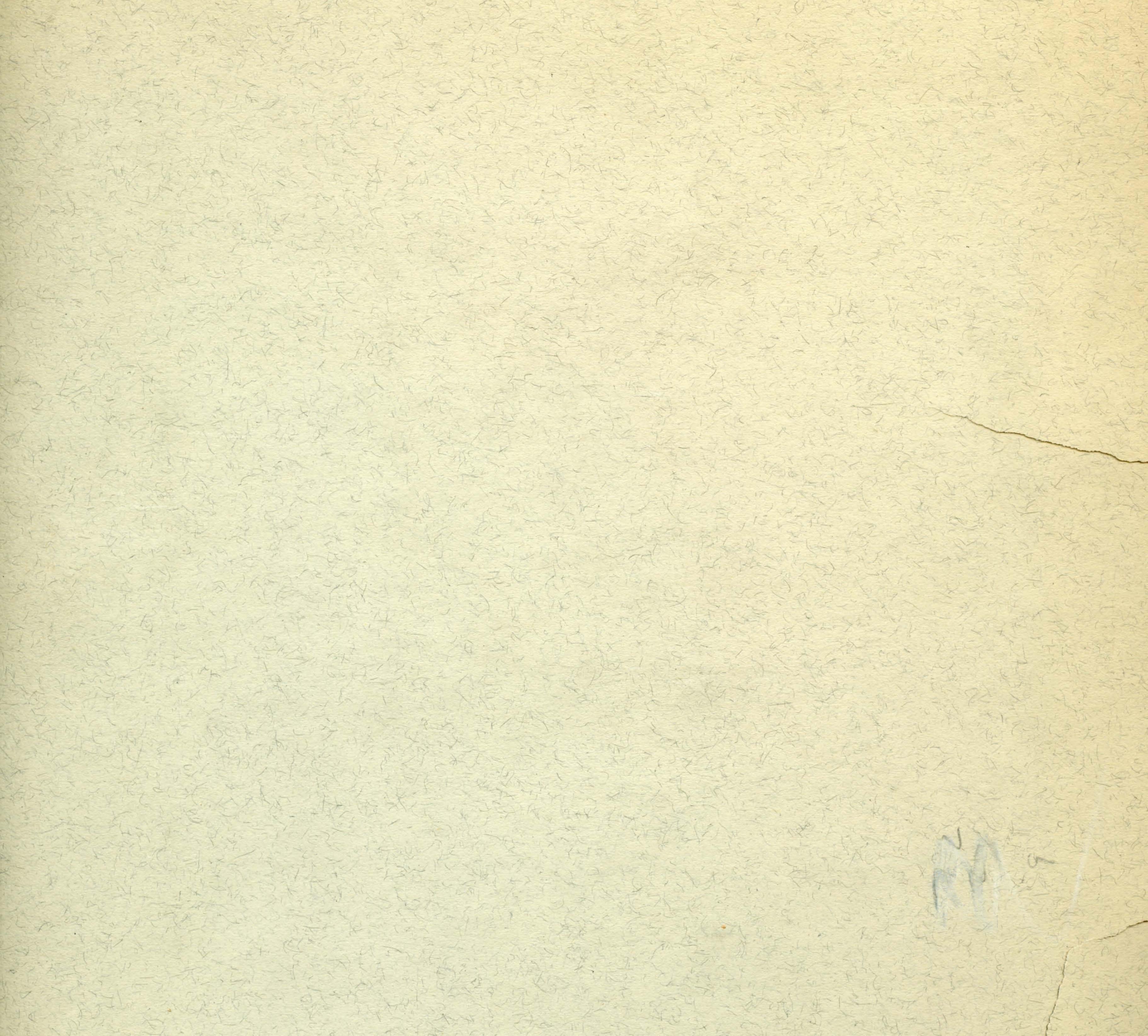
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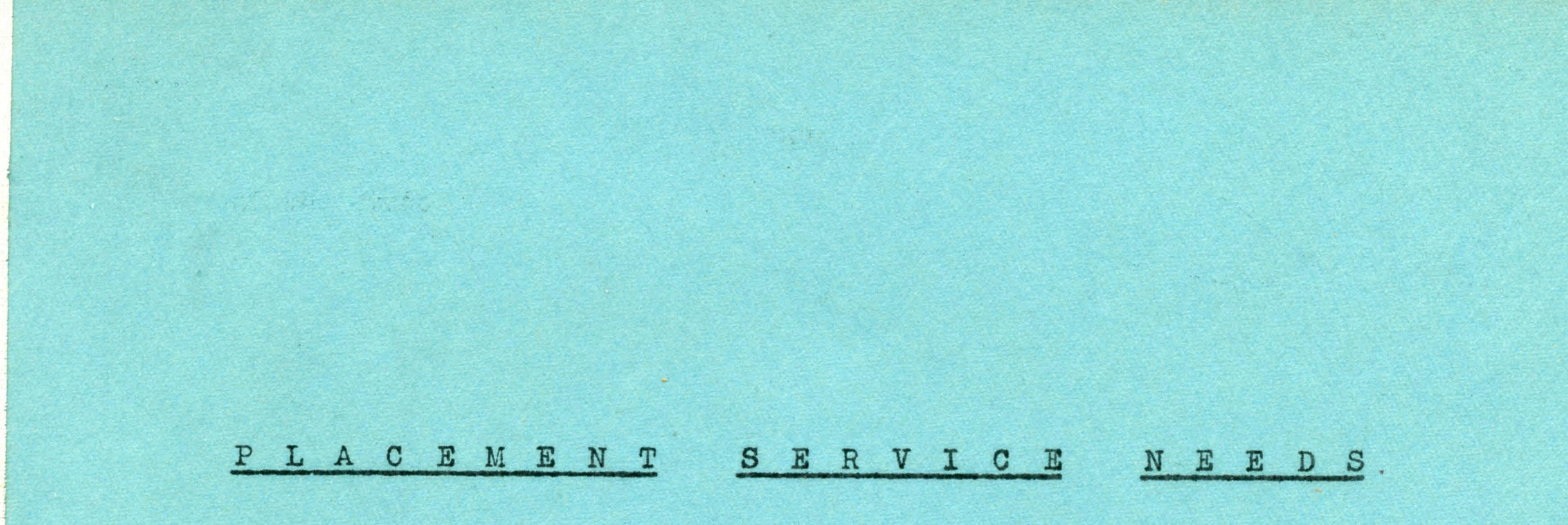
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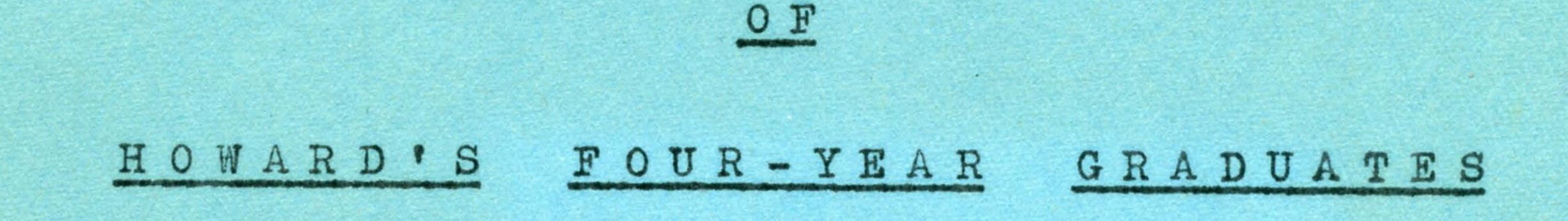
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1378HM Howard Univ. Commerce Club. Howard 183p Marketing Club. Placement service needs of Howard's Four-year graduates.







A CAMPUS SURVEY by the HOWARD MARKETING CIUB Affiliate of the Commerce Club

Conducted by ANNIE L. SMITH, Club Secretary

Assisted by JOHN R. PRICE, President

and

H. NAYLOR FITZHUGH, Adviser

June, 1951

Department of Business Administration

Howard University

PREFACE

In May, 1951, members of the Howard Marketing Club, of the Depart-

ment of Business Administration, undertook a survey of student, faculty and administrative opinions regarding the need for **expanded placement** facilities at the University. Emphasis was on the placement needs of the four-year graduates -- from the Liberal Arts College and the undergraduate professional schools. The survey sought some reliable answers to the following questions:

1. What proportion of the 1951 four-year graduates would be seeking regular employment following graduation?

2. Should the University assume direct responsibility for

- providing placement facilities for such graduates?
- 3. What are the present facilities for placement service at the School? Are they considered adequate?
- 4. What are the major recognized needs for the improvement of Howard's placement services?

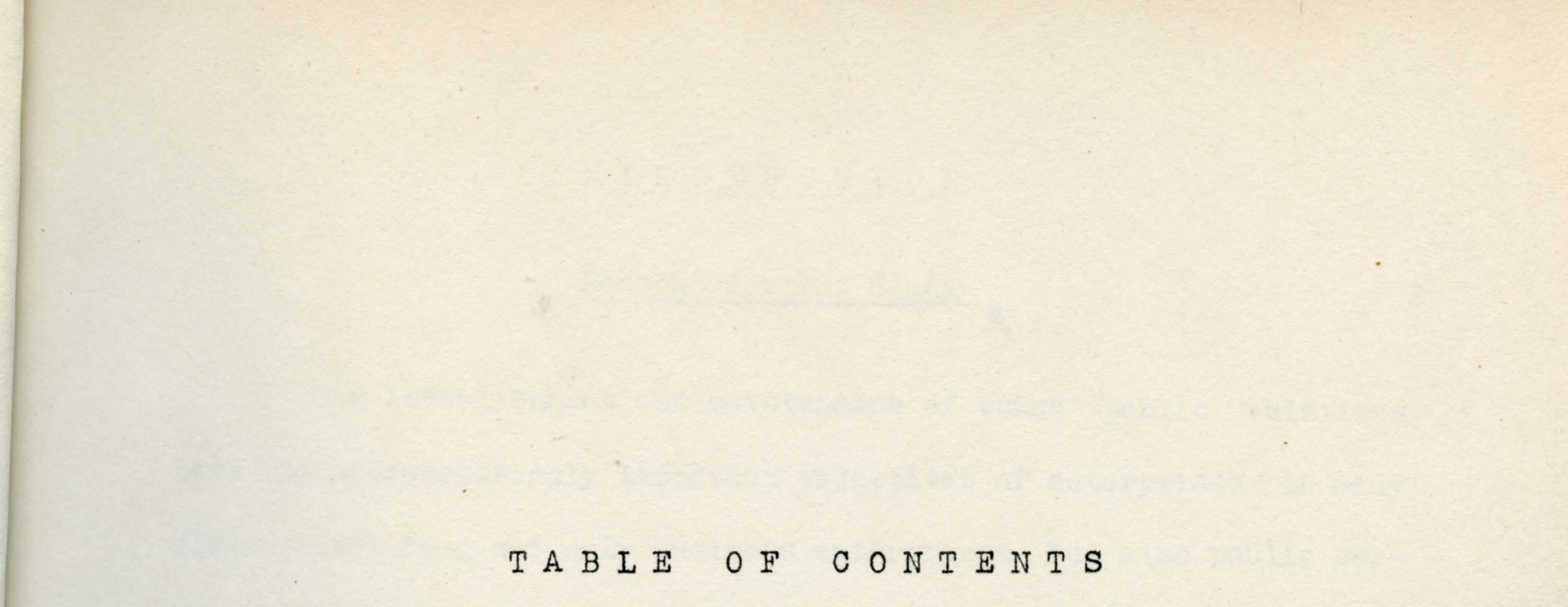
Three segments of the University community were surveyed: 218 grad-

uating seniors, twenty-four faculty representatives, and nine adminis-

trative officers. Some general facts were also assembled about place-

ment facilities at fifteen other schools, from secondary sources.

The members of the Marketing Club are grateful to the members of the University community who furnished information and suggestions for the survey. Special thanks are due Dr. Paul F. Lawrence, Assistant Counselor, College of Liberal Arts; Dr. Armour J. Blackburn, Dean of Students; and Dr. Herman R. Branson, Professor of Physics.



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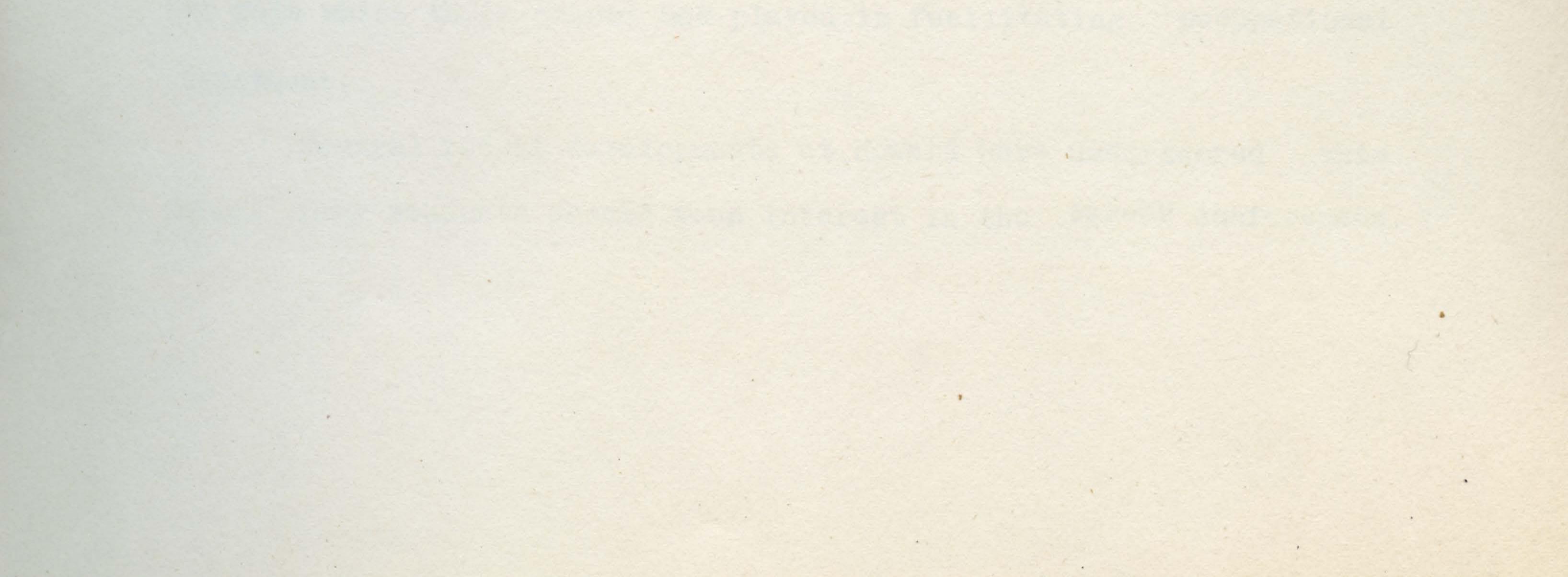
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INTRODUCTION

Reasons for the Study

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The establishment and maintenance of sound public relations have become increasingly important objectives of enterprises in many fields, including not only business enterprises, but also public service institutions such as universities. It is a fundamental principle that public relations are best established and maintained when the enterprise in question is doing an acceptable job in the judgment of the public or publics which it serves. Each year Howard sends into the world a number of graduates at the Bachelor's level, from the College of Liberal Arts and from

the undergraduate professional schools. As a result of choice or of necessity, many of these graduates immediately seek relatively perma-

nent employment. The employment problems which confront these holders of bachelor's degrees can often prove quite trying. These college graduates would like to be removed from job competition with high school graduates, on the one hand, and from competition with the products of graduate school programs, on the other. It seems reasonable to expect that these graduates, confronted with both the necessity and the difficulties of finding suitable employment, will be inclined to praise or to blame their Alma Mater, to some extent, according to

the role which their school has played in facilitating occupational adjustment.

Several recent developments at Howard have underscored this point. Many students showed keen interest in the career conferences

held here during the Spring of 1950 in connection with the National Urban League. Students manifested considerable interest in the possibilities of an even better conference in 1951, and when it became apparent that such a conference would not be held, some of these students expressed a strong desire to see student opinion formulated and expressed concerning the vocational guidance and assist-

. .

ance which many students feel the University should furnish. These same attitudes were expressed at a later date when Howard's student recruitment program went into high gear. There appeared to be a considerable amount of student feeling that the University would have another strong selling point if it could truthfully state that, along with the other facilities described in the informational literature, Howard also operates a vigorous vocational guidance program for those of its four-year graduates who plan to seek employment upon gradua-

tion.

The following excerpt from a HILLTOP editorial represents another case in point:

When Howard University closes its doors this year for summer vacation, approximately 4,000 HU students will be in the market for jobs. Any kind of jobs. Many Howard U students will not be able to take jobs in their chosen professions. . It won't be that way at many colleges in the U. S. this summer. Many college students elsewhere will be offered jobs to fit their chosen professions during summer vacation. . .

The nearest Howard U. has ever come to this plan is the annual conference held at Howard University every May sponsored by the Urban League when business and industrial representatives of large corporations visit the campus to select a few engineering and architectural students to work during the summer.

The following excerpt appeared in the February 28, 1950, issue

of the Evening Star Newspaper:

Howard University's first full-fledged career conference was under way today, aimed at putting more Nogro graduates into jobs for which they've been trained.

.

Theme of the pace-setting conference is "The Future is Your's -- Plan and Prepare." Top officials of nearly a dozen different industries were on hand to tell the students exactly what kind of preparation they must make.

We've found no organized job placement service in ony Negro school," commented Julius A. Thomas, Director of Industrial Relations for the League. The conference, part of a three-year project by the organization, is aimed at setting a pattern for 15 or 20 other Negro institutions throughout the country.

Dr. William Stuart Nelson, Dean of the University, said Howard, in the part, has relied on individual departments and doans to place students, or on the institution's counseling service.

"We're on the threshold of the third step -- a real placement service," he said.

Speakers yesterday and last night included Dwight R. G. Palmer, President of the General Cable Corp. . The number of industries employing Negroes is "growing every day," declared Mr. Palmer. The fact that so many representatives of various industries were participating in the conference should serve to "encourge" the students, he said, and to "increase the good will on the part of industry. . . . !!!

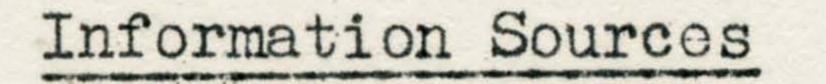
Mr. Thomas pointed out that "American business has not been conscious that some 8,000 or 9,000 Nogroes are being graduated from the 100-odd institutions each year." He added that it is beginning to discover "it can't ignore this important segment of human resources in America."

Because of the bearing which the subject of placement at the four-

year level might have upon the important question of the University's

public relations, the present study was undertaken.

*Art Peters, Associate Editor, The HILLTOP, April 11, 1951.



218 Students

In June, 1951, Howard had 630 graduates from its undergraduate divisions:

5

Liberal Arts	500
Engineering and Architecture	52
Music	40
Pharmacy	38
Total	630

Questionnaires were obtained from 218, or 32 percent, of the

graduating seniors from these undergraduate divisions.

Departments Represented -- The student questionnaires came from the College of Pharmacy and from five representatise departments in the College of Liberal Arts, including one department from the Social Sciences, one from the Humanities, two from the Natural Sciences, and one -- Business Administration -- which might be termed a professional department.

The total number of graduating seniors in the selected areas was 260; the 218 student respondents represented 84 percent of this total. The distribution of the student respondents by departments is shown in Table 1.

Table 1. -- STUDENT RESPONDENTS, BY FIELD OF CONCENTRATION

Total Senoirs No of Percentage in Field* Respondents Response

6,

All selected fields	260	218	%
Pharmacy	36	27	75
Business	43	42	100
Sociology	65	52	80
Mathematics	11	11	100
Psychology	68	57	. 84
English	37	29'	. 78

*Information supplied by departmental representatives.

Other Facts about Student Respondents -- approximately 75 per-

cent of the students had spent all four of their undergraduate years at Howard. Another 16 percent had spent their last three years at Howard. These facts are shown in Table 2.



Table 2. -- STUDENT RESPONDENTS BY NUMBER OF YEARS SPENT AT HOWARD

7

Field	All Respondents			on of Responses Spent at 1	
		l Yr.	2 Yrs.	3 Yrs.	4 Yrs.
All Selected		%	%	%	%
Fields	218	3	7	16	74

Business	43	14	19	16	51
English	28	-	4	11	85
Mathematics	11		9	18	73
Psychology	57		4	23	73
Sociology	52		8	19	73
Pharmacy	27	-		4	96

CARLES AND A REAL PROPERTY OF A

SOURCE: Student Questionnaires.

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In order to furnish additional information concerning the specific academic training of the student respondents, minor fields have been recorded. Table 3 shows the principal minor fields pursued by the student respondents from the various selected major departments.

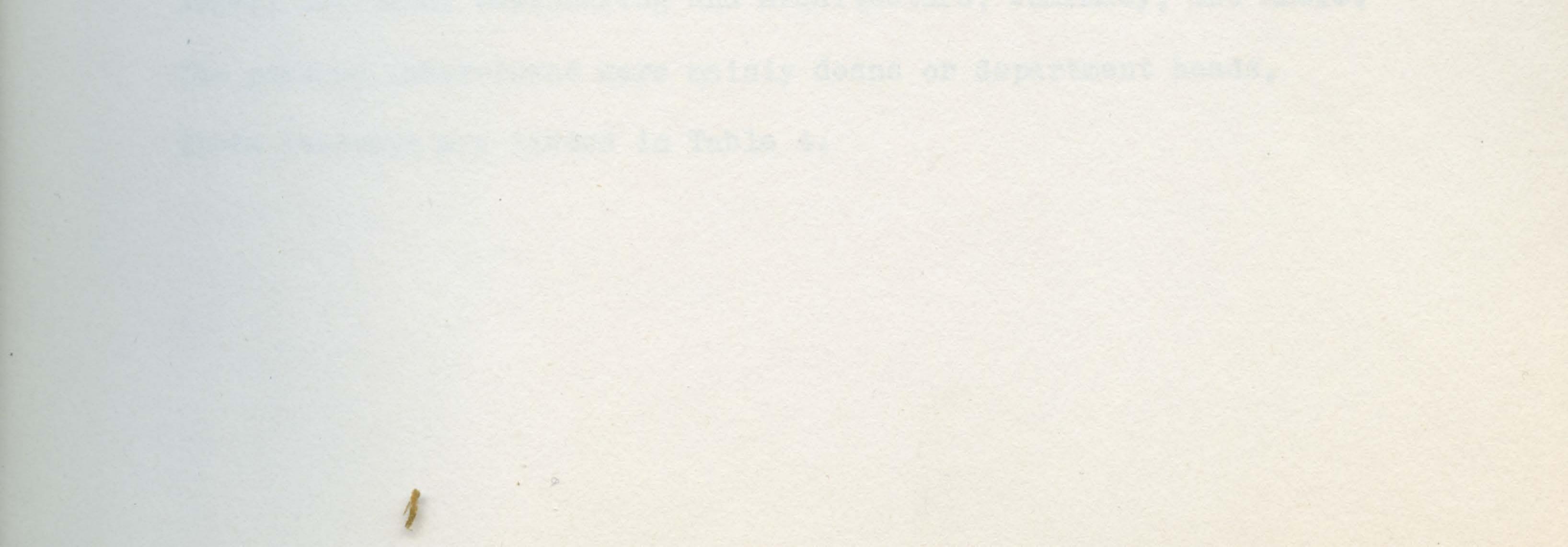


Table 4. -- HEADS OR OTHER REPRESENTATIVES OF DEPARTEMENTS OR SCHOOLS INTERVIEWED

Professional Schools

Engineering & Architecture Music Pharmacy

L. K. Downing

9

College of Liberal Arts

Professional Departments

Business Administration Education Home Economics

Social Sciences

Anthropology Economics Geography Government History Sociology

L. D. Bussey* C. I. Cooper

G. Auzenne, Jr. C. H. Thompson L. J. Rogers

M. H. Watkins N. Anagnos A. S. Reyner

Natural Sciences

Chemistry Mathematics Physics Psychology Zoology Botany

Humanities

E. E. Dorsey R. W. Logan K. L. White*

R. P. Barnes E. F. Cox H. R. Branson** F. C. Sumner H. E. Finley N. G. Madden*

Art English Romance Languages German

I. C. Taylor V. B. Spratlin S. L. Wormley

*Secretary **Faculty Member

The total number of graduating seniors in the colleges or departmonts whose faculty representatives were contacted was 621, as shown in Table 5. This number represents nearly a 100 percent coverage, since the total number of graduating seniors from all undergraduate

colleges was 630.

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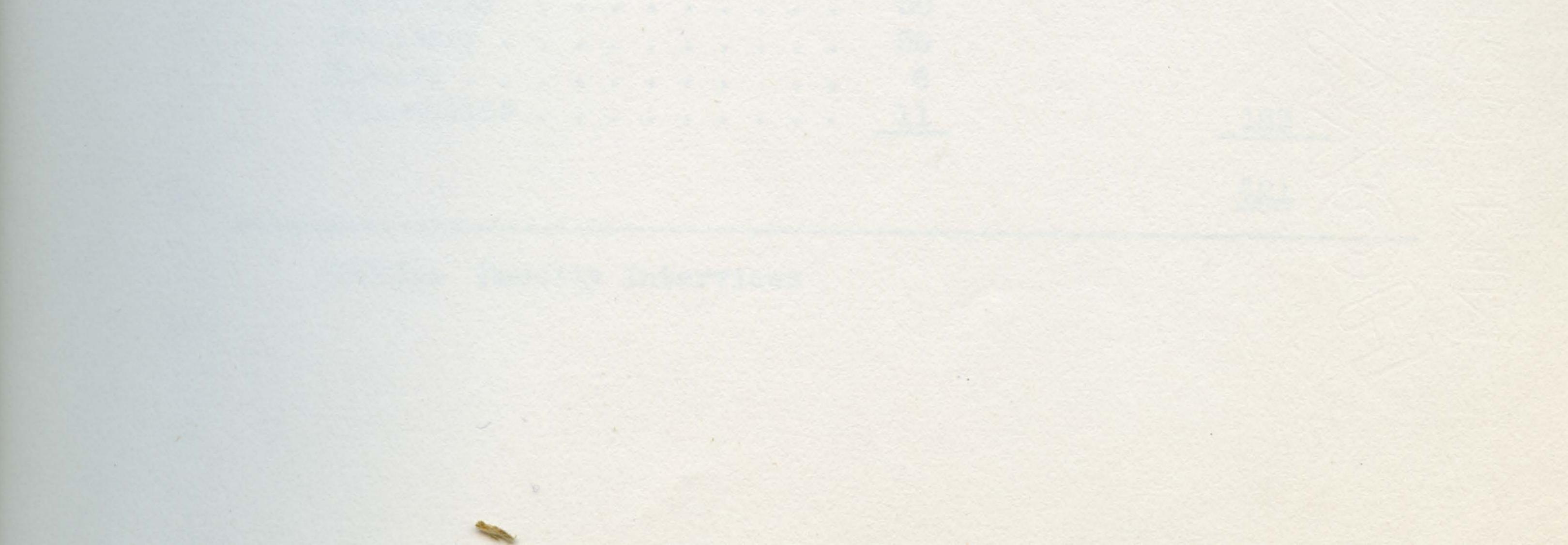
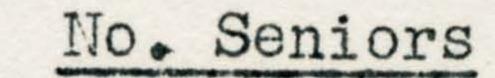


Table 5. -- TOTAL NUMBER OF SENIORS IN DEPARTMENTS AND SCHOOLS WHOSE HEADS WERE INTERVIEWED

Department or School



Totals Group

11

Professional Schools:

Engineerin	38	sc 1	Arc	chi	ite	ect	tu	re		52
Pharmacy										
Music .										60

144

"Professional" Departments:

Business .							43
Home Econor	nic	S					14
Education							50

107

Humanities:

Social Sciences:

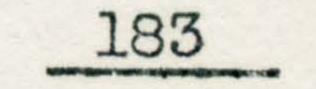
Anthropology	•	•				5
Economics .						33
History .						. 5
Geography .						6
Government						20
Sociology .					•	65

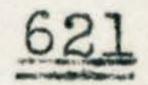
134

Natural Sciences:

 53

		-			•	•	•	•	00
Chemistry									36
Physics .									6
Mathematic	S								11





SOURCE: Faculty Interviews

12

Nine Administrative Officers

.

Six administrative officers who have direct contact with student affairs were interviewed. Three other officers of administra-

tion were also contacted. These contacts are listed below:

Offices . Dealing Directly with Students: Person_ Interviewed: Dean of Students A. J. Blackburn Counseling Service P. F. Lawrence Dean of Men W. B. West Dean of Women S. A. Elliott Veterans Advisory Service M. B. Coombs

College of Liberal Arts

General University Officers:

Dean of the University

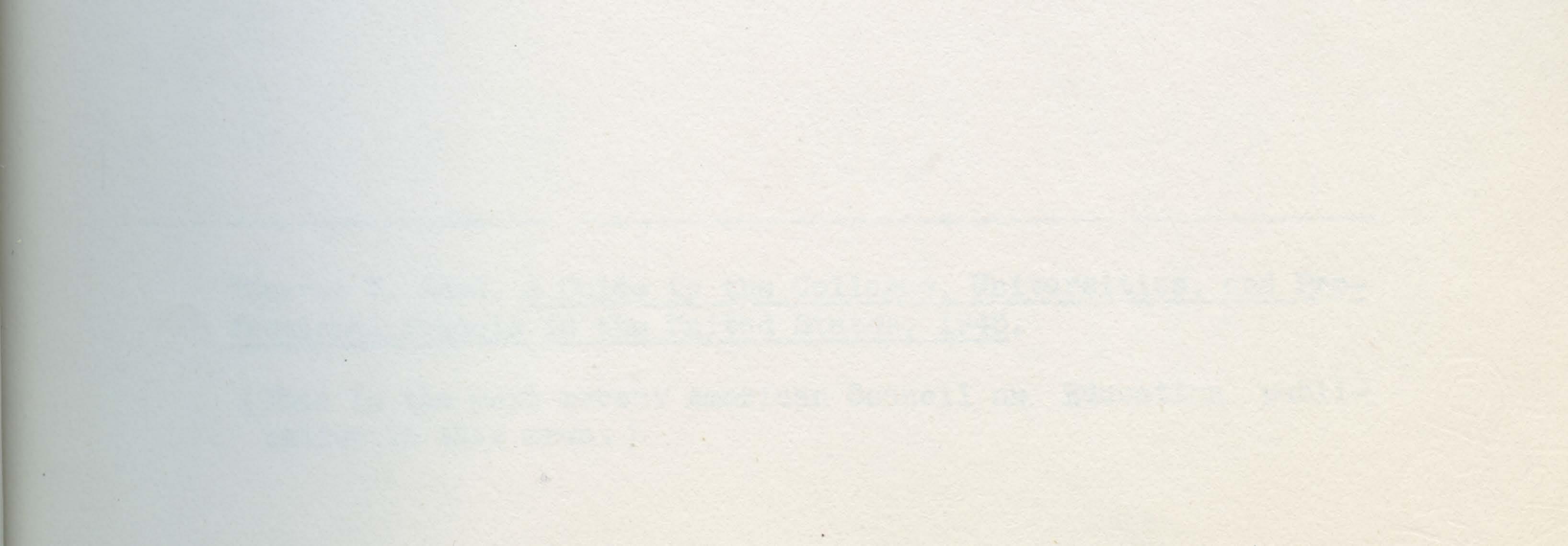
Director of Personnel

Publicity Director

I. E. Taylor*

W. J. Hawkins* R. W. Wilson O. McClarrin

*Assistant to the Dean



Fifteen Other Schools

Some facts have been assembled concerning the placement services at fifteen other colleges and universities, from a 1945 publication of the American Council on Education.* The schools selected for comparative study fall into three groups of five schools each. Group 1 schools are universities considerably larger than Howard; group 2 schools are about the same size as Howard; and group 3 includes schools somewhat smaller than Howard but which draw upon the same student clientele as does Howard. These fifteen schools are listed in Table 6, along with their enrollments and a general description of their course offerings in those undergraduate fields which generally

13

carry a rather heavy "vocational" emphasis.

*Carter V. Good, A Guide to the Colleges, Universities, and Professional Schools in the United States, 1945.

1.44

(This is the most recent American Council on Education publication in this area.) Table 6. FIREW SELECTED UNIVERSITIES COMPARED WITH HOWARD AS TO ENROLLMENT AND CURRICULA IN SELECTED AREAS

Jniversity	Enro	11ment, 1942-43		Selected	Curricula	offered A	t Four-Y	ear Level		
	Total	College of Arts & Sciences	Art	Bus.	Ed.	H. Ec.	P. E.	E. & A.	Phar.	Mus
Howard	1,232	636	X	X	X	X	x	x	x	x
Group 1:										
California	28,475	Not ind.	x	x	x	x	x			x
Columbia	16,884	6,690	x	x	x	x			x	X
	12,875	4,895	x	x	x	x		x	x	x
Ohio State		2,740		x	x	X	x	x	x	X
Wisconsin	23,907	1,726	x	X	x	x	X		x	X
Group 2:										
Denver	4,104	1,266	x	x		x	x	x		~
Notre Dame	3,314	1,418	x	x	x		x		T	~
Temple	3,137	792	x		x	x	x		~	x
St. Louis	4,830	1,506	x	x	x	x	x	x	x	x
Tufts	2,163	983	x	x	x		x	X		x
Group 3:										
Fisk	477	477	x	x	x		x	X		~
Lincoln (Mo	.) 700	700	x	x		x		*		~
Southern	926	926	x	x	x	x	x			X
W. Va.	1,029	1,029	x	x	x					-
Wilberforce		747	x	x	x	x	x			X

California	28,475
Columbia	16,884
Michigan	12,875
Ohio State	14,056
Wisconsin	23,907

4,104
3,314
3,137
4,830
2,163

Fisk		477
Lincoln (Mo.	.)	700
Southern		926
W. Va.	1,	,029
Wilberforce		747

THE NEED FOR VOCATIONAL ADVISORY SERVICES AT HOWARD

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The present report has sought answers to two of the basic questions which naturally arise in connection with an appraisal of the need for an undergraduate placement service at Howard. These questions are:

> (1) Does the University turn out a significant number of four-year graduates who are ready for employment as a result of training received at Howard?

> (2) If the number of such graduates is significant, does the University have any appreciable responsibility to give specific assistance to these graduates in their efforts to find employment?

Affirmative answers to both of these questions would indicate a real need for an effective placement program at Howard.

Four-Year Graduates Ready for Employment

Vocational Aims of the Undergraduate Professional Schools

The catalogs of the various undergraduate schools indicate that

much of the training offered by these schools is pursued for vocat-

ional or professional reasons on the part of the trainees. The fol-

lowing quotations from the Schools of Engineering and Architecture,

Music, and Pharmacy will bring out this point:

. .

The School of Engineering and Architecture

The Howard University School of Engineering and Architecture is organized, staffed and equipped for the preparation of students for entrance upon active careers in the fields of Civil Engineering, Electrical Engineering, Mechanical Engineering, and Architecture. . . the stages of the student's program are devoted to professional courses and their application.

The Howard University departments of Engineering and Architecture are accredited by the Engineering Council for Professional Development.*

School of Music

The objectives of the School of Music are four-fold--to afford adequate opportunity for the finest training possible to professional students in the understanding, performance and creation of music; to contribute to the students' cultural development through opportunity for work in liberal arts subjects; to undertake an important role in revitalizing creative activity in our unique field of indigenous music; and to motivate and stimulate scholarly research in this field.

The School points with pride to its many graduates who have distinguished themselves both as professional performers, teachers and directors.**

College of Pharmacy

Since the establishment of the College of Pharmacy in the University, consistent endeavor has been made to provide a well-balanced course of study that will fit students for the Variety of positions open to them. The four-year curriculum leads to the degree of Bachelor of Science in Pharmacy...therefore, the curriculum is not only of cultural value to the student, but it prepares him for such positions as those of retail pharmacist, hospital pharmacist, analytical chemist in pharmaceutical and food laboratories, and for positions in various branches of Government Service. The curriculum is arranged to give a course best suited to the needs of the individuals who come to Howard University.***

*Bulletin, School of Engineering and Architecture, 1949-50, P. 14. **Bulletin, School of Music, 1949-50, P. 11.

***Bulletin, School of Pharmacy, 1949-50, P. 11.

Professional Aims of the College of Liberal Arts

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Catalogue Statements: -- Although the College of Liberal Arts naturally puts relatively less emphasis upon vocational preparation, nevertheless,

Allin 1

the Liberal Arts catalogue does set forth some aims in this area. One

of the principal aims set forth in the College catalogue is:

To provide specialized education /our italics/ for: pre-professional students; future scholars; and for students in the fields of art, home economics, and physical education.

It is to be noted that still other Departments in the College of

Liberal Arts indicate, in their separate statements of departmental

objectives, additional provisions for vocational preparation. A few excerpts will illustrate this point:

Business: -- The Department of Business Administration aims to offer training suitable for those who intend to engage in business or to undertake the management of property. The general purpose is to train its students for life. The special aim is to offer training for business and for public service. The instruction given includes both liberal and specialized business courses.

The plan of the courses aims to offer training in three inter-related divisions: (1) Accounting; (2) Marketing; and (3) Real Estate and Insurance.

Chemistry: -- This program is approved by the Committee of the American Chemical Society on Professional Training of Chemists and is designed for students who wish to pursue Chemistry as a profession or who intend to continue in Chemistry

on a graduate level.

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Education: -- Teaching as a major: Students interested in teaching may select Education as a major subject and pursue courses which would assist them in developing the concept of the learner as the center of the educative process. Such persons will complete a total of 40 hours including Education 5, 29, 51, 155, 156, and enough electives in Education to complete the 40 quarter hours. Parallel to these requirements students are advised to pursue courses totaling 25 quarter hours in 2 subject fields taught in the high school. This program is recommended for those who wish a broad preparation, plan to teach in schools with corecurriculum, or in schools located in rural areas.

Teaching as a Minor: Students interested in teaching may also take Education as a minor subject. . . taught at the junior or senior high school level.

English: -- The Department of English has a four-fold purpose: to prepare students for graduate study; to prepare students for positions as teachers of English and directors of dramatics in secondary schools; to give basic training in journalistic and creative writing; and to provide a general cultural background for all students who have a genuine desire to know literature.*

The Dean's Report: -- The Dean of the College of Liberal Arts in his

annual report for the year, 143-44, made an examination of the voca-

A few of his findings tional aims of the College of Liberal Arts.

are quoted below:**

Vocational Education as Part of the Liberal Arts curriculum; We have noted the rise and growth of land grant colleges competing with liberal colleges in the training of degree-seeking youths. The natural consequence of this has been the exertion of direct social pressure (rather successful) upon the liberal arts college to modify its curriculum so as to provide a limited amount of professional training in these "service" departments -- agriculture, home economics, arts, music, commerce and finance,

education, etc.

How successful this pressure has been can readily be seen from a perusal of the offerings in so-called liberal arts colleges today, whether private, independent or part of a university system. Such a survey was undertaken a few years ago in our College of Liberal Arts. Of the 61 colleges and universities selected for study one-third to one-half of them included in their liberal arts program work in art, commerce and finance, education, and home economics.

Dean Price then quotes from the report of Reeves, Russell et al

entitled "The Liberal Arts College":

... /One of the social changes/ affecting liberal arts education is the increased demand for college -trained recruits in certain vocations. This is noticeably felt in school teaching, business, and home economics, and to a less extent exists in journalism, nursing, and some other subjects. As an effect of this social change, pressure has been brought to bear upon the college to provide a limited amount of professional and technical training for those who are planning to enter vocations in which this is necessary.

*Bulletin, College of Liberal Arts, 1949-50. **Annual Report, College of Liberal Arts, 1943-44, p 32, et seq.

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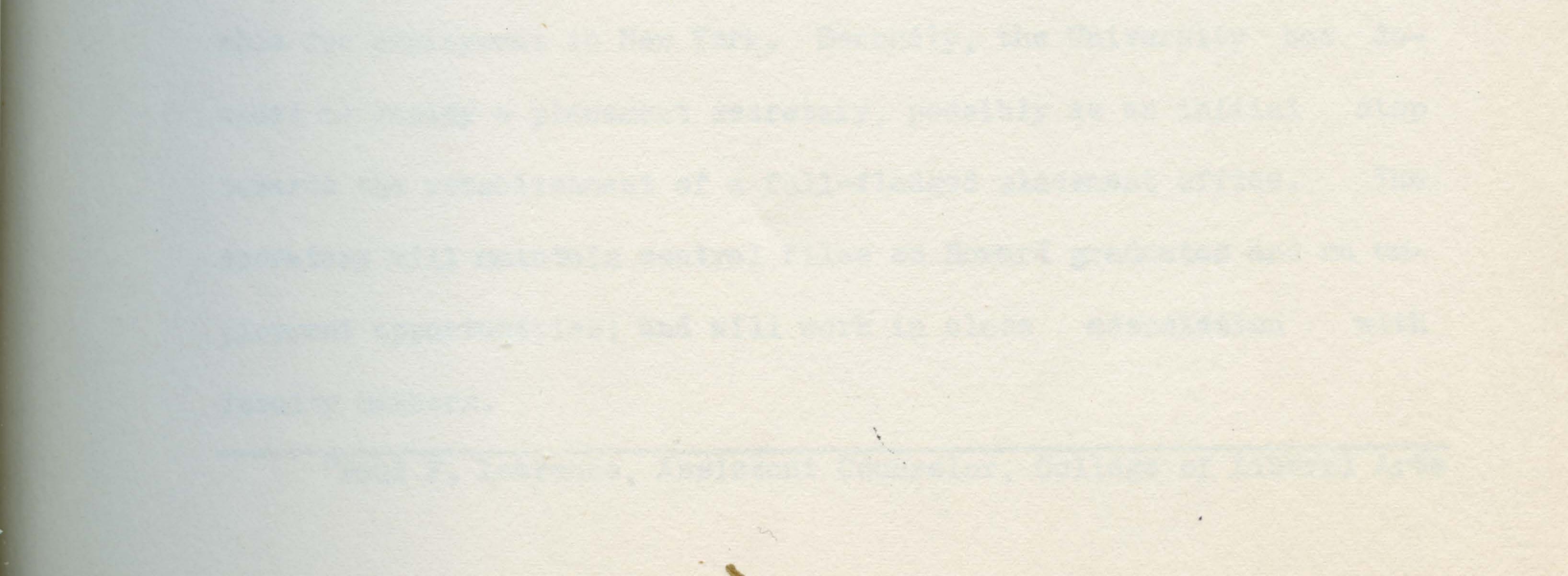
Faculty Opinions: -- In the Liberal Arts departments the faculty

representatives were, in the main, unable to state the percentage of graduates ready for the work force on the basis of college training.

This situation is due to various reasons, The student's economic status is an important factor. A given student may have to work in order to earn a livelihood; or he may be unable to finance any advanced training. Again, the section of the country in which the student lives may determine whether or not he is considered ready, at the bachelor's level, for employment in his field. Thus, in many places, especially the South, teaching qualifications are less exacting than elsewhere,

and a college degree constitutes acceptable preparation.

The caliber of the individual student is another determining factor. The ambition and drive possessed by some students may prompt them to tackle, upon the completion of their college work, jobs which less ambitious students would not seek without first obtaining additional training.



EXISTING PLACEMENT FACILITIES AT HOWARD

Extent of Existing Facilities

In Administrative Offices -- Eight of the nine administrative offices

24

contacted on the Howard campus reported the conduct of some type of placement activities. The one exception was the office of the Dean

of the University. Half of the other eight offices carried on at

least some regular, continuing placement activities. In the romaining four offices, the placement activities were sporaule. The offices falling in each of these catagories are shown in Table 10. The following comment by an officer in the University's Counseling Service illustrates the type of informal decentralized placement activities carried on in some of these offices: "The Counseling Service has on its own volition main-

tained a small 'job seeking service' which attempted to find jobs for graduating seniors. This, however, is not

an official function." *

The Veterans Counseling and Advisory Service also gives occasional placement assistant to Howard graduates as an adjunct to its work of finding part-time jobs for veterans still attending school. The University has recently taken two steps to expand its place-First, the school has ment facilities for four-year graduates. joined a placement program operated by the New York State Employment Service. This will facilitate the placement of Howard women available for employment in New York. Secondly, the University has decided to employ a placement secretary, possibly as an initial step towards the establishment of a full-fledged placement office. The secretary will maintain central files on Howard graduates and on emwith association ployment opportunities; and will work in close

faculty members.

1

*Paul F. Lawrence, Assistant Counselor, College of Liberal Arts

Table 10. -- PLACEMENT PROCEDURES FOLLOWED BY SELECTED ADMINISTRATIVE OFFICES AT HOWARD

Offices conducting at least some regular

Veterans Counseling Service

Dean of Men

Personnel Department

Dean of Liberal Arts

Offices conducting only occasional activities

Dean of Women

Counseling Service

Dean of Students

Public Relations

1

Dean of the University

SOURCE: Interviews with Administrative Officers.

In the Acadomic Divisions: -- Eighteen of the twenty-one representatives of the professional schools and the liberal arts departments reported that they attempt some type of placement service. For

thirteen of these schools and departments the placement activities

are only sporadic. Only three departments -- all of them in the

Division of Social Sciences -- stated that they perform no placement

services. Table 11 summarizes these findings.

Table 11. -- PLACEMENT PROCEDURES FOLLOWED BY CERTAIN ACADEMIC UNITS AT HOWARD

			College of Liberal Arts					
Kinds of Methods Used				Social Sciences		Humanities		
Totals	21	3	3	6	5	4		

At least some regular placement 4 2 - 2 - 2 activities

Only occasional placement acti- 13 1 3 3 2 4 vities, as need arises

Other types of 1 - - - 1 services

No placement ser- 3 vices attempted

SOURCE : Faculty Interviews.

Student Use of Facilities:

Approximately half of the eighty-nine graduating seniors who planned to go to work had utilized, or planned to utilize, place-

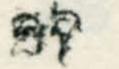
ment assistance at Howard. (See Table 12).

Table 12. -- USE OF PLACEMENT ASSISTANCE AT HOWARD

BY STUDENTS DESIRING EMPLOYMENT

3

Total Students desiring Employment	<u>No</u> . <u>89</u>	- Percont
Students seeking placement assistance at Howard	42	47
Students not seeking placement assistance at Howard	43	48
Students giving no answer	4	5



7

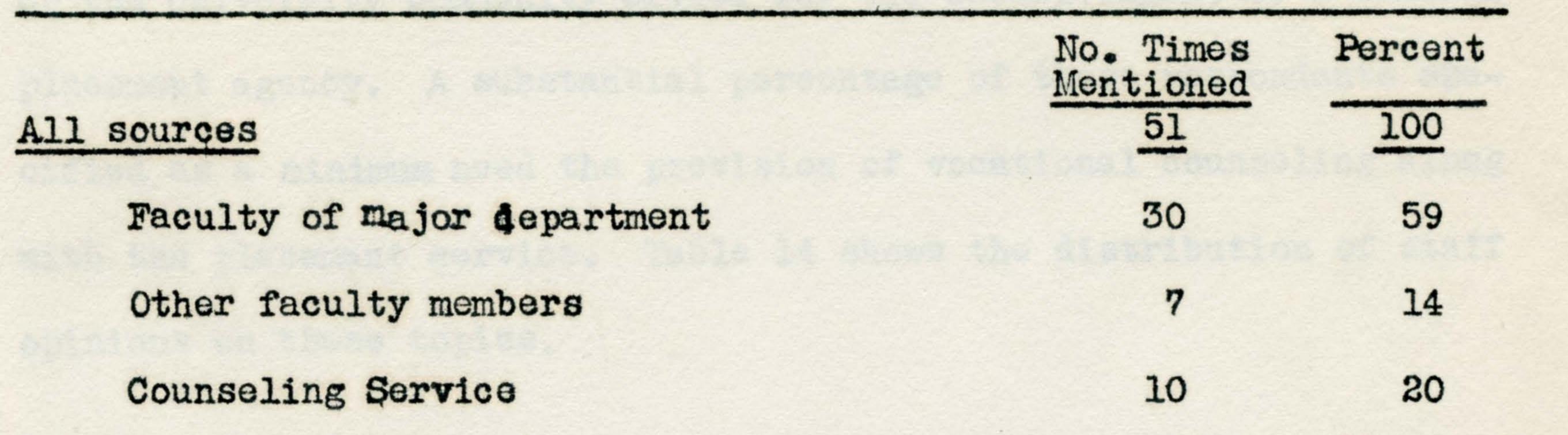
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The student respondents were asked to indicate the types of placement assistance which they had used or which they planned to use.

Three fourths of the replies mentioned faculty members, and one fifth

mentioned the Counseling Service, as indicated in Table 13.

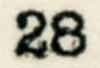
Table 13. -- SOURCES OF PLACEMENT ASSISTANCE USED BY STUDENTS.



4

It is interesting to note that out of the forty-three students who planned to enter employment, but who, at the same time, did not seek placement help from the University, sixteen students, or nearly two fifths, stated that they were not aware of the existence of any placement facilities at the school.





ADEQUACY OF EXISTING FACILITIES

Practically every one of the nine administrative officers and the

twenty-two faculty representatives expressed a belief that the present

placement facilities at Howard are inadequate. Principal recommenda-

members tions as to the minimum needs for improvement made by these

of the University Community called for the establishment of a central

placement agency. A substantial percentage of these respondents spe-

cified as a minimum need the provision of vocational counseling along

with the placement service. Table 14 shows the distribution of staff opinions on these topics.

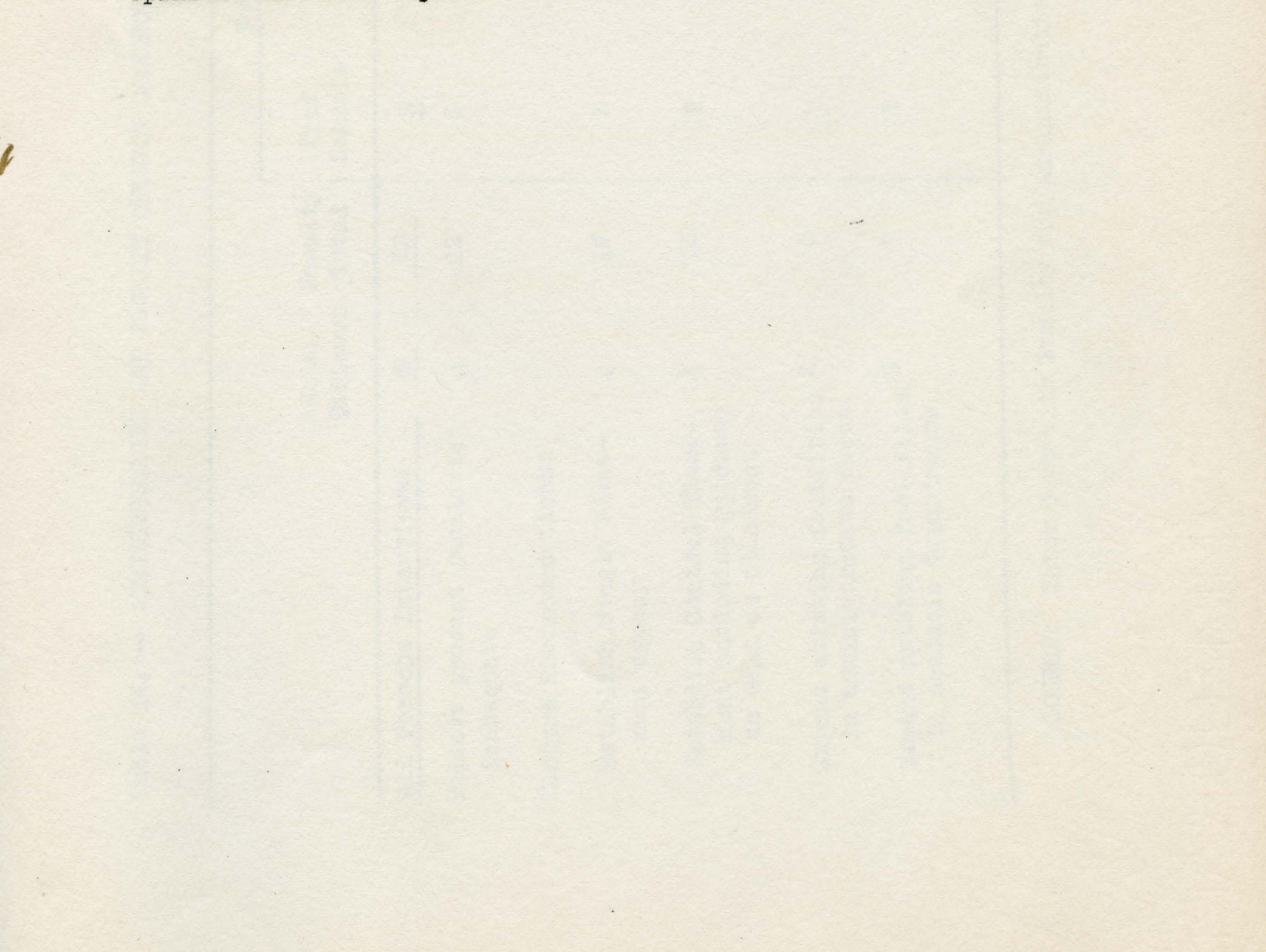


Table 14. -- ADMINISTRATIVE AND FACULTY OPINION CONCERNING HOWARD'S EXISTING PLACEMENT FACILITIES

10

All Persons Interview

Believe present facil inadequate

Minimum Recommendatio

Establish Single Pl ment agency

Establish Central P ment including gu as well as placeme

Expand existing faci in administrative

Expand existing faci in academic depart

SOURCE: Interviews with Faculty and Administrative Officers.

				Faculty Members, by Divisions				
	dmin. fficers	Foculty Total	Prof. Schools	"Prof." Depts.	Social Sciences	Natural		
wed	9	22	3	3	6	6		
litiea	8	22	3	3	6	- 6		
ons:								
lace-	6	17	3	1	5	4		
Place- uidance ment	5	13	2	2	3	2		
cilities e deots,		3		1	1			
cilities tmonts	3	7	1		3	2		

s Humanities

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MAJOR NEEDS

Although the faculty and administrative officers felt that the major need was for a central placement agency or for an agency which would give both guidance and placement, it was also their unanimou

opinion that the activities of such a central office should be closely coordinated with the guidance and placement services of the adacemic department heads and other members of the faculty. One of the administrative officers strongly urged the separation of undergraduate placement from graduate placement. I believe that there should be a coordinatied effort in terms of undergraduate placement entirely separate from the graduate placement entirely separate in terms of the two are entirely different. An attempt to do both under one organization unit would dissipate

the effectiveness of each.

Existing Placement and Vocational Counseling Facilities at Other Schools

As another device for partially appraising Howard's existing placement facilities and the staff recommendations as to Howard's minimum needs for improved facilities, Table 15 has been prepared. The American Council on Education report has been consulted to determine how the placement and vocational counseling services are administered in the fifteen selected schools mentioned in Table 6.

These services--placement and counseling--are more extensive in the larger schools than in the smaller ones. Nevertheless, the five selected schools whose enrollments and curricula are comparable to those of Howard had placement bureaus; they also reported vocation= al counseling by several different agencies. These findings are summarized in Table 15. Table 15. -- ADMINI

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Schools by Size (Rel. to Howard)

Larger schools:

Columbia . . Michigan . . Ohio . . . California . Wisconsin .

Comparable schools:

Denver . . . Notre Dame . Tufts . . . St. Louis . Temple . . .

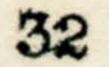
Smaller schools:

Fisk Lincoln ... Southern . . W. Va. State Wilberforce

ools by Size		Agenc	ies P	erform	ing S	ervice	S	
1. to Howard)	Academic I	Department	College	Counselor	Placemen	t Bureau	Vets' E	d. Director
ger schools:	Placement	Counseling	Placement	Counseling	Placement	Counseling	Placement	Counseling
olumbia	x	x		x	x	x		x
ichigan		x		x	x	x		x
nio	X	x	x	x	x	x	x	x
alifornia.	x	x	x	x	x	x	x	x
isconsin .	X	X			x	x		x
arable school	S:							
enver		X		x	x	x		x
tre Dame .					x			x
fts	x	x	x	x	x	x	x	x
. Louis .				x	x			x
mple		X		x	X			X
ler schools:								
sk					T			
ncoln	x			x	X			
uthern				x	-			
Va. State	x			x	4			
lberforce				x	x		x	

0	-	4		
	2	2		2
	-	0	-	ε.

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SUMMARY

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1. Practically one half of Howard's 1951 four-year graduates said that

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they planned to seek immediate employment.

- 2. It was the nearly unanimous opinion of the students, administrative officers, and the faculty that the University should assume a definite responsibility in the placement of its four-year graduates.
- 3. The present facilities at Howard include the informal, individual efforts of the academic department heads and other faculty members, together with sporadic efforts of the personnel deans, Counselling

Service, and the Personnel Office.

a. Othor washing nowith, [Please spectry]

4. All groups felt that the present placement facilities at Howard are inadequate.

5. The major need appears to be for the establishment of a central agency which offers not only placement but also vocational counselling service. This agency, it is widely felt, should work in close coordination with the various departments which are already

Firstains of Thotilities in the several Addition donarhuments and

engaged in some placement and counselling activities.

Exhibit A. -- QUESTIONS FOR FACULTY AND ADMINISTRATIVE OFFICERS

No

No

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A SURVEY OF THE NEED FOR EXPANDED PLACEMENT FACILITIES FOR HOWARD GRADUATES

(Filled out by the Interviewer) (Questions 1 and 2 are for Faculty only.)

Approximately how many seniors will graduate from your Department this 1. June? (Questions 1 and 2 are for Faculty only.)

- 2. Do you believe that the University should assume a major share of the responsibility of providing placement services for its four-year graduates?
- 3. What types of methods do you use in finding EMPLOYMENT OPENINGS for graduating students? (Check one)
 - a. "Regular" (i.e., the Department makes regular contacts with employers, employment agencies, etc.)
 - b. "Irregular" (i.e., the Department seeks to locate PROSPECTIVE EMPLOYEES as the job openings arise.)
 - Both types c.

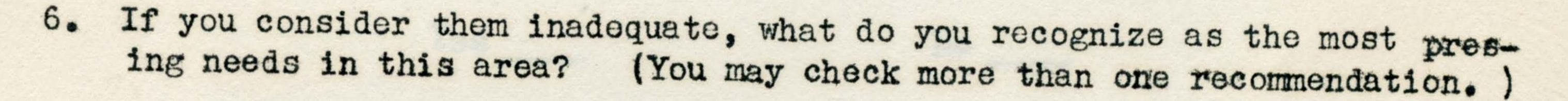
May, 1951.

d. Other types (please specify)

Yes

Yes

5. Do you consider the University's present placement facilities adequate?



- a. Establishment of a single central placement agency.
- b. Establishment of central facilities for giving vocational guidance as well as placement service,
- c. Expansion of facilities in the several ADMINISTRATIVE departments

now participating in placement activities.

- Expansion of facilities in the several ACADEMIC departments now d. participating in placement activities.
- c. Other pressing needs. (Please specify)

Exhibit B. -- STUDENT QUESTIONNAERE

A SURVEY OF THE MEED FOR EXPANDED PLACEMENT FACILITIES FOR HOWARD GRADS

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Fellow Student: Please assist us in this effort to collect a few pointed facts about Howard's needs for expanded placement facilities. The findings of this survey will be presented to the University officials. No name is necessary. Thanks for your cooperation.

- 1. Your major subject at Howard University?
- 2. Your minor subject at Howard University?

Yes

- 3. Number of years completed at Howard University? 1, 2, 3, 4.
- 4. What are your plans after graduation? Please check one.

Graduate study

Permanent job in your field

Temporary job in your field

Permanent job in another field

The following questions are to be answered only if you are planning to take a job in your field or a related field.

5. Are you depending upon placement assistance from any persons at the University?

No

6. If you have sought assistance or plan to seek assistance from the University, please name the department or agency:

Faculty of your department

Other faculty members

Counseling Service

Personnel Deans

7. If you have not for agancy of the University, please give your from any department or agancy of the University, please give your (pisses apasis) reason.