

6-1-1951

# Placement Service Needs of Howard's Four Year Graduates

Annie Smith

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## Recommended Citation

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1378HM Howard Univ. Commerce Club. Howard  
83p Marketing Club.

Placement service needs of Howard's  
Four-year graduates.



P L A C E M E N T      S E R V I C E      N E E D S

O F

H O W A R D ' S      F O U R - Y E A R      G R A D U A T E S

A CAMPUS SURVEY by the HOWARD MARKETING CLUB

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



## P R E F A C E

In May, 1951, members of the Howard Marketing Club, of the Department 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 graduating seniors, twenty-four faculty representatives, and nine administrative officers. Some general facts were also assembled about placement 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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# I N T R O D U C T I O N

## 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 permanent 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 assistance 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 graduation.

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.



. . . There is no visible reason why Howard U. cannot Expand this program to include the other schools of the University, thereby providing for gainful employment and experience for the student in his chosen field.\*

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 Negro 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 any 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 past, has relied on individual departments and deans 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 "encourage" 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 Negroes 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.

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



Information Sources

218 Students

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

Liberal Arts	500
Engineering and Architecture	52
Music	40
Pharmacy	<u>38</u>
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 representative 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 Seniors in Field*	No of Respondents	Percentage Response
All selected fields	<u>260</u>	<u>218</u>	<u>84</u> %
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 percent 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

Field	All Respondents	Percentage Distribution of Respondents By Total Number of Years Spent at Howard			
		1 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

SOURCE: Student Questionnaires.

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

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Professional Schools

Engineering & Architecture	L. K. Downing
Music	L. D. Bussey*
Pharmacy	C. I. Cooper

College of Liberal Arts

Professional Departments

Business Administration	G. Auzenne, Jr.
Education	C. H. Thompson
Home Economics	L. J. Rogers

**Social Sciences**

Anthropology	M. H. Watkins
Economics	N. Anagnos
Geography	A. S. Reyner
Government	E. E. Dorsey
History	R. W. Logan
Sociology	K. L. White*

Natural Sciences

Chemistry	R. P. Barnes
Mathematics	E. F. Cox
Physics	H. R. Branson**
Psychology	F. C. Sumner
Zoology	H. E. Finley
Botany	N. G. Madden*

Humanities

Art	J. V. Herring
English	I. C. Taylor
Romance Languages	V. B. Spratlin
German	S. L. Wormley

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\*Secretary

\*\*Faculty Member



The total number of graduating seniors in the colleges or departments 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.



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

<u>Department or School</u>	<u>No. Seniors</u>	<u>Group Totals</u>
Professional Schools:		
Engineering & Architecture . . . . .	52	
Pharmacy . . . . .	32	
Music . . . . .	<u>60</u>	144
"Professional" Departments:		
Business . . . . .	43	
Home Economics . . . . .	14	
Education . . . . .	<u>50</u>	107
Humanities:		
English . . . . .	27	
German . . . . .	4	
Art . . . . .	14	
Romance Languages . . . . .	<u>8</u>	53
Social Sciences:		
Anthropology . . . . .	5	
Economics . . . . .	33	
History . . . . .	5	
Geography . . . . .	6	
Government . . . . .	20	
Sociology . . . . .	<u>65</u>	134
Natural Sciences:		
Zoology . . . . .	80	
Psychology . . . . .	50	
Chemistry . . . . .	36	
Physics . . . . .	6	
Mathematics . . . . .	<u>11</u>	<u>183</u>
		<u>621</u>

SOURCE: Faculty Interviews



Nine Administrative Officers

Six administrative officers who have direct contact with student affairs were interviewed. Three other officers of administration were also contacted. These contacts are listed below:

<u>Offices Dealing Directly with Students:</u>	<u>Person Interviewed:</u>
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	I. E. Taylor*
<u>General University Officers:</u>	
Dean of the University	W. J. Hawkins*
Director of Personnel	R. W. Wilson
Publicity Director	O. McClarrin

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\*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 carry a rather heavy "vocational" emphasis.

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

(This is the most recent American Council on Education publication in this area.)



Table 6. ~~FIFTEEN~~ SELECTED UNIVERSITIES COMPARED WITH HOWARD AS TO ENROLLMENT AND CURRICULA IN SELECTED AREAS

University	Enrollment, 1942-43		Selected Curricula Offered At Four-Year 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
Michigan	12,875	4,895	X	X	X	X		X	X	X
Ohio State	14,056	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		X
Notre Dame	3,314	1,418	X	X	X		X		X	X
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		X
Lincoln (Mo.)	700	700	X	X		X	X			X
Southern	926	926	X	X	X	X	X			X
W. Va.	1,029	1,029	X	X	X	X	X			X
Wilberforce	747	747	X	X	X	X	X			X



## THE NEED FOR VOCATIONAL ADVISORY SERVICES AT HOWARD

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 vocational or professional reasons on the part of the trainees. The following 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

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

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 those 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 core-curriculum, 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, 1943-44, made an examination of the vocational aims of the College of Liberal Arts. A few of his findings 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.

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\*Bulletin, College of Liberal Arts, 1949-50.

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



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 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 remaining four offices, the placement activities were sporadic. The offices falling in each of these categories 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 maintained 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 assistance 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 placement facilities for four-year graduates. First, the school has 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 employment opportunities; and will work in close association with faculty members.

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



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

All offices . . . . .	9
Offices conducting at least some regular placement activities . . . . .	4
Veterans Counseling Service	
Dean of Men	
Personnel Department	
Dean of Liberal Arts	
Offices conducting only occasional activities as needs arise . . . . .	4
Dean of Women	
Counseling Service	
Dean of Students	
Public Relations	
Offices conducting no activities . . . . .	1
Dean of the University	

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SOURCE: Interviews with Administrative Officers.

In the Academic 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

Kinds of Methods Used	All Units	Prof. Schools	College of Liberal Arts			
			"Prof." Depts.	Social Sciences	Natural Sciences	Humanities
Totals	21	3	3	6	5	4
At least some regular placement activities	4	2	-	-	2	-
Only occasional placement activities, as need arises	13	1	3	3	2	4
Other types of services	1	-	-	-	1	-
No placement services attempted	3	-	-	3	-	-

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, placement assistance at Howard. (See Table 12).

Table 12. -- USE OF PLACEMENT ASSISTANCE AT HOWARD BY STUDENTS DESIRING EMPLOYMENT

	No.	Percent
Total Students desiring Employment	89	100
Students seeking placement assistance at Howard	42	47
Students not seeking placement assistance at Howard	43	48
Students giving no answer	4	5



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.

	No. Times Mentioned	Percent
<u>All sources</u>	<u>51</u>	<u>100</u>
Faculty of major department	30	59
Other faculty members	7	14
Counseling Service	10	20
Other sources	4	7

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 recommendations as to the minimum needs for improvement made by these members of the University Community called for the establishment of a central placement agency. A substantial percentage of these respondents specified 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

	Admin. Officers	Faculty Total	Faculty Members, by Divisions				
			Prof. Schools	"Prof." Depts.	Social Sciences	Natural Sciences	Humanities
<u>All Persons Interviewed</u>	<u>9</u>	<u>22</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>6</u>	<u>4</u>
Believe present facilities inadequate	8	22	3	3	6	6	4
Minimum Recommendations:							
Establish Single Place- ment agency	6	17	3	1	5	4	4
Establish Central Place- ment including guidance as well as placement	5	13	2	2	3	2	4
Expand existing facilities in administrative depts.	3	3	-	1	1	-	1
Expand existing facilities in academic departments	3	7	1	-	3	2	1

SOURCE: Interviews with Faculty and Administrative Officers.



## M A J O R N E E D S

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 unanimous opinion that the activities of such a central office should be closely coordinated with the guidance and placement services of the academic 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 coordinated effort in terms of undergraduate placement entirely separate from the graduate placement effort as the over-all objectives 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 vocational counseling by several different agencies. These findings are summarized in Table 15.



Table 15. -- ADMINISTRATION OF PLACEMENT AND VOCATIONAL COUNSELING SERVICES IN SELECTED OTHER SCHOOLS

Schools by Size (Rel. to Howard)	A g e n c i e s P e r f o r m i n g S e r v i c e s							
	Academic Department		College Counselor		Placement Bureau		Vets'	Ed. Director
	Placement	Counseling	Placement	Counseling	Placement	Counseling	Placement	Counseling
<u>Larger schools:</u>								
Columbia . . .	X	X		X	X	X		X
Michigan . . .		X		X	X	X		X
Ohio . . .	X	X	X	X	X	X	X	X
California . .	X	X	X	X	X	X	X	X
Wisconsin . . .	X	X			X	X		X
<u>Comparable schools:</u>								
Denver . . . .		X		X	X	X		X
Notre Dame . .					X			X
Tufts . . . .	X	X	X	X	X	X	X	X
St. Louis . . .				X	X			X
Temple . . . .		X		X	X			X
<u>Smaller schools:</u>								
Fisk . . . . .					X			
Lincoln . . . .	X			X				
Southern . . . .				X	X			
W. Va. State . .	X			X				
Wilberforce . .				X	X		X	

SOURCE: American Council on Education, op. cit.



## S U M M A R Y

1. Practically one half of Howard's 1951 four-year graduates said that 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.
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 engaged in some placement and counselling activities.



## Exhibit A. -- QUESTIONS FOR FACULTY AND ADMINISTRATIVE OFFICERS

## 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.)

1. Approximately how many seniors will graduate from your Department this 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?  
Yes \_\_\_\_\_ No \_\_\_\_\_
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.)
  - c. Both types \_\_\_\_\_
  - d. Other types (please specify) \_\_\_\_\_
5. Do you consider the University's present placement facilities adequate?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. If you consider them inadequate, what do you recognize as the most pressing needs in this area? (You may check more than one recommendation.)
  - 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.
  - d. Expansion of facilities in the several ACADEMIC departments now participating in placement activities.
  - e. Other pressing needs. (Please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Exhibit B. -- STUDENT QUESTIONNAIRE

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

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? \_\_\_\_\_

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?

Yes \_\_\_\_\_

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 sought assistance or do not plan to seek assistance from any department or agency of the University, please give your reason.

\_\_\_\_\_