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I hereby recommend that the thesis prepared under my supervision by Jacob S. Schultz entitled Teacher Placement in Ohio

be accepted as fulfilling this part of the requirements for the degree of Doctor of Philosophy in Education

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A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY
IN EDUCATION

1931

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INTRODUCTION

That teacher placement is rapidly becoming a major function in the program of teacher training is shown by the fact that of the forty-one institutions in Ohio accredited by the State Department of Education to train teachers, for 1928-1929, twenty-six have rather definitely organized placement bureaus. More than half of the remaining fifteen render some incidental service to prospective teachers. For the United States at large a similar proportion seems to hold, because Anderson and Litchen found, for 1925-1926, that of 243 state universities, colleges, and normal schools about sixty per cent had definite placement bureaus, and that practically all offered some assistance to their graduates.¹

The justification for placement organizations, particularly in Ohio, is shown by Table I. It gives the number of teachers new to their systems, as reported to the writer by superintendents, mostly from Ohio, but also to a limited extent from two other mid-western states.

1. E. W. Anderson and Ruth E. Litchen, "The Status of the State College Teacher Placement Bureau", School and Society, XXVII (June 16, 1928), 728-32.

TABLE I

Teachers New to Their Positions in 1929-30
(Reported by Superintendents)

Per cent	Superintendents					
	Ohio Totals	Ohio County	Ohio City	Ohio Ex. Village	Kansas Total	Minnesota Total
1-6.99	5	0	3	2	0	0
7-12	22	2	13	7	2	2
13-18	23	11	4	8	2	5
19-24	30	14	9	7	2	4
25-30	12	6	2	4	1	1
31-36	6	3	0	3	1	1
37-42	2	0	1	1	0	0
Totals	100	36	32	32	8	13
Medians	19%	21.14%	13%	18.3%	19%	18.4%

The data in the above table are some evidence of the large number of teachers annually accepting new positions. Either they are moving from one school to the next, or they are locating for the first time after finishing their training course. In either case they constitute a placement problem. The one hundred Ohio superintendents here reporting had nineteen per cent new teachers in their schools the past year. As is shown in the last chapter of this study, there are over 40,000 teachers in this state. If the above proportion of turnover prevails for the state as a whole, over 7,200 positions are being filled every year. This is sufficient proof that teacher placement is a vital problem.

1. Historical Background

Though historical data on organized teacher placement are limited, several recent studies indicate that public bureaus were first established early in this century. In a recent article on public placement bureaus, French points out that such have developed during the past quarter of a century.² Arthur J. Jones wrote even in 1922 that the work of placement bureaus had developed in the previous ten years.³ Placement work in state departments of education and in state education associations seems to date back just about that far. The Massachusetts Department of Education began its placement activities as early as 1906, though legally authorized only in 1911.⁴ As in so many other aspects of educational progress, Massachusetts here again was first in the country. Of the state department bureaus that actually functioned, Minnesota was next, being provided for by legislative enactment in 1913, Maine was third in 1917. The remaining thirteen bureaus in state departments and state education associations were all organized after the teacher shortage which followed the World War. Thus it seems that teacher placement, like many other issues in education, developed into a serious problem during that period of readjustment.

2. Will French and others, "The Professional Training of Secondary School Teachers", North Central Association Quarterly, III (December, 1928), 367-74.

3. Arthur J. Jones, "Appointment Bureaus in Colleges and Universities," Educational Review, LXIII (May, 1922), 367-78.

4. Chas. B. Schrepel, "The Placement of School Teachers Done by State Departments of Education", pp. 8-53. Unpublished Master's thesis, Department of Education, University of Chicago, 1920.

During brief periods of the years 1918-1920 both the United States Employment Bureau and the Bureau of Education at Washington carried on teacher placement work, and seemingly rendered a bit of service that was highly appreciated; but in both cases such activities were terminated within a very short time for lack of funds. ⁵

In the field of commercial agencies evidence shows a much earlier beginning in the work of organized teacher placement. Allen, quoting in turn from C. W. Bardeen's book, "Teaching as a Profession", mentions an organization, "The American Association for the Supply of Teachers", established in 1835. This agency charged two and one-half per cent of her salary from the teacher, and an equal amount from the employer. ⁶ Allen also states that Horace Mann in 1846 recommended an agency operated by S. Whitcomb. Another authority indicates that the Schermerhorn Teachers Agency, organized about 1855, appears to have been the first, and that the Boynton came next in 1888. ⁷ According to Allen there were over two hundred commercial agencies in 1870-1890. ⁸

The National Association of Teachers' Agencies was organized in 1914. It now has sixty-eight members, all of them commercial agencies, distributed over twenty-six states. Fourteen of them are in the State of New York alone, nine in Massachusetts, and five each in Pennsylvania and Illinois. Fourteen states have but one agency each.

5. J. F. Abel, Teacher Placement by Public Agencies. Bureau of Education Bulletin No. 42, 1921. Washington: Bureau of Education. Pp. 8.

6. Hollis P. Allen, "A Study of Teacher Placement in California", p.20. Unpublished Master's thesis, Department of Education, Leland Stanford University, 1925.

7. E. W. Fickett, "History of the Teacher Placement Movement", (advance information), Boston, 1930.

8. Hollis P. Allen, op. cit., p. 20.

The remaining eight states have not less than two nor more than four each. It is interesting to note that of these sixty-eight agencies of the Association, nearly half are in the three states of New York, Massachusetts, and Pennsylvania, and that only nineteen, or less than a third, are west of the Mississippi River. In addition to the agencies belonging to the National Association, there are about one hundred independent commercial agencies.⁹

In the brief paragraphs above we have traced the origin and development of organized teacher placement. The beginnings run back nearly a hundred years. Commercial agencies already had a long experience before any other organizations became interested in this work. It is only in the last quarter of a century that teacher placement by state departments of education, state education associations, and teacher-training institutions has developed. Just why these latter agencies all began this work more or less simultaneously, is difficult to say, and not for us to determine. However, all this is sufficient evidence that organized placement is now thoroughly established in practice.

2. Placement as an Element in Guidance

At the outset of any comprehensive study of placement, it seems essential to sketch briefly the relationship of placement to guidance for teachers, more particularly to the two steps of guidance immediately before and after entering teaching, namely, (a) training, and (b) follow-up or adjustment.

Much has been said and written in recent years on the need of guidance for students of all ages and of all educational levels.

9. E.W. Fickett, op.cit.

Prominent men in the field, such as Brewer, Proctor, and Allen, seem to be fairly well agreed that there are five or six steps in the whole process of guidance, each more or less closely related to the others. After the initial steps, such as making acquaintance generally with one's self and the world of occupations, comes the problem of exploration in a somewhat limited field. Following this, are recognized the three steps: preparation for a specific field, then placement, and finally adjustment or follow-up. All of these are highly significant and closely interwoven with each other.

It is commonly accepted that in relation to progress in civilization we are in a period of specialization. That this is true in the world of vocations at large, no one will deny. An example is seen in Fayne's report that there are 17,000 different occupations in New York City alone. Not only has the day passed when a regular liberal arts course prepares for any teaching whatever, but even the time is rapidly passing when training for high-school teaching is accepted as a good preparation for teaching elementary grades. Furthermore, teachers prepared to teach mathematics and physical sciences no longer are certificated to teach history or the biological sciences in our more progressive states. If preparation for specific teaching fields is recognized in certification, it at once becomes obvious that the same individual can rarely qualify satisfactorily in more than perhaps two fields of secondary teaching. The requirement of special certification therefore raises serious problems in school organization, especially for the small high school, and consequently may have to serve within limits as an ideal more than as a regulation immediately to be enforced.

To guide a prospective teacher into and direct her preparation

for a certain subject-matter field or grade level of teaching, is one problem in guidance; another, even more complex and intangible, is that of advising her in which community or school system or under what superintendent she can do her best teaching. The two problems may be expressed as questions. First, where is the genius who can at a glance, or even after considerable study and observation of an individual student entering a teacher-training institution, advise with a high degree of certainty, the one, that she will be more successful after preparation to teach kindergarten, and the other, that she will be more efficient as an English teacher in high school? Second, who will keenly distinguish the personality differences of two supervisors, majoring in the same field, both equally well prepared by virtue of courses taken, then advise the one that she will do better work in the city system of Hollywood, and recommend the other to the superintendent of the consolidated rural school at Sandtown? These are problems that baffle the experts in the broad field of guidance. It is not our purpose in this study to throw much light on them. Suffice it to say here that we have confidence that specialists in the general field of guidance are slowly making progress in solving such problems. The other reason for mentioning guidance problems at all is that the more we think of teacher guidance, the closer seems the interrelation between preparation and placement.

Almost the same could be said about placement in its relation to follow-up. That, too, is definitely recognized by guidance experts, as literature in the field indicates. Even casual thought on the matter should lead to the conclusion that the work of preparing the teacher is not complete when she has met all certification requirements, not even when she has been given all possible assistance in securing the position

for which she is best fitted by training and personality, but that trainers of teachers have a definite responsibility in helping the teacher start in her new position. The discharge of this responsibility should be clearly a cooperative undertaking between the institution which trains the teacher and thus has a much more thorough knowledge of her possibilities, and the school which employs her with a very clear understanding of what work for school and community needs to be done in that position and how it can best be done. For this reason the present study on Teacher Placement in Ohio, though indicating that placement is its field, does take considerable account of activities in preparation and follow-up.

Steps which Ohio teacher-training institutions are taking in relation to guidance appear from an examination of their annual reports to the State Department in the fall of 1929.¹⁰ From twenty-six reports in that office at the time, which for all practical purposes seem representative of the forty-one on the state list, one learns that a physical examination is usually required. About two-thirds of the schools reporting indicate only casual attention to "Miscellaneous Personal Qualities". The other third of the institutions show greater concern, as the following quotations indicate:

Personal interview to sense personality and mannerisms.

Teachers take four credit hours in personal and social hygiene.

Students with marked peculiarities are advised against teaching.

We know and study each individually.

Have a personnel blank from high school principal; have personal interview at college. [Several institutions report the use of a personality blank for admission.]

10. Teacher Training Report, Section II. Student Selection and Guidance.

To the question whether the institution offers instruction in guidance, ten answer in the affirmative, six in the negative, and the remainder do not answer at all. Immediately following the above question in the report is a request for a specific statement of what is being done to insure professional guidance to the individual student. Common answers suggest conferences with students by deans, heads of departments, training teachers, etc. A few quotations are representative:

Special adviser for each student.

Special adviser for each group of one hundred students.

Prospective teachers take course in orientation or introduction to teaching.

Committee on vocational guidance.

Each student meets the dean of education once a year or oftener.

The above can well be accepted as noteworthy beginnings, perhaps hardly more than that. Considering the newness of the whole field of guidance, the strong tendency of most institutions of higher learning to watch and see before acting, and the rapid strides made in teacher training during the last few years, there is more encouragement than discouragement in these notes.

CHAPTER I

DESCRIPTION OF THE PROPOSED STUDY

1. The General Problem and Its Definition

After the general plan of a study on teacher guidance with special reference to placement had been accepted by the writer's graduate committee in August, 1929, detailed plans were formulated with considerable enthusiasm relative to content, but with some hesitancy in regard to the breadth of the study. The study had not proceeded far until the broader aspects of guidance were dropped from the scope of investigation; only as placement finds its setting in that general problem is guidance hereinafter mentioned. Thus the real problem for investigation resolved itself into teacher placement, with minor attention to training and follow-up, as functions in guidance so very closely related to placement.

Teacher placement, as used in this study, means the process of assisting the teacher in finding a position in which she can be expected to render her best services; or, from the point of view of the school, to find for a given vacancy the teacher who can best render such services as the position calls for. The fact that in this study repeated references are made to professionalizing teacher placement, emphasizes particularly "rendering the best services". Teachers and schools that have vacancies are bound to get together, but the more completely this process is left to chance, the less professional will be the placement; The more of wise direction there is in the interest of both school and teacher by some intermediate agency, the more highly professionalized is the process. As a further definition and limitation of the problem, it is understood that its peculiar field is placement of teachers in Ohio.

2. Detailed Statement of the Specific Problems

Teacher placement from a professional standpoint has various major and minor aspects. These are treated in the following five chapters.

Chapter II takes up the organization of the placement bureau, especially its personnel, cost, and registrants.

Chapter III attempts primarily to evaluate procedures in the process of teacher placement itself, including the time of placement, as well as means of gathering information concerning registrants, and methods of making contacts with the clientele of the placement bureau or agency.

Chapter IV analyzes the relation of placement to teacher training and follow-up.

Chapter V deals with the means of improving teacher placement as these are suggested by placement officials, superintendents, and beginning teachers.

Chapter VI brings together all the evidence from the original data of this study and the literature in the field, and bases certain recommendations on the same.

3. The Techniques Employed

The techniques of this research are twofold. In the first place, literature on teacher placement and closely related subjects, which included about a half-dozen theses, was carefully canvassed. Second, and far more important, was the use of the questionnaire method. A marked proportion of the material gathered by this latter method is factual, especially that used in determining the present status of placement organizations in Ohio. A good measure of evidence supporting recommendations for improvement is based on expert opinion drawn from the questionnaires. Data that are either limited in quantity or derived from questionable sources are so treated, and used merely to indicate possible trends.

4. Sources of Data

Although available literature and personal communications have helped in a measure to give direction to the problem and later added considerable support to certain findings, this study as a whole is largely based on data obtained through questionnaires. Specific plans for the circulation of these were formulated during the early months of the school year, 1929-1930. When the Associate Director of Teacher Training in Ohio, L. L. Louthian, was questioned regarding the importance and value of such a study as Teacher Placement in Ohio, he immediately expressed interest in the problem and as a representative of the Ohio State Department of Education wished to share in the study. It was agreed by him and the writer's adviser, that this study should be carried on jointly under the direction of the State Department and the University. Thus all forms were sent out under the name of the former, a procedure which unquestionably helped very much to secure such liberal responses. It was agreed by all concerned that an intensive study of teacher placement in the single state of Ohio would be more valuable than an extensive study covering placement the country over. Hence detailed plans were laid accordingly.

Five questionnaires were formulated:¹

- I. To ranking teacher-training officials in each of the forty-one institutions of Ohio recognized by the State Department, and to fifteen out-of-state institutions, including private colleges, state teachers colleges and state universities.
- II. To thirty-three state departments and state education associations reported as maintaining teacher-placement bureaus.
- III. To forty-seven commercial teachers agencies.

1. Copies of questionnaires are found in the Appendix, Section B.

IV. To 210 superintendents: fifty each from counties, cities, and exempted villages of Ohio, and thirty each from Kansas and Minnesota, equally distributed among counties, cities, and villages, as in Ohio.

V. To 152 beginning teachers, all in Ohio.

These 498 questionnaires were dated January 21, 1930, and mailed promptly. Those sent outside of the state were designed to serve as a check on the typical nature of Ohio returns, and to add data desirable for formulation of suggestions on such points as were inadequately represented by Ohio responses. A very marked interest in the problem was evidenced in that about a fourth of the questionnaires sent to superintendents were returned within two weeks from date of mailing.

Table II indicates which form of questionnaire was sent to various institutions or persons, the total number sent, and the number of complete, partial, and very incomplete returns for all groups or classes. As this study develops, the reader will find in certain instances that the various placement bureaus and commercial agencies are referred to by number. The identification can be found in the Appendix, where the mailing lists carry the corresponding numbers of these bureaus and agencies.

From the table we note first the high per cent of returns on Questionnaire I. Since this study concentrates on teacher placement in Ohio, it was considered very important that all accredited teacher-training institutions of the state report, whether they carried on work of this nature or not. This was achieved, though in certain instances mere short letters or notes stated that very little or no assistance was given the persons looking for teaching positions. Even of the out-of-state institutions, nine of the fifteen, took time to fill out the lengthy questionnaire.²

2. Mailing lists are found in the Appendix, following their respective questionnaires.

TABLE II

SUMMARY OF QUESTIONNAIRES RETURNED

Num- ber	Questionnaire Sent to	Num ber sent	Returned				No re- turn
			Com- plete	Par- tial	Very incom- plete	Nothing to report	
I	Placement Officials	136	51	12	13	17	43
	Ranking Teachers Training Officials of Ohio	41	26	2	5	8	0
	Out-of-State Teacher- Training Institutions	15	9	1	0	0	5
II	State Departments of Education	21	10	1	3	6	1
	State Education Associations	12	6	2	0	3	1
III	Commercial Agencies	47	0	6	5	0	36
IV	Superintendents	210	129	0	0	0	81
	Ohio Counties	50	35	0	0	0	15
	Ohio Cities	50	35	0	0	0	15
	Ohio Ex. Villages	50	35	0	0	0	15
	Kansas	30	9	0	0	0	21
	Minnesota	30	15	0	0	0	15
V	Beginning Teachers	152	92	0	0	0	60
	Ohio State Univ.	35	17	0	0	0	18
	Miami University	35	22	0	0	0	13
	Bowling Green State College	32	17	0	0	0	15
	Ohio Wesleyan Univ.	35	24	0	0	0	11
	Bluffton College	15	12	0	0	0	3

These institutions were selected rather arbitrarily, but an effort was made to choose a few large institutions, a few teachers colleges, and several small and average private colleges.

Questionnaire II was sent to all state departments of education and state education associations carrying on placement work, as reported to McCarroll.³ All but one for each of these reported, though it is impossible for anyone to classify sharply the state departments and the associations into two groups, the one group carrying on teacher placement and the other not doing so. Many do a very little, and others a little more; hence, some stating that they have no bureau perhaps actually lend more assistance to schools and teachers than certain "bureaus", so called, but much handicapped for lack of funds. However all the responses give a reasonably clear picture of what these types of placement bureaus are doing.

The forty-seven commercial agencies which received Questionnaire III were selected from the membership of the National Association of Teachers' Agencies in such a way that only one office of each organization was included. The returns, as anticipated, were very meager.

The Ohio superintendents were chosen by taking names at random, until fifty each had been selected from counties, cities, and exempted villages. In a similar manner ten names were selected for each corresponding type of school in Kansas and in Minnesota, making a total of thirty from each of these two states.

For the list of beginning teachers the five institutions named were chosen as representative of teacher-training institutions in this state.

3. Elizabeth McCarroll, "A Suggested Program for Cooperative Research to Aid in Promotion of a Central State Bureau of Teacher Placement in Ohio." Unpublished Master's thesis, College of Education, Ohio State University, 1929.

Each school was asked to send a non-selected list of thirty to thirty-five, the aim of the study being a total of about 150 names. No particular effort was made to be highly systematic or scientific in selecting this list, but on the other hand there is no reason to believe that the names were selected in any way that might prejudice the results. In the study the reader will notice that these beginning teachers are treated once as coming from a certain school, then again as belonging to the department of secondary teachers, special teachers, or elementary teachers.

5. Limitations of the Problem

Three limitations are inherent in this study of teacher placement. In the first place, since placement is a relatively new field, many of the practices and techniques that have been developed are based more on special local needs and conditions than on general principles determined in a scientific manner.

In the second place, our study is handicapped by the scarcity of literature. A few theses, a number of articles in periodical literature, many of which merely reflect individual opinions on specific situations, and one or two reports on placement work as it is carried on in certain bureaus, seem to be the extent of available literature. Very rarely has teacher placement found a place on programs for educational gatherings.

A third limitation lies in the technique primarily used in this study, the questionnaire itself. This method of research is frequently and sometimes violently attacked, and no doubt justly so. However, there are those who in very positive terms come to its defense as one legitimate means of research. T. L. Kelly is quoted as saying:

Unless and until experimental science relieves us of the need of human judgments, or removes from our minds an interest in unique events, this wayward child of science, feeble as it is, will remain an indispensable helper.⁴

Koos found in studying 581 investigations that nearly one-fourth depend on questionnaire data.⁵ He finds it a source of significant educational data, many of valuable, some of exceptional merit. Crabtree himself refers to this method as one which has contributed substantially to educational advance.⁶

The study from which these statements are cited, sets up the following informal rating plan in evaluating the questionnaire:⁷

1. Is the questionnaire adequately sponsored?
2. Is the purpose of the study frankly stated?
3. Is the questionnaire on a worthy educational topic?
4. Is the questionnaire well organized?
5. Are the questions clearly and briefly worded?
6. Can most of the questions be briefly answered?
7. Is the information requested not available elsewhere and is it only available through questionnaire?
8. Is the questionnaire set up in proper mechanical form?
9. Are the demands of the questionnaire reasonable?
10. Is a summary of the results or other proper return promised respondents?

Tested by these standards, it is felt that the five questionnaires of this study rate reasonably high. Standard 1 is well met not only in getting the full sanction of the Teachers College of the University of Cincinnati, but further in obtaining full support from the Ohio State Department of Education. There seems to be little doubt but that Standard 3 is fully met according to expression contained in the answers to the questionnaires, as well as in a number of articles in periodicals.

4. The Questionnaire. Research Bulletin of the National Education Association, p. 11. Vol. VIII (January, 1930). pp. 52.

5. Ibid., p. 11.

6. Ibid., p. 4.

7. Ibid., p. 39

Standard 7 is equally well met, since only a limited amount of material was found on the problem in general professional literature, and at least three other present investigators of the problem have voiced the dearth of available information. By a process of elimination there is no other method of research that lends itself as well to a study of teacher placement as the method of the questionnaire. The other standards apply largely to the form and mechanics of the questionnaire; along those lines the five questionnaires used, though not claimed to be faultless, were formulated with all care.

CHAPTER II

ORGANIZATION OF THE BUREAU FOR PLACEMENT

1. Name of the Organization

Placement bureau is the term used in this study for any organization operating under or with either a teacher-training institution, a state department of education, or a state education association.

Private agency is here employed in its usual popular sense, to refer to the private or commercial agency. In certain cases the term, agency, may be used in a non-technical sense to refer to the means, the agent, thus the person or persons acting for another.

Tables III and IV indicate the relative frequency of application of certain names to the organization responsible for assisting teachers and schools to get together, as reported by Questionnaires I, II, and III of this study. Table III deals with names used by teacher-training institutions, state departments and state associations; Table IV lists the frequency of certain names employed by private agencies. The official names used by the placement bureaus in teacher-training institutions, state departments, and state associations, as they appear in Table III, resemble one another more than they do the names used by private agencies, according to Table IV.

Table III reads as follows: The name, Teacher Placement Bureau or Bureau of Placement, is used by seven of the twenty Ohio teacher-training institutions having an organized service with an official name; the same is true of four of the nine out-of-state institutions reporting on this item, five of the eight state departments of education maintaining an organized placement service, and six of nine education associations.

TABLE III

OFFICIAL NAMES OF PLACEMENT BUREAUS OF INSTITUTIONS,
STATE DEPARTMENTS AND EDUCATION ASSOCIATIONS

Name	Institutions		State Depart ments	State Associ ations	To- tals
	Ohio	Out-of State			
Teacher Placement Bureau, or Bureau of Placement	7	4	5	6	22
Appointment Bureau, or Bureau of Appointments	6	1	0	0	7
Committee on (of) Appointments, or Appointments Committee	2	0	0	0	2
Bureau of Recommendations	1	1	0	0	2
Employment Bureau	1	0	1	0	2
Placement Service	0	1	1	1	3
Appointments for Graduates	0	1	0	0	1
Teachers' Registration Bureau or Department	0	0	0	2	2
Register of Teachers	0	0	1	0	1
Committee on Recommendations	1	1	0	0	2
Teachers' Bureau	1	0	0	0	1
Appointments Division	1	0	0	0	1
Totals	20	9	8	9	46

Thus twenty-two of the forty-six placement organizations responding employ this name.

The number of bureaus reported in Table III falls below the number of institutions and state departments and associations carrying on some work in teacher placement. In a number of cases "the activities along that line are hardly ambitious enough", as one puts it, to justify operation under an official name. In many instances placement is incidental to other related work. This, by the way, indicates the close relation of teacher placement to teacher training and guidance in the institutions, and to such activities as certification and supervision in state departments.

TABLE IV

OFFICIAL NAMES USED BY MEMBERS OF THE NATIONAL ASSOCIATION
OF TEACHERS' AGENCIES

Name	Frequency
Teachers Agency	35
Teachers Bureau	3
Teachers Exchange	2
Educational Bureau	2
Educators Bureau	1
Educational Exchange	1
College and Specialists Bureau	1
School Service	1
Agency	1
Total	47

Table IV shows that thirty-five of the forty-seven commercial agencies (counting only one office of an agency that has several offices in different cities) belonging to the National Association of Teachers' Agencies, go under the name, Teachers' Agency. Some of the titles are so little suggestive of the real purpose of the organization that one may suspect a desire to conceal the real purpose from the general public, and thus to afford some protection to the teacher who does not wish a present employer to know of his quest of another position.

2. Additional Functions of Bureaus and Officials

Since placement service occupies less than the full time of one individual in many of the smaller teacher-training institutions, and also because it is so closely associated with other activities of the institution, this bureau often performs various other functions. These are listed in Table V.

TABLE V

ADDITIONAL FUNCTIONS OF THE PLACEMENT BUREAU

Functions	Ohio Insti- tutions	Out-of-state Institutions	Total
Follow-up	9	2	11
Guidance, personnel administration, research in teacher training	5	2	7
Placement in other than teaching fields	5	2	7
Direction of off-campus, extension, or correspondence work	2	0	2
Publicity, entrance, etc.	2	2	4
Homecoming, alumni secretary	3	0	3
Remedial instruction	0	1	1
Totals	26	9	35

The above table reads: Nine of the Ohio teacher-training institutions hold the placement bureau responsible for the follow-up of teachers in service; likewise two of the out-of-state institutions reporting on this item. Twenty-six of the total forty-one teacher-training institutions of Ohio reported on this item, or six more than reported the data for Table III. Evidently these additional institutions render placement service to their graduates but perhaps prefer not to dignify it by an official name. Again there are nine out-of-state institutions reporting.

Table VI is similar in content to Table V, except that it lists services performed by the placement official personally, while Table V listed related work carried on by the placement bureau.

TABLE VI

OTHER FUNCTIONS PERFORMED BY PLACEMENT OFFICIALS

In Teacher-Training Institutions			
Function	Ohio In-stitutions	Out-of-state Institutions	Totals
Director of Teacher Training (a)	15	3	18
Professor of Education	3	2	5
Director of Guidance	2	2	4
Dean of College	2	0	2
Registrar of College	1	0	1
Director of Extension	1	1	2
Alumni Secretary	1	1	2
Assistant to the President	0	1	1
Secretary to the Dean	2	0	2
Totals	27	10	37
In State Departments of Education			
Certification Clerk			4
Rural School Supervisor			2
Assistant to High School Inspector			1
Secretary to the Division of Teacher Training			1
No other work			3
Total			11
In State Education Associations			
Secretary of the Association			2
Assistant to the Secretary			2
Director of the Reading Circle			1
No other work			1
Total			6

(a) This term is used here and throughout this study for the ranking teacher-training official.

Table VI reads: In fifteen Ohio institutions the placement official is at the same time the Director of Teacher Training; in three of the out-of-state institutions the same situation prevails, etc. The other two divisions of the table show the fields of activities combined with teacher placement in state departments and state education associations.

3. Training and Experience of Placement Personnel

The degree of professionalization of teacher placement depends in a great measure on the person who is in charge of this work, his training, and his experience in education generally as well as in placement directly. Table VII indicates the preparation of placement officials in the various institutions and organizations studied. The legend at the bottom of the table makes clear the meaning of each column. The reader will note that the table includes data from four different groups of placement officials: Ohio teacher-training officials, those from training institutions in other states, representatives of state departments of education, and of state education associations. From the last two groups data were gathered for only the first two columns of the table.

Thirty-one of the forty-one teacher-training institutions of Ohio and eight out-of-state institutions responded with sufficiently complete data to be included in this table. Of the state departments and state education associations eight and six respectively reported such items as were requested.

Table VII reads as follows: The largest number of years of experience in placement work of any one of the persons in charge of this work in an Ohio institution was twenty-five. It so happened that this same individual surpassed all others with forty-five years of teaching experience. Thirty-eight of those forty-five years were spent in college training, and seven in grade or high school teaching and none in

administrative work. This particular individual has the degree of Doctor of Pedagogy, is responsible as placement official to a committee and is himself the Director of Teacher Training. Wherever "Secretary" appears in the last column of the table, reference is made to an individual who works under the director of teacher training but is largely responsible for the placement office. The second part of Table VII reads exactly like the first part. The third part shows that in state departments of education the longest term of service anyone has had in teacher placement is ten years. The same individual also had twenty years of teaching experience. Of those in charge of teacher placement in education associations the longest term in this work is also ten years, the same person possessing fifteen years of school or teaching experience.

The sixth column of Table VII indicates the number of years spent in related work. The nature of this work varies as shown below:

(a) In Ohio Institutions

Athenaeum of Ohio - Parochial Ministry (5 years)

Denison - Chief, Division of Examining and Licensing,
State Department (5 years)

Heidelberg - Instructor, Army School (2 years)

Ohio University - Secretary (3 years)

Ohio Wesleyan - Private Secretary (?)

Otterbein - A.E.F; U. S. Veterans Bureau; Federal Bureau of Vocational
Education (8 years)

Wooster - Chautauqua Superintendent; Field Secretary (5 Years)

(b) In Out-of-State Institutions

Minnesota - Office Management (5 years)

Emporia - Extension (5 years)

Ball - Manager of Business College (1 year)

TABLE VII

PLACEMENT OFFICIALS: EXPERIENCE, TRAINING, AND RELATIONS TO INSTITUTION

Teacher-Training Institutions in Ohio								
Years in Charge of Teacher Placement	Years of Teaching Experience	College Teaching	Public School Administrator	Teacher in Grades and High School	Years Experience in Related Work	Degree, Placement Official	To Whom Responsible	Position in Institution
25	45	38	0	7	0	Ped.D.	Committee	Director
16	34	20	21	14	0	M.A.	President	Director
16	32	32	16	0	0	Ph.D.	Committee	Director
15	24	15	4	5	2	M.A.	President	Director
15	20	16	12	4	0	M.A.		Director
12	28	12	7	9	0	M.A.		Director
11	31	14	9	8	0	M.A.	President	Extension Director
10	28	20	0	8	0	M.A.	Committee	Director
10	20	10	5	5	0	Ph.D.	President	Director
10	0	0	0	0	Yes	none	Director	Secretary
10	0	0	0	0	20	none	Director	Secretary
8	27	14	3	10	0	M.A.	President	Director
7.5	20	12	8	8	5	Ph.D.	Committee	Professor
7.5	0	0	0	0	3	B.A.	President, Department	Secretary
7	40	12	7	21	0	B.A.		Director
6	22	8	4	10	5	M.S.	Committee	Director
6	4	0	0	0	0	B.A.	Committee	Secretary
5	25	5	15	5	0	M.A.	President	Professor
5	18	7	2	9	0	M.A.		Director
5	0	7	5	15	0	B.A.	no one	Director
4	14	4	7	3	0	M.A.	Committee	Director
4	0	0	0	0	0	B.A.	Director	Secretary
3	33	1	13	9	8	B.A.	President	Alumnal Secretary

TABLE VII (Continued)

PLACEMENT OFFICIALS: EXPERIENCE, TRAINING, AND RELATIONS TO INSTITUTION

Teacher-Training Institutions in Ohio (Continued)								
Years in Charge of Teacher Placement	Years of Teaching Experience	College Teaching	Public School Administrator	Teacher in Grades and High School	Years Experience in Related Work	Degree, Placement Official	To Whom Responsible	Position in Institution
3	16	2	3	11	5	M.A.	Pres., Dean, Director	Registrar
3	8	3	5	0	0	Ph.D.	Director	Research
3	8	3	2	3	0	M.A.	Committee	Director
2	20	3	17	0	0	M.A.		Director
2	17	6	5	6	0	M.A.	President	Director
2	15	7	8	0	3	M.A.	Dean, Director	Personnel Director
2	13	2	3	8	5	M.A.		Director
1	4	2	0	2	0	Ph.D.	Director	Professor
Out-of-State Teacher-Training Institutions								
14	34	14	15	5	0	M.A.	President, Committee	Guidance
9	15	10	3	2	8	Ph.D.	President	Director
4	22	16	4	6	0	Ph.D.	President	Director
4	17	2	2	13	1	none	Committee	Guidance
4	8	7	1	1	5	B.A.	Director	Instructor
3	18	3	9	6	0	M.A.	President	Director
1	11	2	6	3	3	M.A.	President, Director	Instructor
1	6	5	0	1	5	M.A.	President	Extension, Alumnae

TABLE VII (Continued)

PLACEMENT OFFICIALS: EXPERIENCE, TRAINING, AND RELATIONS TO INSTITUTION

State Departments of Education								
Years in Charge of Teacher Placement	Years of Teaching Experience	College Teaching	Public School Administrator	Teacher in Grades and High School	Years Experience in Related Work	Degree, Placement Official	To Whom Responsible	Position in Institution
10	20							
5	18							
5	0							
4	15							
1	5							
0	25							
0	20							
0	0							
State Education Associations								
10	15							
6	14							
1	22							
0	12							
0	15							
0	4							

Claremont - Mechanic (3 years)

Swarthmore - U. S. Bureau of Vocational Guidance (8years)

In nine cases of twenty-four the placement official of the Ohio institutions is responsible to a committee. The size and personnel of these committees is listed below:

(a) In Ohio Institutions

Bluffton - (3 members excluding the placement official)
Dean of the College, Dean of School of Music,
Professor of History.

Cincinnati - (4) Dean of College of Education, three Professors of
Education.

Denison - (2) Professor of Education, Dean of Summer School.

Mount Union - (4) President, Dean of Women, Dean of Music, Professor of
Education.

Muskingum - (no number indicated) Education Staff.

Oberlin Kindergarten - (2) Dean of School, Supervisor of Student Teaching.

Ohio University - (8) Dean of College of Education, Dean of College of
Liberal Arts, Dean of Men, five other members of faculty.

Ohio Wesleyan - (5) Dean, Professor of Education, three others.

Wooster - (no number indicated) Dean of the College, Education Staff.

(b) In Out-of-State Institutions

Ball - (5) Dean of Education, two other Professors of Education.

Kalamazoo - (7) Dean of Men, Dean of Women, Registrar, Professor of English,
Professor of Economics, Professor of Education, Alumni Secretary.

In the above committees there is little of a common element to be found in the membership. However, the fact, that the placement official is responsible to a committee in nine out of twenty-five cases, while at fifteen institutions he is responsible to one or two administrative heads, might lead to the conclusion that the latter arrangement is the more serviceable. Much of the work in teacher placement is rather technical.

A lay committee perhaps can be of relatively little help, nor will it take much responsibility. Responsibility to the administrative head of the institution or to the Division of Teacher Training seems to point in the direction of greater efficiency.

In Table VIII the data of Table VII are grouped, and can thus be the more easily interpreted as to common tendencies. For training institutions the number of years of placement most often falls into the interval of 1-5 years, and of teaching experience into the interval of 20-29 years. About three-fourths of the placement officials hold an M. A. degree or better. Taking the combined group of teacher-training institutions in Ohio and outside, the placement official is most frequently responsible to the president of the institution. In over half the cases the Director of Teacher Training is immediately in charge of teacher placement. This seems a fitting relation, since there is perhaps no one who knows more about the outgoing teachers than he. This arrangement, of course, would be less tenable for very large institutions.

Among bureaus in state departments and state associations the rather short period of years placement officials have been in the work seems striking; the median is 1-2 years. It seems that not uncommonly these officers are experienced teachers or perhaps administrators, judging from the length of their teaching experience.

TABLE VIII

PLACEMENT OFFICIALS: EXPERIENCE, TRAINING, AND
RELATIONS TO INSTITUTION
(A Summary of Table VII)

Placement Experience		Teaching Experience		Degree Held		To Whom Responsible		Position in Institution	
1	(a) 2	3	4	5	6	7	8	9	10
31 Ohio Institutions									
21-25,	1	40-49,	2	Ph.D. (b)	5	Committee,	9	Director,	18
16-20,	2	30-39,	4	M.A. (c)	17	President,	8	Secretary,	6
11-15,	4	20-29,	10	B.A. (d)	7	Several Ad-	4	Professor,	3
6-10,	10	10-19,	6	none,	2	ministrators,	4	Director,	3
1-5,	14	0-9,	9			Director,	3	Various Posi-	4
						To no one,	1	tions,	4
31 Ohio Institutions plus 8 Out-of-State Institutions									
21-25,	1	40-49,	2	Ph.D. (b)	7	Committee,	10	Director,	21
16-20,	2	30-39,	5	M.A. (c)	21	President,	12	Secretary,	7
11-15,	5	20-29,	11	B.A. (d)	8	Several Ad-	5	Professor,	5
6-10,	11	10-19,	10	none,	3	ministrators,	5	Director,	4
1-5,	20	0-9,	11			Director,	4	Various Posi-	3
						To no one,	1	tions,	3
						Guidance,	3	Guidance,	3
14 State Departments and State Associations									
6-10,	3	25-29,	1	Data for these columns were not included in Questionnaire II					
3-5,	3	20-24,	3						
1-2,	2	15-19,	4						
0,	5	10-14,	2						
?,	1	5-9,	1						
		0-4,	3						

(a) Columns 1 and 3 contain the class interval in terms of years; all even numbered columns contain the respective frequencies.

(b) One Ped.D. was here included.

(c) One M.S. was here included.

(d) One Ph.B. was here included.

Tables V - VIII throw considerable light on the degree to which the work of teacher placement has been professionalized. Its setting among other administrative functions in education is indicated from several angles. Its acceptance as an educational function seems to be evident, because so many teacher-training institutions and a number of state departments and state associations are providing for some service in that field. These tables further give evidence of attempts to coordinate placement with other functions somewhat closely related to it.

4. Size of Placement Staff

The number of employees in various state and private placement offices is next to be treated. Tables IX and X show how many are employed in the three types of offices, and also indicate the season of greatest activity in these offices, thus suggesting the time when placements are made. Institutional bureaus were not included here, because only a very few of those in Ohio employ even a full-time director. As previous tables have shown, the type situation is the ranking teacher-training official directing the work and his secretary performing the more routine operations. This statement is easily substantiated by following the column of salary of director in the later table that included costs.

TABLE IX

SIZE OF PLACEMENT STAFF, 1928-1929

(EQUIVALENT IN TERMS OF FULL-TIME EMPLOYEES)

State Departments		Education Associations		Private Agencies	
Minnesota	6	California	16	Western T. Exch.	12
Massachusetts	4	Kansas	1.5	Specialists Ed.B.	10
Pennsylvania	3	Michigan	1	Ohio Midland	3
Alabama	1	Nebraska	.5	Davis	2.5
Maine	1	Utah	.5	Boynton	2.5
Vermont	.5	No. Carolina	1/3	Schermerhorn	2
Wyoming	.5				

Table IX shows that one placement bureau in a state department of education employs the equivalent of six full-time individuals, while two fall as low as the equivalent of one person on half time. In the offices of state education associations the corresponding numbers vary from sixteen down to one-third. The few private agencies reporting exhibit a variation of from twelve to two in terms of equivalent of full-time employees. To illustrate how these figures are reached it may be said that the Minnesota Bureau has three full-time employees, two others for seven months each, one for six months, and four for about four months each. The total time of these ten employees is the equivalent of six for the year of twelve months.

TABLE X
NUMBER OF EXTRA EMPLOYEES IN PLACEMENT OFFICES

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.
State Depts. & Associations	3	3	7	9	17	18	18	16	5	
Private Agencies			2	3	4	4	4	8	4	1

Table X, is designed to show the variation in amount of service at different seasons of the year. It excludes all full-time employees, giving only the number retained on part-time month by month: first for nine non-institutional bureaus, second for four private agencies. The numbers indicated are not to be added to those in Table IX, the purpose being rather to show the relative number of individuals working collectively at different times of the year in the office of those bureaus or agencies reporting on this item. The relative increase or decrease from month to month reflects the proportionate amount of work done in the different offices at that time of the year. From these figures we should be justified in concluding that public placement bureaus in state departments and state associations make most of their placements during the months of May to August inclusive, with the peak load in June and July. Private agencies are much the busiest during the month of August, though the five months from May to September show a marked increase according to these few returns. For private agencies the months from November to February show least activity; for the public placement bureaus, the months of October to December. The fact that the peak of business for private agencies comes later in the season than for the public agencies may mean that the former take a larger share of emergency calls. If this suggests that the private agencies have a reputation with employers for prompt action, it carries an admonition to the public placement office.

5. Cost of Teacher Placement

The difficulty of securing definite figures on the cost of teacher placement is perhaps one of the stronger arguments, even though indirect, that this work is at least in part professionalized. In many cases it seems to be so intimately interwoven with other teacher-training

or general educational activities that separate figures on costs are not available. Tables XI, XII, and XIII deal with costs of teacher placement from various angles. Table XI lists the thirty Ohio teacher-training institutions which reported sufficient data on these items to be included. In like manner nine out-of-state institutions are included.

Receipts are listed in Table XI under fees or commissions, college budget, and total. "Other sources" was asked in the questionnaires but nothing was given. Footnotes to the table show the rates of fees or commissions. Only three of the Ohio institutions resort to fees, two charging \$2 each and one charging \$1 as a registration fee. Of the out-of-state institution one charges a \$4 registration fee from all, one charges \$1, and one applies \$10 of the student teaching fee to the placement budget. Under commission one Ohio institution charges alumni from \$5 to \$10 according to salary received, if placed through its help. One of the out-of-state institutions charges a week's salary of those who are placed, and one charges one-half per cent from beginning teachers and one per cent from alumni that are placed. Thus, to eight only of approximately fifty college or institutional bureaus, do registrants directly pay anything for the services rendered.

A first glance at the expenditures presented in Table XI shows that nearly half the Ohio institutions submit no figures on costs at all, even though the majority of this group carry on some placement work. The expenses are distributed under the following heads: salary (or part salary according to time spent) of placement official, salary for clerical help, stationery including postage, miscellaneous items, and total. These would cover all the expenses of any placement bureau

TABLE XI

 INSTITUTIONAL BUREAUS: RECEIPTS, EXPENDITURES, NUMBER REGISTERED AND PLACED -
 1928-1929

Ohio Teacher-Training Institutions

No. of Institu- tion	Receipts				Expenditures					Registrants					
	Fees	Com- mis'n	Bud- get	Total	Sal. Off.	Sal. Secy.	Sta' ry.	Mis- cel	To- tal	To- tal	Elemen- tary	High School	Spec- ial	Plcd.	Asstd.
1					(a)	(a)	(a)	(a)	(a)	55	15	20	12	48	
3							100			53	23	30		25	28
4									500			30			
5		10	280	290	250	25	15		290	19		12	7	9	4
6					500	450			950						
7			200	200		50	100	50	200	68	30	37	1		
8					(b)	(b)	(b)	(b)	(b)					46	13
12					150	50	25		225	20	20				
13					400	150	25	25	600	68	5	58	5	50	64
14			875	875	600	125	150		875	49		49		45	41
15					(a)	(a)	(a)	(a)	(a)	35		35			
16				4235	2400	1200		635	4235	289	225	60	4	300	24
17					(a)	(a)	(a)	(a)	(a)	7					
18						10		30	40	20		20		6	3
19			2600	2600	2000	300	300		2600	211	110	46	55		
21	200					200	200		400	145	60	80	5	50	100
22					2500	2073	461	446	5480	269	3	48	37		
23					(a)	(a)	(a)	(a)	(a)	80	80			54	20
24					240		15		255	72	47	25		50	
25					3000	3000	300	700	7000	385	10	248	97	160	63
26					(a)	(a)	(a)	(a)	(a)	337	134	115	88		80
27	153		792	945	600	175	130	40	945	153	6	51	27	17	61
28			550	550	300	75	175		550	63	4	51	8		
32					(a)	(a)	(a)	(a)	(a)	15	12	3			
34					(a)	(a)	(a)	(a)	(a)	37		37			
35														50	10

TABLE XI, Continued
 INSTITUTIONAL BUREAUS: RECEIPTS, EXPENDITURES, NUMBER REGISTERED, NUMBER PLACED, -
 1928-1929

Ohio Teacher-Training Institutions, Continued															
No. of Institution	Receipts				Expenditures					Registrants					
	Fees	Com.	Bud- get	To- tal	Sal. Off.	Sal. Secy.	Sta' ry.	Mis.	To- tal	To- tal	El.	H.S.	Sp.	Plcd.	Asstd.
36							10			12		12			
39			100			50	50		100	254	184	60	10	150	
40					1340	1200	150	100	2790						
41			2250		2000	100	100	50	2250						
Out-of-State Institutions															
43	2713			2713						500				694	
44															
46					1750	3000				1006	501	336	169	524	80
48			5650	5650	3300	1800	450	100	5650	522	344			471	
49					1000	450		150	1600	197	71	115	11		
50										52	9	40	3	32	8
52			1250	1250	600	300	300	50	1250	144	44				64
55	83	93		176		63	63	37	163	83	41	15	5		
56					1200	50	30	20	1300	150	70	80		90	45

Registration fees are charged as follows: Institutions No. 8 and 21, \$2 each; No. 27 and 55, \$1 each; No. 43, \$4.

No. 5 charges commission only from alumni that are placed; \$5 for a salary of less than \$1500, \$10 for one of \$1500 or more.

No. 50 appropriates \$10 from student teaching fee for placement.

No. 44 charges one week's salary as commission for placement.

No. 55 charges $\frac{1}{2}\%$ of salary for placement from beginning teachers; 1% from alumni.

(a.) indicates no separate account.

(b.) indicates operation for less than a year

TABLE XII
NON-INSTITUTIONAL BUREAUS AND PRIVATE AGENCIES: RECEIPTS, EXPENDITURES, NUMBER REGISTERED AND
PLACED, 1928-1929

Organiza- tion Number	Number Employed Equal to Full Time	Receipts			Expenditures				Registrants		
		Fees or Commis- sion	Budget	Total	Salary of Di- rector	Salary of Secy.	Sta- tion- ery	Other items	Total	Total	Placed
14	5	6432	401	6833	5000	1833			6833	2144	607
12	4				4600	1560	1020	960	8140	6472	308
22	3	(a)	(a)	(a)	4200	2040			6240	804	271
1	1	100			600	300	25		925	100	44
10	1		500		1196					375	157
29	1/2		1200	1200	800		300	100	1200	700	200
32	1/2	(a)	(a)	(a)	750		300		1419	1500	80
31		(a)	(a)	(a)						1750	952
6		266								133	
30		(a)	(a)							600	60

3	16		30937		10100	(19,184)			29284	4163	1007
8	1 1/2								5500	1800	
13	1	1540		1540	800		466		1266	281	44
16	1/2			600	440	10	100	50	600		
25	1/2	270			450						
18	1/3	598		598	425		173		598	516	125
24										361	66

45	12									4200	3500
40	10									20000	
30	3									2178	
14	2 1/2									2500	
7	2 1/2									800	
38	2									1230	200

Fees or commission rates charged by State or association bureaus:-

No. 14 charges registration fee of \$3.00

Nos. 1 and 10 charge registration fee of \$1.

No. 6 Charges registration fee of \$2.00

No. 3 charges registration fee of \$3; commission 2%

No. 8 charges commission of 3 1/2%

No. 13 charges registration fee of \$5. from teachers in state, \$8. from out-of-state teachers.

No. 16 charges commission of 3%

No. 25 charges (if placed) \$10. from members, \$20. from non-members.

Nos. 18 and 24 charge registration fee of \$1. from members, \$5. from non-members.

(a) Indicates no separate account.

These
Data
not
reported

or agency with the likely exception of office rent and equipment. These two items were not specifically mentioned in the questionnaire, and there is little reason to believe that allowance was made for them by those filling out the questionnaires, first, because the figures under "Miscellaneous" are usually too small for rent and equipment to have been included, and second, because training institutions, state departments, and state associations are not apt to carry those items separately for one office when several offices would exhibit similar items.

The other data in Table XI on classification of registrants and number placed are included so that the reader may better be able to interpret costs, since the number of registrants and the number placed enter directly into the calculation of costs.

Table XII presents figures in a very similar way with regard to costs of placement service rendered by state departments and associations. Private agencies refrain from submitting any figures on these items. Four of the ten state department bureaus referred to in the table have no separate budget, but three make specific appropriations from the general treasury to finance this work. None of the state departments charge a commission, but four charge a registration fee of from \$1 to \$3 per year, the same amount applying for first as for repeated registrations. These latter data are found at the foot of Table XII.

With the association bureaus, both fees and commissions are in vogue. Fees vary between \$1 and \$3, the higher amount applying to those not belonging to the education association of that particular state. Commission is collected, of course, only from those teachers who are placed. This amounts to two per cent by one association, three per cent by a second, and three and one-half by a third. A fourth collects a flat amount of \$10 from members, while non-members pay \$20 for a placement.

TABLE XIII.

COST PER PLACEMENT BY SEVENTEEN ORGANIZATIONS,
1928-1929

	Organization number	Total Cost	Number Placed (a)	Cost per Placement	Number Placed and one-half assisted (b)	Cost per placement
Nine Institutions	27	\$ 945	17	\$55.39	47	\$20.11
	25	7000	160	43.75	191	36.65
	14	875	45	17.44	65	13.46
	16	4235	300	14.12	312	13.57
	13	600	50	12.00	88	7.32
	24	255	50	5.10	50	5.10
	52	1250	64	19.53	64	19.50
	56	1300	90	14.44	112	11.61
	48	5650	471	12.00	471	12.00
	Total	\$22110	1247	\$17.73	1394	\$15.86
State Departments	12	\$ 8140	308	\$26.43		
	1	925	44	23.30		
	32	1419	80	17.74		
	14	6833	607	11.26		
	29	1200	200	6.00		
		Total	\$18517	1239	\$14.94	1239
State Associations	3	\$29284	1007	\$29.08		
	13	1266	44	28.77		
	18	598	125	4.78		
		Total	\$31148	1176	\$26.48	1176
	Grand Total	\$71575	3662	\$19.59	3809	\$18.79

(a) This total included only those directly placed.

(b) This total includes, in addition, one-half of those reported as assisted in securing positions.

Table XIII assembles data on costs from such placement bureaus as give figures sufficiently complete to permit a reasonably accurate calculation of the cost per placement. Their average costs should be fairly representative of conditions generally. The first part of the table deals with six Ohio institutions, selected because they offered enough data to enable one to find the cost per individual placement of a teacher.

Figures in the second column

represent the numbers of the institutions or states. In the third column is given the total cost of operating the bureau for the year, as submitted by those in charge through the questionnaire of this study. In the fourth column the total number of placements made by the bureau in 1928-1929 are listed, and in the fifth column the average cost per placement in each institution. The mean for nine institutions is \$17.73, obtained by dividing the total cost by the total number of teachers placed. Column 6 gets at the total number placed in another way. In the questionnaire these institutions were asked to report in addition to number placed primarily through their own efforts, the number of those "assisted in part". This is construed as meaning that credentials were sent, but the institution was not the first to report the vacancy to the teacher. The figures in Column 6 are those of Column 4 plus half of those "assisted in part". By using these figures the cost per placement for nine institutions as shown in Column 7 is reduced from \$17.73 to \$15.85.

The first six of the nine institutions reported are from Ohio, and the other three from outside the state. The average cost of the Ohio institutions runs considerably higher, but the median of institutional costs for the two groups is about the same.

The table deals in a similar way with the cost per placement by bureaus of state departments and state education associations. However, in this connection it does not cover placements of the second type, those "assisted in part". The cost per placement by state departments is \$14.94; by associations it is \$26.48.

Comparing the costs per placement by three types of bureaus, we notice that those of state departments are lowest, \$14.94; next come those

of training institutions, \$17.73; the highest are those in education associations, \$26.94. The grand average is \$19.59 per placement, obtained by dividing the total cost of the seventeen different bureaus by the total number of teachers placed by all of them. When the grand average is based on the inclusion of those "assisted in part" by the college bureaus, the cost per placement drops to \$18.79.

For private agencies we have the following data from the Division¹ of Labor Statistics for Ohio:

Teachers agencies come under the law relating to private employment agencies, inasmuch as a fee is given for securing a position. We have seven licensed agencies in the State of Ohio. These agencies placed last year, 243 male and 525 female teachers. The commissions reported received for such positions total \$48,541.48.

On the basis of these figures the average commission paid by the teacher was \$63.21. Comparing cost per placement by public and private agencies, we are safe in concluding that unusual amounts are spent for office rent and equipment by the latter, or the salaries of those employed are considerably higher than those doing the placement work in public agencies or bureaus, or material profits accrue to the management.

6. Cooperation between Placement Agencies

If the degree to which various teacher placement agencies cooperate with each other is a measure of professionalization of this work, we are yet far from the ideal. Table XIV indicates how little the various bureaus and agencies cooperate.

1

Private letter to the writer from George F. Miles, Chief of Division, under date of August 18, 1930.

TABLE XIV

COOPERATION OF PLACEMENT BUREAUS AND AGENCIES

Policy	Bureaus of				
	Answers	Ohio Insti- tutions	Out-of-State Institutions	Departments and Associations	Private Agencies
Standing Agreement with all Place- ment Bureaus	Yes	2	5	3	3
	No	25	4	12	3
Agreement with Public Bureaus	Yes	2	4	(a)	(a)
	No	21	4		
Agreement with Private Agencies	Yes	3	3	(a)	(a)
	No	23	5		
Lending Credentials to either Public or Private Agencies	Yes	18	3	4	3
	No	12	5	11	3
Students Advised not to Register with Public Agencies	Yes	3	2	(a)	(a)
	No	14	3		
Students Advised to Register with Private Agencies	Yes	14	2	(a)	(a)
	No	5	2		
	Cond.	8	0		
Students not advised Either Way		5	3		

(a) Indicates data not included in questionnaire.

Quotations regarding cooperation:

Private agencies: "Appeal to others when necessary to find satisfactory candidate."
"In special cases". "If member of our National Association".

Bureaus of teacher-training institutions: "We send list of prospective teachers; we arrange for interviews". [In answer to the question as to whether students are advised to register with commercial agencies we quote the following from replies by teacher-training institutions.] "Depends on case" mentioned twice; "at times"; "as last resort"; "exchange credentials"; "a private agency aids bureau when agency has no fit candidate". "After close of college year". "Yes, if students wish to place beyond our immediate territory, radius of about hundred miles". "Certain agencies".

The first part of Table XIV reveals the extent to which some sort of agreement between various bureaus is found. "Agreement" as here used implies particularly the exchange of calls for applicants when one bureau cannot fully meet the demand of the vacancy. Figures show that of the twenty-seven Ohio institutions, two have such an understanding or agreement with some other bureau, twenty-five do not. In like manner the affirmative and negative answers from out-of-state institutions, non-institutional bureaus, and private agencies are tabulated. These first two rows of figures are then analyzed to reveal more specifically the degree to which such agreements are operative between institutional bureaus and other public bureaus on the one hand, and institutional bureaus and commercial agencies on the other. Due to some apparent carelessness in answering these questions the corresponding figures in this part of the table do not tally, though they do show trends. Together with the quotations following, they show a rather limited amount of cooperation between various placement agencies with regard to the exchange of calls for applicants.

Institutional bureaus, in the majority of cases, lend their credentials to private agencies, as the second part of Table XIV shows. From other statements in questionnaire answers we are safe in implying that their credentials are freely lent to public bureaus also. Department and association bureaus seldom lend credentials to any other bureaus,

private or public; three of the commercial agencies lend credentials, and three do not.

The last part of Table XIV shows that in the larger number of cases students in teacher-training institutions are advised to join private agencies, especially under the conditions indicated in the quotations.

Cooperation among teacher-placement bureaus is apparently an unexplored field. However, that such steps should be attempted, especially in Ohio with its many small training institutions, seems logical. As it is, many a superintendent has to call on or communicate with two or more college bureaus before he finds even the right subject combination, to say nothing about many other qualifications he wishes to consider. The problem of finding the right teacher for the right position, around which this matter of professionalizing teacher placement centers, could be better met by working in closer harmony and understanding. Some form of a clearing house at the State Department might serve that purpose. With thousands of new teachers to be employed each year, to have three dozen or more placement bureaus working independently of each other and even without knowledge of what teachers are available at the other bureaus, seems a rather antiquated method.

7. Registrants

The data of Question 5 in Table XV gives further evidence that cooperation is almost entirely lacking among teacher placement bureaus. Rarely do institutional placement bureaus register other than their own students. In other words, our training institutions seem highly provincial to the superintendent who is primarily interested in finding the best teacher to fill his vacancy, and in the training institution only to the

extent that he knows a certain type of training prevails there.

The argument is not that each institutional bureau should have complete data on file for all teaching candidates enrolled in all other bureaus in the state, but that, for good professional service to the schools, a central bureau should be established. Further details on this plan are found in the last chapter of this study.

TABLE XV
REGISTRANTS WITH TEACHER PLACEMENT BUREAUS

Questions Concerning Registrants	Answered by	
	Ohio Insti- tutions	Out-of-State Institutions
1. Are all seniors (and others ready to teach) obliged to register in your bureau?---	Yes - 11 No - 19	Yes - 1 No - 7
2. Are data gathered in office for all of the above?-----	Yes - 20 No - 7	Yes - 6 No - 2
3. Do you register graduates in service?-----	Yes - 28 No - 5	Yes - 8 No - 0
4. For how many years after graduation?-----	One year - 3 Indefinite - 16	One year - 2 Indefinite - 6
5. Do you register others than your own students?-----	Yes - 7 No - 20	Yes - 2 No - 7

A common condition under which outsiders may register in the few places that accept them at all is that they be given consideration after regular students have been placed. Sometimes there are no conditions. To qualify as an institution's "own student", requirements vary. Some require mere attendance for a limited time, but usually definite registration, most

often from a semester to a year, is required. In one case it is registration for some education courses; in another at least six semester hours of credit meets the condition. Since the majority of institutions do not require all trainees to register in the placement bureaus, and a fourth of them do not even gather data on these students, it appears that to a great extent these placement bureaus are conveniences where the student may seek assistance if he desires; but they would hardly qualify as agencies in the program of guidance, nor as being in the best position efficiently to assist the school superintendent in finding the teacher best qualified for a vacancy. The general policy of registering graduates in service for an indefinite period after graduation operates to increase the service of the placement bureau.

Table XVI lists by placement offices the number of registrants and the number placed by Ohio and out-of-state institutions, by state departments and association bureaus, and finally by private agencies, complete in so far as reports were made. The relation of the number of placements to the cost of operating placement bureaus has been shown in Table XIII. When the questionnaires were prepared, it was hoped that this data might be used to help determine what proportions of the total placements made in a year were made by various agencies, but the figures are estimates in so many cases that mere trends are discernible. However, even these have some value. That institutional bureaus would place a higher percentage of their registrants than non-institutional bureaus, is to be expected. They usually have rather close contact with a number of schools, especially those in near-by territory.

Placement bureaus of state departments and education associations vary greatly in their proportion of number of teachers placed to those registered. Many place as many as a fourth to a half, some place only a tenth

to a twentieth as Table XVI shows. The number of teachers registered in a state bureau in relation to the total number of teachers employed in the state also varies greatly, one New England state registering fewer than one out of every three, a western state registering more than a half of all its teachers. The causes for such wide variations as have just been pointed out would be hard to find because there are so many; other forms of placement agencies operating in the state, density of population of the state, teacher turn-over and supply are only a few of them.

TABLE XVI

NUMBER OF TEACHERS REGISTERED AND PLACED, 1929

Ohio Teacher Training Institutions									
No. of Institution	Total from Class of '29	Number Registered					Number Placed		
		Elementary	High School	Special	Graduates	Non-Graduates	Other Institutions	Through your Efforts	Assisted in Part
1	55 (a)	15	20	12	5	0	3	48	--
3	53	23	30	0	0	0	0	25	28
4	19	0	12	7	0	0	0	9	4
6	68	30	37	1	6	0	0	46	13
12	20	0	20	0	0	0	0	10	5
13	68	5	58	5	51	1	0	50	64
14	49	0	49	0	0	0	1	45	41
15	35		35						
16	289	225	60	4	84	100	13	(Est)300	24
18	20		20					6	3
21	145	60	80	5		55		50	100
22	269 (a)	3	48	37	254	20	3		
23	80	80						54	20
24	72	47	25					50	
25	385 (a)	10	248	97	662	55	5	160	63
26	337	134	115	88	176	122			80
27	153 (a)	6	51	27	206			17	61
28	63	4	51	8	3				(Est)57
32	15	12	3		2			20	5
34	37		37						
37	12		12						
39	254	184	60	10				150	

TABLE XVI (Continued)

NUMBER OF TEACHERS REGISTERED AND PLACED, 1929

No. of Institutions	Out-of-State Institutions						Number Placed		
	Total from Class of '29	Number Registered				Non-Graduates	Other Institutions	Through your Efforts	Assisted in Part
		Elementary	High School	Special	Graduates				
43	500							694	
46	1006	501	336	169		265		525	88
48	522	344	178		41			471	88
49	197	71	115	11	106	80	34		
52	144	44	100					64	
55	83	41	15	5	10	12			
56	150	70	80		135	25		90	45
50	52	9	40	3				32	8

(a) Total number registered from class of 1929 should tally with the sum of the figures in the next three columns but does not in these institutions. Evidently directions were not carefully followed.

TABLE XVI. (Continued)

NUMBER OF TEACHERS REGISTERED AND PLACED, 1929

Type	Organiza- tion Number	Number Registered					Number Placed				
		Total	Elemen- tary	High School	Special	Adminis- trators and Super- visors	Total	Elemen- tary	High School	Special	Adminis- trators and Su- pervisors
State Departments	1	100	22	48	4	26	44	10	25	1	8
	6	133									
	10	375	167	149	89		158	69	67	21	
	12	6472					308	139	71	80	18
	14	2144					607				
	22	804	74	276	429	25	271	21	85	153	12
	29	700	300	200	100	100	200				
	30	500					50				
	31	1750	1000	600	100	50	952	600	300	52	
	32	1500					80				
State As- sociations	3	4163					1007	338	577	27	65
	8	1800									
	13	281	65	135	56	25	44	6	14	17	7
	18	516	316	125	30	45	125	63	40	10	12
	24	361					66				
Private Agencies	7	600									
	38	1230					200				
	30	2178	284	1372	358	164					
	40	1200									
	16	4200					3500				

8. Summary

This chapter has covered the general problem of the Bureau of Placement under seven subheadings. Findings with regard to these are briefly stated below.

1. The name used for this organization in nearly half the cases is Teacher Placement Bureau, or Bureau of Teacher Placement.

2. Additional functions of the bureau most frequently found are follow-up, guidance, and placement in other fields. Placement officials usually do other work: in half of the training institutions they are at the head of all the teacher-training work; in the state departments their additional duties are matters connected with supervision and certification.

3. The typical person in charge of institutional teacher placement has about five years of experience in placement, has taught for fifteen or twenty years, has an M. A. degree, is responsible to one or more administrative officials of the institution or to a committee, and is himself at the head of the whole program of teacher training.

4. Reports on the size of the staff in the teacher-placement offices vary widely, due to so many factors that no valid conclusion can be drawn as to the size of an effective staff. It is perhaps sufficiently evident that the bureau needs as a head a well-trained person who is in close relation to the preparation of the teachers. This head should receive sufficient reliable office help.

5. The average cost of \$19.59 per placement is based on seventeen typical public placement bureaus. Averages of different bureaus are as follows: institutional bureaus, \$17.73; bureaus in state departments, \$14.94; bureaus in state associations, \$26.48.

6. There is only a limited amount of cooperation between different placement bureaus or agencies in referring reports of vacancies, but considerable cooperation appears in some directions with reference to interchange of credentials.

7. Registrants in institutional bureaus are usually confined to those students of the institution, who register of their own accord, including both those who are about to go out to teach and those who have been in the field for a year or more.

CHAPTER III

THE PROCESS OF TEACHER PLACEMENT

Several major problems of procedure confront the placement official as he plans to make the work more effective and to place it on a higher professional level. These problems center primarily about the season when schools want to get into touch with new teachers, the gathering of all available and significant data concerning registrants, the bringing of the right teacher into contact with the school which needs just such services as she can render, the location of vacancies, the adoption of a good and complete system of records, and the machinery for keeping them up to date. Toward the partial solution of some of these problems of professional teacher placement, it is hoped that this study may contribute.

1. Time of placement

The question of the best time for placement was raised in the questionnaires to both superintendents and teachers. Superintendents were asked to

"Name the month during which applications should reach you in order to receive consideration;" and

"Name the month during which you would favor election for the best interest of the teacher and your school in particular, disregarding present laws and rules."

In connection with the last request they were asked to give their reasons.

Tables XVII and XVIII indicate the judgments of the superintendents as to the best time to make applications and to elect teachers. One hundred and three from Ohio, nine from Kansas, and sixteen from Minnesota named the month in which teachers' applications should reach them in order to receive consideration. In Ohio the month of April is favored by a majority for get-

ting applications to the superintendents, though a very few prefer the extreme months of February and June, and approximately a fourth each the adjoining months of March and May. The nine Kansas superintendents scatter their preferences over the months of January to April, the median being the middle of March. For Minnesota the superintendents vary between February and May, the median being late March.

TABLE XVII

MONTH IN WHICH APPLICATIONS SHOULD BE MADE
(Judgment of Superintendents)

Month	Ohio Superintendents				Kansas Superintendents	Minnesota Superintendents
	County	City	Exempted Village	Total		
Jan.	0	0	0	0	1	0
Feb.	0	1	1	2	2	3
March	4	7	8	19	3	6
April	22	18	15	55	3	4
May	6	6	10	22	0	3
June	2	1	2	5	0	0
Total	34	33	36	103	9	16
Median	Apr.18	Apr.14	Apr.18	Apr.17	March 15	March 26

To the question as to which month they would favor for election of teachers, the answers of Ohio superintendents again differ but a few days when we take the medians of the three different groups, county superintendents, city superintendents, and exempted village superintendents. May is the chosen month by a majority of two-thirds. Only two choose February. The remainder are almost equally divided between April and June. Though these superintendents were asked to express their preferences regardless of any present legal restrictions, it is possible that the present legal prohibition of election earlier than four months before the beginning of school, may have influenced their choice. If not, it happens that the present law is highly satisfactory. The Kansas and Minnesota situations resemble that of Ohio.

Just as they now desire applications to reach them a month earlier than Ohio superintendents, so they would hold elections one month earlier than superintendents of our own state. Table XVIII sets forth data on the desirable time for electing teachers.

TABLE XVIII
MONTH IN WHICH SUPERINTENDENTS FAVOR ELECTION

Month	Ohio Superintendents				Kansas Superintendents	Minnesota Superintendents
	County	City	Exempted Village	Total		
Feb.	1	0	1	2	1	1
March	0	0	0	0	1	3
April	5	4	7	16	3	4
May	21	21	21	63	2	6
June	6	6	5	17	1	0
Total	33	31	34	98	8	14
Median	May 16	May 18	May 13	May 16	April 20	April 22

Some of the reasons given in favor of certain months for election of teachers are grouped below.

February: More time for adjustment; security in the old position; time to find a new position (mentioned twice).
Number of pupils failing will not affect reemployment (once).

March: Gives ample time for readjustment (three times).

April: Opportunity for better planning both new position and summer (thirteen times).
Opportunity to observe candidate teach (once).

May: Good time for adjustment; tends to stabilize (seventeen times).
Get choice of teachers, see applicant teach (ten times).
Close of school is logical time, fair to teacher and school (ten times).
Prevents unrest and embarrassment (five times).

June: Fitting close of school year (once).

The evidence of Table XVIII and the quotations following point to May as the logical month in which to elect teachers for the ensuing year. The largest number of reasons are given for the month of May, but the same

reasons are given for one month as for another. Reasons given for other months seem to have equal weight for the month of May in most cases. It will have to be granted that custom is apt to enter strongly into choices.

Table XIX indicates the actual situation in Ohio, when a representative group of beginning teachers in 1929-1930 responded to a request for the month during which they were elected to their present position. Responses were received to this question from eighty-seven beginning teachers from five institutions. They included general high-school teachers, special teachers (of music, home economics, physical education, and art), and elementary teachers. According to these reports the smaller institutions place their candidates earlier than the larger ones, though perhaps it is more correct to draw the conclusion that the elementary teachers are placed later than the other two types. The larger number of elementary teachers responding to the questionnaire came from Bowling Green and Miami.

TABLE XIX
MONTH OF PLACEMENT OF BEGINNING TEACHERS

Month	By Institutions					By Departments			
	Ohio State University	Miami	Bowling Green	Ohio Wesleyan	Bluffton	Total	High School	Special	Elementary
March	0	0	1	0	0	1	0	0	1
April	0	0	0	1	2	3	3	0	0
May	6	4	3	6	4	23	13	6	4
June	6	5	4	7	2	24	11	10	3
July	1	9	1	4	1	16	9	4	3
Aug.	3	3	6	4	2	18	8	4	6
Oct.	0	0	1	1	0	2	1	0	1
Total	16	21	16	23	11	87	46	24	18
Median	Jun. 20	July 5	July 1	Jun 11	May 27	Jun. 21	Jun. 18	Jun. 18	Jul. 1

The above table reads: During the month of March none of the candidates from Ohio State University, Miami, Ohio Wesleyan, or Bluffton were placed in teaching positions, and only one of those from Bowling Green. Thus a total of one was elected in March. This one happened to be an elementary teacher. None of the high-school or special teachers were elected in March. The reader will notice that the median of placement for teachers from Ohio State University was June 20; from Miami, July 5; from Bowling Green, July 1; from Ohio Wesleyan, June 19; from Bluffton, May 27; and for all of the eighty-seven beginning teachers, June 21. The median time for placement of high-school and special teachers is June 18, and for elementary teachers July 1. To summarize the local data from Tables XVII, XVIII, and XIX, it seems that Ohio superintendents want teachers' applications to reach them in April, favor election in May, and actually do elect in June.

2. Sources of Information on Registrants.

It is of no small consequence in professionalizing teacher placement, to get the best and the most reliable data concerning registrants. The teacher training institution here has the advantage over other agencies, since it has accumulated in its general records much useful information for purposes of placement. However, even it will need to go outside of its own offices to collect reliable information on certain personality traits, habits, achievement, self-expressional activities, etc. Under the question calling for a check on certain sources of such information, seven specific sources were listed on the questionnaire, and those in charge of placement bureaus in teacher-training institutions added six others to these. Both the Ohio placement bureaus and nine out-of-state institutional bureaus evaluated these sources. This evaluation was made on three bases or for three purposes: namely, for

general office use, to copy as credentials, and for earlier records.

The information gathered for general office use is that placed in the hands of the superintendent who comes in person to the placement office to look for a teacher. Records copied as credentials are those mailed to the prospective superintendent, and usually cannot be as complete as the office files. Information for earlier records in the office furnishes the necessary material from which both of the other types of records are made up. These earlier records also have considerable value for guidance. Prospective teachers can be studied, and assisted in overcoming problems of personality or teaching during their period of training. Table XX shows what value the men and women who have repeatedly met these problems attach to the various sources for these three purposes.

TABLE XX
SOURCES OF INFORMATION ON REGISTRANTS
(Reported by Institutional Bureaus)

Information from	Uses Made of the Information					
	General Office Use		Credentials		Earlier Records	
	Ohio	Out-of-State	Ohio	Out-of-State	Ohio	Out-of-State
Supervisors of student teaching	32	7	27	6	17	4
College instructors	31	9	27	7	17	4
Superintendents under whom taught	27	9	23	6	14	3
Registrant's own superintendent or teacher	21	6	16	3	12	2
Laymen from home community	13	4	10	3	5	2
Fellow college students	4	1	0	0	2	0
Student organizations	4	1	0	0	1	0
Other sources:						
School boards	1	2	1	2	0	1
Employers (non-educational)	2	0	1	0	0	0
College records	3	3	0	0	0	2
Fellow teachers	1	0	1	0	0	1
Dean of women	2	0	0	0	0	1
Alumni	1	0	0	0	0	0

The frequencies of Table XX show that for all three purposes college instructors and supervisors of student teaching are considered the most desirable sources for information regarding a prospective teacher by placement officials of Ohio, and with a single exception by those from out-of-state institutions.

The fact that placement officials added a number of items to the original list of sources submitted in the questionnaire tends to show that there are many sources from which valuable data can be obtained, depending upon the varied experiences the registrant may have had. It is obvious that the numbers of times the items under "Other sources" in Table XX are mentioned, are not directly comparable to the numbers above these, because the first seven were mentioned in the questionnaire while the "Other sources" were volunteered by individuals.

Placement officials in state departments and state education associations, and those of private agencies were asked to evaluate the information from these various sources. It was thought that placement officials are in a position to be more objective in such an evaluation than those who are immediately connected with the training of teachers. Their evaluations are given in Table XXI. The plus-check-zero device used here and elsewhere in this study was employed under the following instruction:

"Please mark the items below according to the following key: plus (+) before the most frequently used; check (✓) before those of average use; zero (0) before those never or hardly ever used."

TABLE XXI

RELATIVE VALUE OF INFORMATION ON REGISTRANTS
(According to Non-institutional Bureaus and Agencies)

Information from	State Departments and Associations			Private Agencies		
	+	✓	o	+	✓	o
Superintendents under whom taught	14	0	0	6	0	0
Supervisor of student teaching	10	4	0	5	1	0
College instructor	8	5	0	5	1	0
Registrant's own super- intendent or teacher	5	7	2	4	2	0
Fellow teachers	2	8	4	0	3	3
Laymen from home community	0	6	8	0	2	4
Fellow college students	0	3	11	0	1	5
Are data gathered from other sources than references given?						
Yes		5			3	
No		11			3	

According to Table XXI, the item, Superintendent under whom taught, is given the highest rating, since it is considered the most frequently used by fourteen of the placement officials in state-department and association bureaus, and none of these list it as of only average, little or no use. The six managers of private agencies reporting also rate this item as one most frequently used. The last of the seven sources of information, Fellow college students, would be so placed by both types of placement officials. Three and one respectively of the two types of officials place it among those of average use, and eleven and five respectively place it under those seldom or never used.

Comparing Tables XX and XXI, the reader will notice that non-institutional bureaus place the superintendent's rating first, while institutional bureaus place college instructors and supervisors of student teaching above the superintendent. However, it should be remembered that relative frequency is a good basis in general, but should not be applied indiscriminately to specific uses. For instance, even if information from fellow students is given a low rating as compared with that from college instructors, to disregard the former would be an erroneous policy; the writer would prefer to believe that in most cases we can get more reliable information concerning the prospective teacher from college professors than from students, but in certain cases the information coming from fellow students may be worth as much as that from instructors.

The lower part of Table XXI gives a bit of information on one of the common practices of various classes of non-institutional placement officials. Officials in private agencies as often secure information about the registrant from other references as exclusively from references given by the registrant; of placement officials in state departments and state associations, five go outside and eleven do not. In the majority of cases it is probable that references given by the registrants supply sufficient information, though it will usually be advisable to watch for cues from their credentials, as to whether all has been told that is needed to know how to present their qualifications fairly to the employer, or whether information is needed from other sources not given as reference.

3. Making Contacts with Superintendents

After a placement bureau has gathered the necessary information

about its registrants, it must choose within such limits as it may be free to do so, the best means of making contact between prospective employer and registrant. In answer to the relative importance of thirteen methods by which candidates get in touch with prospective employers, a calculation has been made in Table XXII from answers from ninety-seven superintendents and twenty-seven institutional placement bureaus, all from Ohio.

The rating of those who marked an item as "most frequently used" was counted as two points in each case, as against one point for the rating that marked the item as "used less often", and no points at all for a rating of the item as "never or hardly ever used". Consequently some items in Table XXII carry a larger total than the number of individuals rating those items.

On this basis the Ohio superintendents gave a weighted score of 156 to the first item of the table and only one to the last. The deviations in the ratings of these items by placement officials was hardly as wide.

The thirteen items are arranged in order of highest to lowest rating by superintendents. The reader will notice several variations from this in the order in which placement officials would arrange these bases. Their first choice, according to the weighted score, would be Item 2, "Teacher makes personal application when vacancy is known;" and their second one, Item 8, "Superintendent or board reports vacancy voluntarily to placement bureau".

Table XXIII shows the original ratings as tabulated from the questionnaires, and also has the ratings by groups of superintendents. This table adds the ratings of nine Kansas superintendents, fifteen Minnesota superintendents, and nine out-of-state placement officials. If the explanation

TABLE XXII

RELATIVE IMPORTANCE OF METHODS OF PLACING
TEACHERS IN TOUCH WITH SUPERINTENDENTS
(Weighted Judgments of Ohio Superintendents and Placement Officials)

Methods of Approach	Superin- tendents	Placement Officials
1. Teacher makes personal application when called by school	156	39
2. Teacher makes personal application when vacancy is known	140	45
3. Superintendent calls for personal application of certain candidate	115	25
4. Teacher makes written application at random	99	16
5. Placement bureau sends specific credentials to the superintendent when vacancy is known	98	21
6. Teacher makes personal application at random	96	15
7. Superintendent calls for written application of certain candidate	91	23
8. Superintendent or board reports vacancy voluntarily to placement bureau	87	40
9. Superintendent asks bureau to nominate several from list of candidates	77	21
10. Superintendent asks bureau to select one candidate for a specific vacancy	43	25
11. Bureau sends general information on candidates where vacancy is known to exist	43	23
12. Bureau sends general information on candidates where vacancy may exist	37	14
13. Representative of bureau personally canvasses the school	1	9

of the weighting system used to make up Table XXII a few paragraphs back is not entirely clear, the following illustrations will help, now that Table XXIII is available. The weighted scores of Table XXII were derived by counting the scores "plus" as two and those under "check" as one, and adding these two figures. Item 1, for instance, has a plus rating of 63, a check rating of 30. Doubling 63, and to that result (126) adding 30, we have our derived or weighted score of 156, as in Table XXII. In like manner the scores of the placement officials are weighted. According to Table XXII there is no question in the minds of either superintendents or placement officials as to the desirability of having a representative of the bureaus personally canvass the school; in both cases it is rated the lowest. Other methods of placing teachers in touch with superintendents, can be studied from Table XXII, or if the reader wishes to know the particular reaction of smaller groups, say of exempted village superintendents or of out-of-state placement officials, these can easily be found in Table XXIII.

TABLE XXIII

RELATIVE IMPORTANCE OF METHODS OF PLACING
TEACHERS IN TOUCH WITH SUPERINTENDENTS
(Detailed Judgments)

No. of item	Ohio Superintendents									Superintendents									
	Total			County			City			Exempted Village			Kansas			Minnesota			
	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o	
1 (a)	63	30	3	22	10	0	22	11	0	19	9	3	7	1	1	8	5	1	
2	45	50	2	16	14	1	13	20	1	16	16	0	6	3	0	2	10	1	
3	42	31	15	16	9	5	13	9	9	13	13	1	6	2	1	3	8	3	
7	28	35	25	8	12	10	9	12	10	11	11	5	4	3	2	4	6	3	
5	26	46	13	7	17	7	10	14	0	9	15	6	4	4	1	4	6	4	
4	23	53	14	9	17	5	5	18	7	9	18	2	2	5	2	2	9	2	
8	23	41	26	4	14	12	9	14	7	10	13	7	6	2	1	7	6	2	
6	20	56	16	9	16	6	5	20	6	6	20	4	2	5	2	2	8	2	
9	18	41	37	3	14	11	9	12	9	6	15	7	2	4	2	5	4	3	
10	10	23	49	4	7	17	2	9	17	4	7	15	1	0	8	1	2	7	
12	6	25	51	2	7	19	2	9	18	2	9	14	0	2	5	0	0	9	
11	4	35	41	1	11	15	1	15	12	2	9	14	2	1	5	0	7	4	
13	0	1	79	0	1	27	0	0	28	0	0	24	0	1	8	0	1	10	
Placement Officials																			
	Of Ohio Institutions									Of Out-of-State Institutions									
2		18	99	0							2	7	0						
8		17	6	3							9	0	0						
1		16	7	1							2	7	0						
10		7	11	7							3	4	2						
7		7	9	9							3	1	3						
9		7	7	12							1	6	1						
5		7	7	11							1	4	2						
3		6	13	7							1	4	2						
11		5	13	6							1	4	1						
12		5	4	17							1	1	5						
4		3	10	12							0	3	2						
6		3	9	15							0	3	3						
13		0	9	14							0	3	5						

(a) The reader will please refer to the corresponding number of item in Table XXII for explanation. In Table XXIII the items are arranged according to the frequency of their (+) ratings by the total group of Ohio superintendents.

Where Ohio superintendents and placement officials differ in preference for methods of placing teachers in touch with superintendents, these differences are rather small. A personal application is preferred over one that is written, but only after the teacher and the placement bureau know that a vacancy exists.

Thus it becomes a major function of the placement bureau to reduce the large number of possible candidates to those who might reasonably fit into the position that is open. This saves the superintendent's time by keeping those candidates from applying who professionally would be gross misfits.

4. Finding and Handling Vacancies

The problem of finding vacancies is closely related to that of making contacts with superintendents or schools. From all evidence available, it seems an accepted truth that for selecting the right teacher for a specific position, some intermediary is necessary; that is to say, no superintendent can of his own accord deal with all possible teaching candidates of a state or a major part of a state; nor can any one teacher expect to make contact with all possible superintendents who might have good use for his services. When a state, which is legally the commonly accepted unit of school administration, can organize an agency in which both the superintendent and the teacher may have confidence that their interests will be guarded in a highly professional manner, that state will be approaching an almost ideal situation. In it teacher placement could be considered highly professionalized. Under such a condition the superintendent would perhaps seldom care to deal with an applicant without having heard from an acceptable agency, nor would the teacher make random personal or written applications. Under such a condition a superintendent would report his needs in some detail to an agency, which in turn would make every effort to place him in touch with a limited number of candidates who could best do the teaching he wished done.

Table XXIV has for its purpose to throw some light on the problem of a placement agency in finding and dealing with vacancies. To it all types

TABLE XXIV

POLICIES IN SOLICITING VACANCIES AND
RECOMMENDING CANDIDATES

Methods and Sources for Gathering Vacancies	Ohio Institutions	Out-of-State Institutions	State Departments and Associations	Private Agencies
Reported by superintendents	29	9	7	0
Inquiry by agency or circularizing	25	9	5	5
Reported by alumni	24	8	-	-
Reported by school boards	0	0	3	0
Reported by college faculty	3	0	-	-
Reported by college students	1	2	-	-
Reported by teachers	-	-	0	-
Personal inquiry by placement official	1	1	0	1
Newspapers, journals, etc.	1	0	1	0
Bookmen	1	0	0	0
Telephone	0	0	0	1
Number of Candidates suggested and Credentials Sent				
1-----13		2		
2----- 6		4		
3----- 4		1	1	5
Indefinite 8		2	5	
Number of Vacancies Reported to Candidate at one Time				
1-----			13	2
1-2---(a)		(a)	2	1
Indefinite			1	1
Does Agency Select One Specific Teacher if so Requested?				
Yes---26		8	9	4
No--- 1		0	7	0
Are Credentials Sent on Request of Superintendent or Board?				
Yes---31		7	(a)	(a)
No--- 2		2		
Candidate?				
Yes---27		7		
No--- 2		2		
Do you Ask Confidential Material to be Returned?				
Destroyed?	16	6	(a)	(a)
	2	0		
Do you Guarantee Return Postage?				
Yes-- 7		2	(a)	(a)
No 15		5		

(a) Indicates this point was not included in the questionnaire.

of agencies have contributed information, the placement bureaus of Ohio and out-of-state institutions, state department and state association bureaus and a few private agencies. In no way is the evidence reported conclusive enough to warrant setting up standards or policies, but a few general trends can be detected.

Only the first three items in the first section of Table XXIV were suggested in the questionnaire, while the others were volunteered. All three of these are evidently in very common use as a means of locating vacancies. The remaining are suggestive for various situations. With reference to the second section of the table- a marked variation exists as to the number of candidates who are suggested, and for whom credentials are sent. Institutional bureaus usually limit themselves to one or two, while bureaus of state departments and state associations as well as private agencies frequently suggest a larger number. This may be due to the fact that they usually have a larger number to choose from.

The number of vacancies reported at one time to a candidate is most commonly one, in a few cases two or an indefinite number. Since the institutional bureau can so easily call in any suitable candidate, this question was not thought applicable to its situation.

From time to time a school finds itself in need of a teacher on very short notice. If its superintendent has confidence in the management of any agency or bureau, he may leave the entire problem of selection to it. But in some cases it is contrary to the policy of a bureau to take such responsibility. Table XXIV shows that in all but the state department and state association bureaus it is very common practice to make such a selection upon request. To analyze further, of the nine affirmative and seven negative

answers given, five of each came from bureaus of state departments of education. Thus, the state, the agency that is most immediately responsible for efficient teaching, seemingly is most hesitant or cautious in selecting one teacher out of many and saying she will do the best work at that particular place. On the other hand, is it not a logical conclusion that the power which is eventually responsible for good teaching should have much authority and responsibility in helping to select those who are apt to be best fitted to do that work? Certification of teachers is a function of the state. Certification is nothing more than to designate in a general way who shall teach and who shall not. Placement is only a more refined process of that same function, and thus might well be closely connected with certification as an administrative function.

On the next point in Table XXIV there is little disagreement: in all but a few cases credentials are sent on request of either the school through the superintendent or board, or on request of the candidate. To conclude the data from the table, the return of credentials is usually requested but in only about two-thirds of the cases do placement bureaus provide for return postage. Apparently they expect that schools should have realized at least enough value from them to be willing to cover that small item of expense.

Another question asked in the above series, but not included in Table XXIV, was how the placement agency prevents confidential material from being returned to the candidate. The following answers were given: "Stamped return envelope," "Instructions in bold print." Some said they had no trouble, or it could not be avoided.

5. Bases for Teacher Selection

Tables XXV to XXX inclusive deal with the bases on which teachers are actually selected according to the opinion of superintendents, placement officials, and beginning teachers. These twenty-eight bases were contained in each of the five questionnaires except that "Rating by supervisors of student teaching" (Questionnaire I) was omitted from Questionnaire V by mistake and "Personal introduction by an alumnus of teacher's alma mater" was included only in Questionnaire I because it did not seem applicable in the other cases. Thus the results of all the ratings except those two are directly comparable. However, as a basis for comparison the rating of the Ohio superintendents is used; that is, the items within each major division are arranged in the order of rating which the Ohio superintendents gave them. The order of items is kept constant throughout all the six tables that apply to the bases of teacher selection, all following the order in which the items or bases are listed on page 72.

The plus-check-zero technique, described in connection with Table XXI, was also used in rating these items; likewise the same method of weighting was employed as in Tables XXII and XXIII, namely, doubling the frequencies under "plus" and adding this product to the frequencies under "check".

BASES ON WHICH TEACHERS ARE SELECTED
 (Arranged in the order of weight-
 ing by superintendents; correspond-
 ing numbers used as "stubs" for
 Tables XXV - XXX)

I. Professional Recommendations

1. Rating by superintendent or supervisor (if experienced)
2. Rating by supervisors of student teaching
3. Prestige of person who is rating
4. General rating by college teachers

II. School Record

1. Grades in major and minor teaching fields
2. Considerable additional training in teaching fields
3. Grades in general
4. Balanced program in subject matter, educational theory, and student teaching
5. Activity record: varsity, debating, glee club, etc.
6. Grades in education courses
7. Additional general training
8. Training in related fields
9. Rating on intelligence tests

III. Personal Qualities

1. Health
2. Age
3. Sex
4. Church affiliation
5. Nationality

IV. Impressions made by Candidate on Prospective Employer

1. By his personal application
2. By his student teaching when observed by prospective employer
3. By low salary he asks

V. Help from Friends in Form of

1. Written recommendation from home superintendent, teacher, etc.
2. Personal introduction to prospective employer by mutual friend
3. Written recommendation from teacher's home banker, pastor, doctor, or other laymen
4. Personal introduction by a member of his home community
5. Prospective teacher being a personal friend of board
6. Personal introduction by an alumnus of teacher's alma mater
7. Written or personal recommendation by fellow college student

TABLE XXV

BASES ON WHICH TEACHERS ARE SELECTED
(Weighted Ratings)

No. of Items	Superintendents		Ohio Placement Officials (360 cases)	All Placement Officials (59 cases)	Beginning Teachers (88 cases)	Grand Totals
	Ohio (103 cases)	All (127 cases)				
I						
	Number of Responses					
1	174	219	35	89	68	376
2	149	182	53	100	(a)	(282) (a)
3	138	175	30	74	69	318
4	132	163	36	83	128	374
II						
1	157	189	44	88	93	372
2	135	164	28	70	24	257
3	132	160	44	96	119	365
4	121	150	22	54	82	286
5	115	143	33	66	62	271
6	114	139	24	53	54	252
7	113	137	26	58	36	231
8	94	115	18	50	42	207
9	73	83	17	24	34	141
III						
1	180	222	36	82	120	424
2	110	136	19	54	48	238
3	104	128	29	58	65	251
4	72	84	25	55	59	198
5	67	77	17	41	48	166
IV						
1	186	233	51	110	146	489
2	84	95	26	48	21	164
3	5	5	4	10	16	31
V						
1	133	167	23	57	53	277
2	57	68	30	56	57	183
3	52	66	12	25	40	133
4	39	46	25	46	27	119
5	24	28	23	46	12	86
6	(a)	(a)	21	26	(a)	(26) (a)
7	17	19	4	10	17	46

(a) Items not included in original questionnaires; consequently totals are not directly comparable to other totals.

A brief study of Table XXV in the light of the bases for teacher selection as listed on the previous page should have considerable value. The marked agreement between the rating of all superintendents and of the Ohio superintendents, as well as between superintendents and placement officials, and also between superintendents and beginning teachers in a general way, should add markedly to the significance of these data. The correlations between these three groups of data by the Pearson product-moment method (r) are as follows:

- r (superintendents and placement officials) = + .746¹ ± .0587²;
- r (superintendents and beginning teachers) = + .749 ± .0524;
- r (placement officials and beginning teachers) = + .773 ± .0538.

The multiple correlation between superintendents' ratings and the other two ratings combined is + .799³ ± .0844⁴. These correlations are sufficiently high to attach some positive significance to the relationships studied.

1. Formula: $r = \frac{\sum X Y}{\sqrt{\sum X^2} \sqrt{\sum Y^2}}$

2. P.E.r = $\frac{6745 \times (1-r^2)}{\sqrt{n}}$

For the two above formulas refer to H. E. Garrett, Statistics in Psychology and Education, pp. 168, 170. New York: Longmans, Green and Co., 1926. xiii+317.

3. $R = \frac{\sqrt{n^2 r_{12}^2 + n^2 r_{23}^2 - 2 n^2 r_{12} r_{13} r_{23}}}{1 - n^2}$

4. P. E. of R = $\frac{6745 \times (1-R^2_{1,23})}{\sqrt{n}}$

For these two formulas refer to Arthur S. Otis, Statistical Method in Educational Measurement, pp. 239-240. Yonkers-on-Hudson, New York: World Book Co., 1925. xi+337.

The fact that there were only twenty-six pairs of data to be correlated also should be kept in mind in interpreting the correlations. This number would tend to lower the significance of positive relationship, but that is partly offset by the relatively low probable error in each case. By mere inspection, as well as by statistical interpretation, we seem to be warranted in the conclusion that there is general agreement between the ratings of the superintendents, placement officials, and beginning teachers as to the bases on which teachers are selected.

Professional recommendations are uniformly rated high by all three groups, superintendents, placement officials, and beginning teachers. Superintendents wisely place first ratings by themselves and their supervisors, provided the teacher is experienced. Placement officials consider rating by supervisors of student teaching the first item. This can perhaps be explained by the fact that they are dealing with beginning teachers. Rating by college teachers is placed high in the scale of all groups, and especially by the beginning teachers, who doubtless included in it rating by supervisors of student teaching.

As a group of bases, school records come next to professional recommendations in both number and weight of criteria, according to the opinion of the superintendents and placement officials, with the beginning teachers agreeing closely. Within this group of bases there are a few marked differences. Both placement officials and beginning teachers think grades in general (Item II, 3) much more important than superintendents do. That would seem to reflect the general attitude of the training institutions. From the variations in ranking of "Considerable additional training in teaching fields" (Item II, 2) it becomes evident that neither training

schools nor teachers pay sufficient attention to this basis of selection. Superintendents rate it second of the nine items, placement officials of training schools rate it fifth, and beginning teachers drop it to the bottom of the list.

Health is conceded by all three groups to be by far the most important personal quality. Church affiliation and nationality fall distinctly to the lower end of the list according to the superintendents, but hardly so in the other two columns. Section IV of these bases is significant for one of its items, the impression the candidate makes by his personal application. In all six columns it receives an exceedingly high rating, in fact, the highest in the entire table by all except the Ohio placement officials, who rate Item I, 2 a trifle higher. Asking a low salary or underbidding (Item IV, 3) apparently need not be considered in the case of teachers, but in placement of superintendents it undoubtedly is often an important factor. The fifth section of bases for teacher selection, help from friends, does not seem to enter into the problem very seriously according to these ratings. At least, as a group it ranks lowest. Of the various items, written recommendation from home superintendent, teacher, etc., is of greatest consequence.

In Table XXVI we find the same data as those of Table XXV in another form, the original tabulation according to the plus-check-zero schemes.

Table XXVII gives the views of county superintendents, city superintendents, and superintendents of exempted villages of Ohio, separately and grouped. In certain columns the ratings of a small number of superintendents from Kansas and Minnesota respectively are added, and in the last column the totals of all of these superintendents appears, as in Table XXVI. For the most part only slight variations are found among these five groups of

TABLE XXVI

BASES ON WHICH TEACHERS ARE SELECTED
(Detailed Ratings)

Item	Ohio Superintendents			All Superintendents			Ohio Placement Officers			All Placement Officers			Beginning Teachers			Grand Totals				
	f	v	o	f	v	o	f	v	o	f	v	o	f	v	o	f	v	o		
I	1	73	28	0	94	31	0	15	5	1	39	11	1	27	14	34	160	56	36	
	2	54	41	2	65	52	3	25	3	1	43	14	2	21	27	28	108	66	115	
	3	51	36	9	67	41	11	9	12	2	25	24	2	53	22	10	113	92	41	
	4	38	56	4	47	69	6	9	18	2	26	31	2	33	27	17	126	128	18	
II	1	61	35	1	72	47	1	19	6	0	36	16	2	33	27	17	141	90	20	
	2	47	41	4	54	55	7	10	8	2	26	18	4	5	14	56	85	87	67	
	3	40	52	4	49	62	8	15	14	1	30	26	3	41	37	6	120	125	17	
	4	35	51	7	42	66	8	6	10	5	15	24	8	21	40	19	78	130	35	
	5	25	65	7	33	77	10	10	13	3	17	32	4	15	32	32	65	141	146	
	6	30	54	4	38	63	5	6	12	5	5	12	29	7	9	36	62	128	37	
	7	28	57	5	33	71	9	9	8	5	5	17	24	9	9	18	59	113	65	
	8	19	56	7	22	71	10	2	14	4	4	9	32	6	6	30	41	37	133	70
	9	10	53	26	10	63	39	2	13	9	9	2	20	28	6	22	44	18	105	111
III	1	79	22	0	98	26	1	13	10	3	34	14	4	43	34	7	175	74	12	
	2	22	66	8	28	80	12	3	13	5	12	30	6	6	36	38	46	146	56	
	3	19	66	12	25	78	16	6	17	3	12	34	4	14	37	28	51	149	48	
	4	15	42	26	16	52	38	6	13	5	12	31	8	11	37	29	39	120	75	
	5	11	45	28	12	53	41	4	9	9	10	21	17	7	7	34	35	29	108	93
IV	1	84	18	1	107	19	1	23	5	0	52	6	0	66	14	8	225	39	9	
	2	19	46	23	21	53	33	11	4	9	16	16	20	6	9	66	43	78	119	
	3	0	5	61	0	5	82	0	4	22	0	10	25	1	14	67	1	29	194	

TABLE XXVI (Continued)

BASES ON WHICH TEACHERS ARE SELECTED
(Detailed Ratings)

Item	Ohio Superintendents			All Superintendents			Ohio Placement Officers			All Placement Officers			Beginning Teachers			Grand Totals		
	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o
1	46	41	12	56	55	12	5	13	6	17	23	12	19	15	44	92	93	68
2	9	39	37	11	46	51	9	12	3	14	28	11	22	13	49	47	87	111
3	8	36	39	12	44	50	1	10	12	2	21	29	14	12	54	28	77	133
4	0	39	45	2	42	64	7	11	4	10	26	14	10	7	60	22	75	138
5	1	22	60	1	26	79	3	17	3	9	28	13	4	4	71	14	58	163
6							3	15	4	3	20	7				3	20	7
7	1	15	64	1	17	86	1	2	18	1	8	38	6	5	67	8	30	141

TABLE XXVII

BASES ON WHICH TEACHERS ARE SELECTED
(Superintendents Ratings)

Item	Totals of Ohio Superintendents		Ohio County Superintendents		Ohio City Superintendents		Ohio Exempted Village Superintendents		Kansas Superintendents		Minnesota Superintendents		Grand Total Superintendents	
	+	✓	+	✓	+	✓	+	✓	+	✓	+	✓	+	✓
I	73	28	24	9	26	9	23	10	8	1	13	2	94	31
1	54	41	16	14	22	12	16	15	4	3	7	8	65	52
2	51	36	12	15	21	10	18	11	5	2	11	3	67	41
3	58	56	11	19	16	16	11	21	5	3	4	10	47	69
4	61	35	1	22	20	13	19	11	5	4	6	8	72	47
5	47	41	2	11	18	13	18	9	5	2	5	8	54	55
6	40	52	12	19	14	17	14	16	4	2	5	8	49	62
7	35	57	8	17	16	17	11	17	4	5	3	10	42	66
8	25	65	7	21	9	21	9	23	4	5	4	7	33	77
9	30	54	8	20	11	20	11	14	5	2	3	7	38	63
10	28	57	7	21	12	18	9	18	2	5	3	9	33	71
11	19	56	4	17	9	19	6	20	1	4	2	11	22	71
12	10	53	1	17	3	20	6	16	0	5	0	5	10	63
13	79	22	26	7	25	9	28	6	7	1	12	3	98	26
14	22	66	9	19	8	23	5	24	1	6	5	8	28	80
15	19	66	6	17	7	20	6	18	1	7	5	5	25	78
16	15	42	7	16	5	10	3	16	1	4	0	6	16	52
17	11	45	5	12	5	15	1	18	1	5	0	3	12	53
18	84	18	28	6	31	3	25	9	8	1	15	0	107	19
19	19	46	5	20	8	15	6	11	1	2	1	5	21	53
20	0	5	0	2	0	0	0	3	0	0	0	0	0	5
21	61	61	28	2	0	28	0	25	0	8	0	13	0	82

TABLE XXVI (Continued)

BASES ON WHICH TEACHERS ARE SELECTED
(Superintendents Ratings)

Item	Totals of Ohio Superintendents			Ohio County Superintendents			Ohio City Superintendents			Ohio Exempted Village Superintendents			Kansas Superintendents			Minnesota Superintendents			Grand Total Superintendents		
	+	✓	0	+	✓	0	+	✓	0	+	✓	0	+	✓	0	+	✓	0	+	✓	0
V 1	46	41	12	19	10	4	10	18	5	17	13	3	5	4	0	5	10	0	56	55	12
2	9	39	37	5	17	8	2	14	14	2	8	15	2	4	3	0	3	11	11	46	51
3	8	36	39	4	12	12	1	13	15	3	11	12	3	3	3	1	5	8	12	44	50
4	0	39	45	0	16	14	0	15	15	0	8	16	2	1	6	0	2	13	2	42	64
5	1	22	60	1	9	19	0	5	24	0	8	17	0	3	5	0	1	14	1	26	79
6	This item was not included in this questionnaire.																				
7	1	15	64	1	5	20	0	5	23	0	5	21	0	1	8	0	1	14	1	17	86

TABLE XXVIII

BASES ON WHICH TEACHERS ARE SELECTED
(Placement Officials' Ratings)

No. of Item	Placement Officials from														
	Ohio Insti- tution			Out-of-State Institutions			State Departments and Associations			Private Agencies			Totals		
	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o
I															
1	15	5	1	5	4	0	14	1	0	5	1	0	39	11	1
2	25	3	1	6	2	1	8	7	0	4	2	0	43	14	2
3	9	12	2	4	5	0	8	6	0	4	1	0	25	24	2
4	9	18	2	7	2	0	6	9	0	4	2	0	26	31	2
II															
1	19	6	0	4	3	2	10	4	0	3	3	0	36	16	2
2	10	8	2	3	5	1	10	3	1	3	2	0	26	18	4
3	15	14	1	4	3	2	8	6	0	3	3	0	30	26	3
4	6	10	5	2	5	2	6	8	0	2	1	1	15	24	8
5	6	12	5	2	5	2	6	8	0	1	4	0	15	29	7
6	9	8	5	0	7	2	5	7	2	3	2	0	17	24	9
7	10	13	3	1	8	0	4	8	1	2	3	0	17	32	4
8	2	14	4	1	6	2	5	9	0	1	3	0	9	32	6
9	2	13	9	0	3	6	0	3	10	0	1	3	2	20	28
III															
1	13	10	3	4	3	1	13	0	0	4	1	0	34	14	4
2	3	13	5	0	8	1	6	7	0	3	2	0	12	30	6
3	6	17	3	0	8	0	5	6	1	1	3	0	12	34	4
4	6	13	5	1	6	2	3	9	1	2	3	0	12	31	8
5	4	9	9	0	5	4	4	4	4	2	3	0	10	21	17
IV															
1	23	5	0	8	1	0	15	0	0	6	0	0	52	6	0
2	11	4	9	1	4	4	3	4	6	1	4	1	16	16	20
3	0	4	22	0	2	7	0	3	11	0	1	5	0	10	45
V															
1	5	13	6	1	4	4	7	4	1	4	2	1	17	13	12
2	9	12	3	0	5	3	4	8	3	1	3	2	14	28	11
3	1	10	12	1	3	5	0	7	7	0	1	5	2	21	29
4	7	11	4	0	5	3	2	7	5	1	3	2	10	26	14
5	3	17	3	0	4	4	5	5	4	1	2	2	7	28	13
6	3	15	4	0	5	3	(a)			(a)		3	20	7(a)	
7	1	2	18	0	1	7	0	3	10	0	2	3	1	8	38

(a) This item was not included in the questionnaires, consequently totals are not directly comparable with other totals.

TABLE XXIX

BASES ON WHICH TEACHERS ARE SELECTED
(Beginning Teachers' Ratings, by Colleges)

No. of Item	Placement Officials from												Totals					
	Ohio State University			Miami			Bowling Green			Ohio Wesleyan						Bluffton		
	t	v	o	t	v	o	t	v	o	t	v	o	t	v	o	t	v	o
I																		
1	6	5	4	8	3	8	5	2	8	6	2	9	2	3	4	27	14	34
2	(a)																	
3	4	4	6	6	9	6	2	5	5	6	8	5	3	1	6	21	27	28
4	10	6	0	15	4	2	10	3	3	14	4	2	4	5	3	53	22	10
II																		
1	8	5	0	8	7	6	1	4	8	10	7	2	6	4	1	33	27	17
2	1	2	10	3	7	11	0	1	11	0	2	16	1	2	8	5	14	56
3	6	10	0	13	6	3	7	9	0	11	7	2	4	5	1	41	37	6
4	3	9	2	5	11	6	2	8	2	8	8	5	3	4	4	21	40	19
5	1	8	2	3	10	8	3	5	4	2	11	6	0	2	7	9	36	25
6	3	5	5	3	6	12	2	1	9	1	3	14	0	3	7	9	18	47
7	4	4	6	3	8	10	1	4	8	2	10	7	5	6	1	15	32	32
8	1	8	5	3	13	6	0	0	12	1	6	11	1	3	7	6	30	41
9	0	7	5	3	6	13	1	3	7	2	4	11	0	2	8	6	22	44
III																		
1	10	7	0	11	8	2	6	6	3	11	7	1	5	6	1	43	34	7
2	2	6	7	2	7	13	1	9	3	1	11	7	0	3	8	6	36	38
3	4	7	5	1	11	9	2	7	4	4	9	5	3	3	5	14	37	28
4	2	7	4	1	11	9	2	6	6	3	9	6	3	4	4	11	37	29
5	1	7	5	1	9	11	1	6	6	3	8	8	1	4	5	7	34	35
IV																		
1	12	4	0	18	1	3	9	5	2	18	3	1	9	1	2	66	14	8
2	2	2	10	1	3	17	2	0	11	1	3	18	0	1	10	6	9	66
3	0	4	11	1	2	18	0	2	12	0	5	16	0	1	10	1	14	67
V																		
1	5	4	5	6	3	13	3	3	6	2	1	17	3	4	3	19	15	44
2	4	1	10	6	3	13	3	4	7	6	2	13	3	3	6	22	13	49
3	4	4	7	1	2	18	2	0	10	3	2	16	4	4	3	14	12	54
4	1	1	11	2	2	17	0	0	12	6	2	13	1	2	7	10	7	60
5	0	0	14	1	1	19	1	2	11	1	1	18	1	0	9	4	4	71
6	(a)																	
7	0	1	13	3	1	18	0	1	11	1	0	19	2	2	6	6	5	67

(a) This item was not included in this questionnaire.

TABLE XXX

BASES ON WHICH TEACHERS ARE SELECTED
(Beginning Teachers' Ratings by Departments)

No. of Item	Beginning Teachers in the Department of											
	High School			Special			Elementary			Totals		
	t	v	e	t	v	e	t	v	e	t	v	e
I												
1	12	8	19	5	7	8	8	2	7	25	17	34
2	(a)											
3	11	11	16	5	9	8	4	7	4	20	27	28
4	24	13	5	18	5	3	11	5	1	53	23	9
II												
1	18	17	7	11	10	2	1	2	10	30	29	19
2	2	6	31	2	7	13	1	3	11	5	16	55
3	20	15	5	9	15	1	10	8	0	39	38	6
4	9	21	12	5	12	5	3	8	5	17	41	22
5	5	20	13	2	11	8	3	6	3	10	37	24
6	2	7	28	5	7	10	3	3	9	10	17	47
7	10	16	14	4	11	8	1	4	10	15	31	32
8	4	14	22	3	11	8	0	3	12	7	28	42
9	3	10	25	1	7	14	2	6	7	6	23	36
III												
1	18	21	3	15	9	1	9	4	3	42	37	7
2	3	14	23	2	0	12	2	11	2	7	34	37
3	8	17	16	3	12	8	2	10	3	13	39	27
4	8	17	14	1	12	10	2	8	6	11	37	30
5	4	17	18	3	9	11	1	8	5	8	34	34
IV												
1	36	7	5	21	2	1	10	5	2	77	14	8
2	4	3	37	0	6	17	2	0	12	6	9	66
3	1	7	39	0	5	17	0	3	11	1	15	67
V												
1	6	8	28	8	5	9	4	3	8	18	16	45
2	11	6	27	5	4	15	4	3	8	20	13	50
3	10	6	22	2	4	17	2	1	10	14	11	52
4	8	3	29	1	4	17	1	0	14	10	7	60
5	3	1	37	0	2	20	1	1	13	4	4	70
6	(a)											
7	2	2	36	3	2	17	1	1	12	6	5	65

(a) Item not included in questionnaire.

superintendents, but a few of the most outstanding in the three Ohio groups will be mentioned. "Written recommendation from teacher's home banker, etc." (Item V, 3) receives a markedly higher rating from superintendents in counties and exempted villages than by those from cities. The following three items are given a higher rating by city superintendents than by the other two Ohio groups; "Balanced program in subject matter, educational theory, and student teaching," "General rating by college teachers," and "Ratings by supervisors of student teaching." "Considerable additional training in teaching fields," is rated markedly lower by county superintendents, on account of their need for widely prepared teachers in the smaller or rural schools.

There seems to be some disagreement among the different teacher-training officials according to Table XXVIII. "Impressions made by his student teaching when observed by prospective employer" (Item IV, 2) is given a greatly varied rating. For example, of the Ohio teacher-training officials eleven consider this item one most often used, four think it is of average use, and nine say it is hardly ever used. Each of the other three groups rate it lower. It is well to remember, though, that these are not expressions of the desirability or the validity of this standard, but an expression of its actual application, which is what the questionnaire called for. It is apparent that there is a difference between what is, and what many wish obtained. The former is the criterion on which these bases were rated. Teacher-placement officials want to know for immediate purposes, on what bases teachers are actually selected. In no way is the other question to be disregarded, but it is not the issue here.

Other differences of opinion similar to the above are found in Table XXVIII, e. g., "Written recommendation from home superintendent, teacher, etc."

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(Item V, 1) and "Nationality", (Item III, 5), both of which receive a higher rating by private agencies and non-institutional bureaus than by institutional bureaus. "General rating by college teachers" (Item L, 4) is rated especially high by out-of-state placement officials. Another striking comparison is found in that placement officials think "Personal introduction to prospective employer by mutual friend" (Item V,2) as most often used among those of the fifth group, while the officials of state and association bureaus as well as of private agencies consider "Written recommendation from home superintendent, teacher, etc." (Item V, 1) of greatest importance. Comparing the four items of Section I, one notes that "Rating by supervisors of student teaching" (Item I,2) is given first place by Ohio placement officials, while those from state and association bureaus and from private agencies place first. "Rating by superintendent or supervisor (if experienced)" (Item I,1). An explanation of that was offered earlier.

Tables XXIX and XXX deal with the rating of these bases of selection by beginning teachers, grouped, first, by colleges from which these teachers come; second, by departments of teaching interest in which the beginning teachers are employed, such as high school, special fields, or elementary school. Slight differences between groups from different institutions are noticeable. For instance, "Grades in general" (Item II,3) is given a rather low rating by teachers from two institutions, while those from two others rate it high. Table XXX indicates slight irregularities between the three departments, more particularly on four items. "Health" (Item III,1) is given more weight by elementary and special teachers than by those of the high school, which perhaps suggests nothing further than

that this has been stressed more in their school management courses and the like. "Age" (Item III,2) is rated higher by elementary teachers than by the other two groups. The explanation possibly is the lower average age of the elementary beginner, leading employers at times to question his maturity. "Grades in major and minor teaching fields" (Item II,1) naturally is given a lower rating by elementary teachers for whom subjects are pretty well prescribed, than by the other two groups. "Training in related fields" (Item II, 8) is rated higher by special teachers, who are obliged to have a stronger major, and therefore frequently find themselves weak in other subjects assigned to them. It would seem that such differences as have just been pointed out add weight to these findings as a whole; that is, they can be taken as evidence that teachers must have thought rather carefully when they answered the questionnaires.

In view of the fact that throughout these various tables on bases for selecting teachers there is a marked agreement to be found among the ratings by people interested in teacher placement from different angles, and, on the other hand, good reasons for differences in ratings by different groups, the writer would attach considerable meaning to these data. Until now the bases have been dealt with by groups; as a last summary statement, the twenty-eight bases are once more listed, regardless of the five original groups but simply in order of individual rating from highest to lowest. The ratings of the Ohio superintendents are again taken as the norm. After the items there are plus and minus signs which indicate that items so marked belong to approximately the upper and lower quartiles respectively, two plus signs (+ +) or two minus signs (- -) for the Ohio placement officials, and one such sign for beginning teachers. Thus,

Bases on Which Teachers are Selected
 Arranged according to rating by
 Ohio Superintendents

1. Impressions made by personal application of candidate. ++, +
2. Health ++, +
3. Rating by superintendent or supervisor (if experienced) ++
4. Grades in major and minor teaching fields. ++, +
5. Rating by supervisors of student teaching ++
6. Prestige of person who is rating
7. Considerable additional training in teaching fields -

8. Written recommendation from home superintendent, teacher, etc.
9. General rating by college teachers ++, +
10. Grades in general ++, +
11. Balanced program in subject matter, educational theory,
and student teaching +
12. Activity record: member of varsity, debating team, glee club, etc.
13. Grades in education courses
14. Additional general training
15. Age --
16. Sex
17. Training in related fields - -
18. Impression made by student teaching when observed by prospective
employer -
19. Rating on intelligence tests - -
20. Church affiliation
21. Nationality - -

22. Personal introduction to prospective employer by mutual friend
23. Written recommendation from teacher's home banker, pastor, doctor,
or other layman - -
24. Personal introduction by a member of his home community -
25. Prospective teacher being a personal friend of board -
26. Personal introduction by an alumnus of teacher's alma mater -
27. Written or personal recommendation by fellow college student --, -
28. Impression made by asking low salary - -, -

for instance, "Grades in general" (Item II, 3), ranking tenth in the list according to superintendents, falls into the upper quartile by the ratings of both Ohio placement officials and beginning teachers.

6. Office Forms Used for Teacher Placement

The problem of office forms is so tremendous in itself, that no attempt is made here at final solution. However, a few suggestions based on the comparison of several hundred blanks which were submitted for this purpose by placement officials and superintendents may be of some help.

The matter of uniformity in records and reports has baffled educators for decades. Committees of the National Education Association, research workers as individuals and in institutions, have worked out blanks for reports on costs and on pupil personnel; but even in those older fields there seems to be but little progress made towards the adoption of a uniform system. Perhaps there are no better reasons for failure to progress than the vastness of the problem, and the highly decentralized condition of our educational machinery. At best, any forms proposed still depend very largely on personal bias. The same holds with regard to one type of blank of much interest to placement officials, that for teacher rating. For a full quarter of a century periodicals and books have proposed different teacher-rating blanks, but not one has received any very extensive adoption, perhaps none will until so sensitive an instrument is devised as will measure all the results of teaching and all phases of pupil development, if that day ever comes. What is true of teacher-rating blanks is apparently even more true with regard to other basic forms used in teacher placement, because the user of these blanks has rarely been called upon to defend them in the presence of teachers. If educators of this state wish

some uniformity in this matter, a practical solution is likely to come from the pressure exerted by some organized group, in the same way that one kind of psychological test has found common acceptance through the support of the Ohio College Association,

It seems to the writer that about six blank forms should be standardized, at least to the extent of the items included: registration blank, teacher-rating scale, vacancy report, folder of credentials, teacher's application blank, and reference blank. The first four of these are especially important. If superintendents of schools could know what to look and for, where to find it in the registration blank, rating scale, or credentials sent to them, they would appreciate it. On the other hand, if placement officials could agree as to what data are most desirable to have concerning a vacancy, that too would greatly help them to act more intelligently. Whether standard forms for applications and references are highly desirable, or whether a large measure of individuality should rule, is perhaps an open question. It would seem that a compromise between the two should be effected. The data a superintendent unquestionably wants to have and to find quickly in an application blank, is an argument for standardization; on the other hand, the individual impression he wants to receive from the writer, is too important an element to be omitted. As to reference blanks, there is so much to be said in favor of provision for the personal element, that a rather simple form of request for specific data may be most desirable. The writer's experience with these has been that where people of the profession are much given to over-rating, laymen are even more in danger of doing the same, if it is a matter of checking a blank. Since these requests for specific information very often go to laymen, a brief statement

of what is wanted is apt to bring more reliable information than a detailed rating blank for this purpose. A simple rating form could be adopted as a compromise between the two.

It has already been implied that there are two major weaknesses in the present way of dealing with placement problems that are inherent in our forms: lack of uniformity both as to items included and as to the arrangement of these items, and the needless and somewhat expensive use of so many different forms for the small placement office. The latter may be of little consequence to those outside the office using these forms, and perhaps one only need call attention to the fact that it just shows lack of system. The best illustration of that point seems to be found in the use of three or more forms of teacher-rating blanks in the same office, for instance, one for student teaching, one for regular teaching to be filled out by a supervisor, and a third to be filled out by a college instructor. If the oneness of the teacher as an individual now emphasized by modern education is important, that might be a good place to start.

To return to the more important issue, a certain degree of uniformity in the four or six major forms should be of considerable value. Following is a basis which the writer would submit for the building up of these fundamental forms. The placement office will of course have a very complete record of the prospective teacher, made up of his college record and such data from his high school and life experiences as show up his personality, especially as a prospective teacher. To this is added his own registration blank, his ratings as student teacher, or as regular teacher if experienced, and further references from college instructors, laymen, or even fellow students or student organizations.

These latter primarily fill gaps, bringing in specific information from someone who knows the registrant very well, but only "in spots".

With the office records completed, it is proposed that credentials sent to the prospective employer be somewhat reduced from the office record, but still convey all the information essential for filling an ordinary position by employers who cannot come in person to the placement office to look up complete records. The teacher's application may contain only the most fundamental facts as to personality, professional preparation, avocational likes and dislikes, with some personal color added by the applicant.

As the prospective employer is entitled to a rather clear picture of the applicant from these credentials or from his complete record in the office, so the placement official is justified in getting a fairly clear picture of the position for which he is to submit applicants. The vacancy report is of greater importance than is often attached to it. Schools, communities, superintendents under whom this teacher is to work, have characteristics, sometimes peculiarities, that are highly important for the placement official to know in order to choose intelligently from his files several candidates who might fit better than others. Thus the writer believes there are sound reasons for standardizing to some degree the six forms that have been discussed.

The reader finds several lists of items which have been assembled from large numbers of blanks that apply to teacher placement.¹ Samples of blanks used by various offices for placement are also included.² These have been selected, not necessarily for their special merit in every case, but rather to place before the reader a sampling of various forms now in use, which he may evaluate for himself.

7. Summary

This chapter has attempted to organize and interpret the findings from the questionnaires with regard to the process of teacher placement. Six subdivisions of this general problem are now briefly summarized.

1. Teachers trained in Ohio were placed during the months of March, April, May, June, July, August, and two even in October, 1929. The median time of placement for the eighty-seven teachers from five different institutions was the last half of the month of June. According to superintendents' judgments applications should reach them in April, and the ideal time for election is the month of May.

2. The three best sources for information regarding prospective teachers, according to all classes of placement agencies, are the

1. Three lists obtained from the following sources are found in the Appendix, Section C.

C. K. A. Wang, "A study of the Basic Information utilized in Employing Teachers in the United States," Education, XLVIII (February, 1928), 355-74.

Oda K. Peterson, "The Use of Score Cards and Rating Sheets in Teacher Training," Unpublished Master's thesis, p. 67ff. College of Education, University of Cincinnati, 1929.

Geo. W. Willett, "Efficiency of Teacher Placement Agencies," North Central Association Quarterly, III (September, 1928), 194-6.

2. These are found in the Appendix, Section D.

superintendent under whom the teacher has taught (if experienced), the supervisor of student teaching, and college teachers, though a number of other sources are recognized as valuable.

3. The preferred method of making contact between the superintendent having a vacancy to fill and the teacher seeking a position apparently has three major elements in it; it should be known that a vacancy exists, the application should be made in person, and the superintendent should take the initiative. This is in harmony with expression on the question from both superintendents and placement officials.

4. The knowledge of existing vacancies may come from many sources, but the most desirable one is the voluntary report of the superintendent. In many cases, however, placement bureaus take the initiative. Circularizing is a very common method.

5. On the twenty-eight bases for selecting teachers there is only the slightest disagreement among superintendents, placement officials, and beginning teachers. All believe that impressions made by the personal application of the candidate rank first. Others of next highest rank were health, rating by superintendent (if experienced), and grades in major and minor teaching fields.

6. Blanks used in teacher placement received some attention in this study. However, too little thorough investigation has been given them to permit more than setting forth two subjective, but nevertheless rather evident assumptions, namely, that a few basic blanks should be standardized by common consent, at least temporarily, and that the variety of blanks should be kept down to as small a number as needed for effective work in placement.

CHAPTER IV

TEACHER TRAINING AND FOLLOW-UP

Teacher placement is but one step in the program of guidance from the time an individual begins to search for an occupation until he is satisfactorily located in a position with at least a degree of permanency, as has been pointed out before. The two steps closely related to placement and chronologically occurring immediately before and after placement are preparation, and follow-up or adjustment. This chapter will briefly touch upon those two phases of the guidance of teachers, especially as they are directly related to placement.

1. Improvements Suggested by Beginning Teachers

Though the questionnaires to placement officials of institutions and to superintendents deal only indirectly with teacher training, the one to beginning teachers calls directly for information as to how training of teachers may be improved. Beginning teachers, after they have been in the work for about a semester, as were those answering the questionnaire, should be in a position to see their weaknesses or greatest needs. They were liberal with their responses, too, and many of these proved quite constructive. Ninety-two beginning teachers from five institutions answered Questionnaire V, sixty-eight responding with one or several suggestions to the question, "If you were once more training to teach, or advising some one, what would you do differently? Please state frankly below."

For convenience of the reader, Table XXXI has been formulated. After all the helpful suggestions were listed, those which were closely related in content were rephrased into the most meaningful words. Then these were grouped around more general headings, and eventually organized

under the five divisions shown in the table. The numbers after these brief criticisms indicate the number of beginning teachers making each. In the first five columns these are distributed according to the institutions from which the teachers come; in the last three, according to departments of teaching interest (high school, special and elementary). Only ninety of the ninety-two reported the departments of their teaching interest. Forty-five were high-school teachers, twenty-seven taught in special departments (music, physical education, etc.), and eighteen were elementary teachers.

The table reads: There were in all ten teachers who in one form or another expressed the opinion that they should like to have had more student teaching; four, two, one, three, and none respectively from the five institutions. Of these ten, six were high-school teachers, three special, and one elementary.

Of approximately 110 suggestions on improving teacher training in general, the largest number (forty-two) applied to student teaching, including observation and demonstration; thirty-one pertained to courses in education; twenty-four, to subject matter; eight, to guidance during training; and six, to placement and beginning teaching. To what extent the number of remarks are indicative of relative importance of these five fields for training institutions to study, is difficult to say. Their value most likely lies more in general suggestiveness than in any mathematical calculations that could be applied to them. This is probably true of all such voluntary criticisms as are offered in this and the next chapter. Nevertheless, as indicators of trends, they should have definite value.

TABLE XXXI

IMPROVEMENTS IN TEACHER TRAINING
(Suggested by Beginning Teachers)

Improvements Suggested	No. of Institution					Department			Total
	25	19	6	27	5	H.S.	Spl	Ely	
(a)	17	22	17	24	12	45	27	18	
I. Student Teaching:									42
1. More student teaching	4	2	1	3	0	6	3	1	10
2. Closer supervision, more criticism	2	1	1	1	1	3	2	1	6
3. Student teaching in grade or subject to be taught	0	0	1	0	0	0	0	0	1
4. Student teaching in more than one subject	0	0	1	1	0	1	0	1	2
5. Experience in full day teaching	0	0	1	1	1	2	0	1	3
6. More careful observation	0	1	3	0	0	1	1	2	4
7. Training school conditions too ideal	0	1	2	0	0	1	1	1	3
8. Train for responsibility, initiative	1	1	1	4	1	4	3	1	8
9. More training in discipline	2	1	0	1	1	2	2	1	5
II. Education Courses:									31
10. More psychology; problem cases	0	3	4	2	1	4	2	4	10
11. Learn more about equipment, books, aids	1	2	2	1	1	2	3	2	7
12. Extra classroom activities	0	1	0	2	0	2	1	0	3
13. More education courses, methods	1	0	1	2	2	4	1	1	6
14. Less theory	0	0	0	1	1	2	0	0	2
15. Lesson plans: be systematic	0	0	2	0	1	1	1	1	3
III Subject Matter:									24
16. More subject matter, less method	0	4	1	1	1	6	1	0	7
17. Stronger major and minors	2	0	0	1	0	1	2	0	3
18. Major and minor in related fields	0	1	0	0	1	1	1	0	2
19. Broaden out more on subject matter	0	1	1	5	5	10	1	1	12
IV. Guidance During Training:									8
20. Prepare for field you like best	0	2	0	0	0	0	1	1	2
21. Prepare for fields less crowded	1	0	0	1	0	2	0	0	2
22. Choose major earlier, plan better	1	0	0	1	1	2	1	0	3
23. Take all work in one institution	1	0	0	0	0	1	0	0	1
V. Placement and Beginning Teachers									6
24. Interview superintendent	1	0	0	0	0	1	0	0	1
25. Apply early	0	1	0	0	0	1	0	0	1
26. Make contacts with people	0	0	0	1	0	1	0	0	1
27. Advice to Trainees	0	1	0	1	0	2	0	0	2
28. Don't teach in home town	0	0	0	1	0	1	0	0	1

(a) Figures in this row indicate number of teachers reporting.

Below appear quotations, freely made, from the questionnaires.

They are arranged to parallel the headings of Table XXXI.

Student Teaching:

More student teaching would probably have helped me in discipline. I would say, a whole year of practice teaching under supervision is an essential thing. I did not have enough supervision.

Get more direct contact with high school teaching so as to get a high school viewpoint instead of that of the college so much.

Have more observation and practice teaching with more contacts with direct problems in the fields.

.....allow teacher during the practice period to assume more more responsibility.....I can remember hardly any criticism given me.

Stress practical work more.

Do more observation teaching.

Visit (observe) various school systems.

I should realize that a teacher training school is not a normal situation.

Practice teaching conditions are too abnormal and unlike real teaching.

I think it would have aided me much to have practice teaching a whole year rather than a half year.

I would do more practice teaching. I would more carefully watch methods of the critic teacher during observation.

Do not be timid when with your supervisor; ask her any question that troubles you.

I would carry a minimum number of college hours so that I might concentrate on my training to teach; I would do more experimental work on my own initiative.

Be sure to get practice teaching;I think it more advisable than other courses.

I would insist that the grade in which one is doing practice teaching should be the same grade to apply for and get as a permanent position.

I would insist on four years of training and that should include practice teaching in all subjects in the grades.

Arrange so that I could teach more than one subject because the first year out the teacher always has a varied schedule.

I would do more observing in the training school; have more than one hour of practice teaching a day to get the practical situation.

More training in full-day teaching instead of one or two periods a day.

I would avail myself of every opportunity to observe the work and methods of good teachers; I attribute most of my success, as it is, to my observation and practice teaching under very model high school teachers.

Try less to please the supervisors and realize why one is taking practice teaching.

Education Courses:

One is asked to do too much theorizing with too little practical experience during training.

I believe a four-year college training course for teachers should be very liberal and contain fewer education courses. I believe that a teacher should take most of the education work after she is in the teaching field.

Get a better understanding of subject matter and most important of all, more practical methods of teaching. I believe that the theory of education is necessary, but unless used in connection with practical methods it is a dangerous and often destructive element from the standpoint of pupils being taught.

Get more suggestions concerning what to do with the pupil who works faster.

Find out more about grading systems.

I would collect more materials while in training which I could use later on in teaching.

Study child psychology more intensely.

Train teachers more thoroughly on child behavior and how to handle problem cases.

Collect visual material for class use.

Make a list of ideas, outlines, etc., so that I could vary my classes to keep them from getting monotonous.

Major in education courses; make a special study of slow and handicapped pupils.

Take all the possible courses in education; more psychology.

Study more psychology in preference to methods courses.

Would take more methods courses.

Make a special study of slow pupils.

Learn more of the problems involved in teaching methods and management.

Take methods courses in minor as in major field.

I should learn more about extra-curricular activities. I also wish that it were possible to do some practice teaching before the advanced education courses.

Take part in as many extra-curricular activities as possible; also make contact with as many people as possible.

Place more emphasis on variety of teaching procedure.

A general course in methods would be helpful.

Less time in theory courses that repeat themselves; more time to general subject matter.

Make detailed outlines of subjects I would have to teach.

Be systematic; keep carefully prepared plans of school work.

Spend less time on plans.

Subject Matter:

Attempt to relate the subject matter to teaching pupils.

Take more courses in my chosen work; make the field of my major more complete.

Take more work in my minor subject.

A general college course is invaluable.

I took too much work in my major field; a four-year college course for training teachers should be very liberal.

Take as general a course as possible with the expectation that I should be called to teach most everything.

I would have more majors and minors in high school subjects.

Special in several fields outside of your major subject.

Decide on majors and minors which are related.

Get more minor teaching subjects.

Pay more attention to subject matter and less to form or method.

Avoid all education courses possible; they are over emphasized.

Get the minimum number of professional hours to get more time to acquire a broader background.

Guidance:

Be sure to train in the course you are best suited for; strive to be the best in your own particular field of work.

Choose teaching fields that are not too crowded.

Decide during the first year just what teaching field to enter.

Find out more about the requirements (what phases of) of the major subject.

Advise students to prepare in the field they are best suited for.

Take all training at one institution.

Placement and beginning teaching:

Interview the superintendent under whom you will teach; also visit the building before the first school day.

Begin to send out applications in January instead of in May.

I would certainly encourage people to take up the profession as I am very happy in my work this year.

Teaching is not as rosy as it sounds in theory. I would prepare others for the hard knocks and discouragements that are bound to come for that eternal first year.

Be very strict when you start out; don't teach in your home town.

These quotations from a large number of beginning teachers express a great variety of opinions as to how the training of teachers could be improved. We shall later attempt to coordinate these criticisms with other truths and constructive suggestions developed in this study.

2. Follow-up or Adjustment

Following up the teachers in service after graduation or completion of their training, as the other element in the guidance program very closely related to placement, is a rather recent service rendered by teacher-training institutions. Though student teaching has introduced the individual to at least some of the major problems and experiences of classroom teaching, many teaching situations are met for the first time after the trainee has left his training institution and begun active work as a teacher. To help the teacher further in the solution of these problems, numerous agencies are operating, some as part of the school system which employs him, some still connected with the training institution which helped to developed him.

In the questionnaire the beginning teacher was asked to evaluate the seven agencies enumerated under the following table as to their relative value or importance in his further development as a teacher. Table XXXII shows what teachers think of the assistance rendered by these in their early months of teaching.

TABLE XXXII

SOURCES OF IMPROVEMENT IN SERVICE
(Reported by Beginning Teachers)

No. of Source	Number of Training Institution																	
	25			19			6			27			5			Totals		
	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o	+	✓	o
1 (a)	22	66	8	9	9	2	5	10	1	10	10	2	6	5	0	32	40	13
2	6	7	4	6	8	7	4	13	0	6	12	4	1	9	1	23	49	16
3	2	7	6	6	10	4	4	6	5	6	9	4	2	4	4	20	36	23
4	1	1	11	5	4	9	3	0	10	2	2	14	0	4	6	11	11	50
5	1	3	7	3	3	13	2	3	8	1	2	14	1	3	7	8	14	49
6	0	3	10	1	2	16	0	0	11	1	1	17	0	2	8	2	8	62
7	0	1	11	1	1	16	0	0	11	1	4	13	0	0	10	2	6	61

(a) The seven sources of help rated are the following:

1. Present superintendent
2. Fellow teachers
3. Present principal
4. Personal conference with instructor at college
5. Observation of demonstration teaching at college
6. Personal observation by instructor from college
7. Written suggestions from college instructor.

The above table indicates the amount of help the beginning teachers received from the sources named during the early part of their first year in teaching, according to the plus-check-zero system previously used in this study. The three agencies directly connected with the school's own organization far surpass those connected with the training school. Of course, one should remember that this indicates the present status and not the possibilities. It may be that the training school can do far more than is here indicated, after it gets this work better organized. However, it may be equally true that the superintendent, fellow-teacher, and principal have yet much latent power in this respect. The fact that fellow-teachers can be of as much help as is here indicated, is note-worthy, and is perhaps still further suggestive that the constituted supervisory authorities are overcrowded, unprepared, or negligent.

A few other brief statements taken from Questionnaires I and V add to an understanding of the teacher-training situation. In Table XXXIII we learn to what degree the teacher knows the qualities on which he is being rated during training.

TABLE XXXIII
TEACHER'S CONSCIOUSNESS OF RATING
DURING TRAINING

As The Teacher Sees It						
"During training and at time of placement, were you as student teacher kept conscious of the qualities on which you were rated?"	Number of Institutions In Which Teachers Were Trained					Totals
	25	19	6	27	5	
Yes-----	7	13	14	8	7	49
No-----	9	9	2	12	4	36
As The Training Institutions See It						
"Do candidates know the qualities on which the placement office rates them?"	Placement Bureaus			Totals		
	Ohio Institutions	Out-of-State Institutions				
Yes-----	22	6		28		
No-----	6	2		8		
"Are these ratings open to their inspection?"						
No -----	24			8		32

Table XXXIII shows that during their training the majority of the teachers were conscious of the qualities on which they were being rated and were expected to improve, but a large number did not know. A large majority of Ohio teacher-training institutions, of which the five from which these beginning teachers came were representative, claim to keep their teachers in training informed of these qualities. In fact, when four of the five institutions in which these teachers were trained, say their students do know these qualities, there must

be a weakness somewhere in getting this information to the trainees. Since psychology teaches that the learner makes more progress when he knows for what he is working and how much progress he is making, it seems an important item that these teachers in training be made-actually conscious of this fact, and not merely that the institutions think the teachers know.

With reference to the last item in this table, there is a decided majority who do not open up these ratings to the teachers rated. This also seems contrary to good present-day psychology. In a study of score cards and rating sheets, Peterson found that in approximately a hundred teacher-training institutions studied, score cards were used for conference with students more often than for any other purpose.¹ It is possible that the distinction between such ratings as here referred to and credentials on file in the placement office is not always clearly kept in mind. The latter, of course, are usually sent with the understanding that they are not open for inspection to the candidate; the former, the writer feels convinced, should be known to the person concerned.

Coming more directly to the question of the degree to which follow-up work is done, we find that of the thirty-six institutions of Ohio reporting on this phase of their work, thirty-two answer yes

1. Oda K. Peterson, "The Use of Score Cards and Rating Sheets in Teacher Training," Unpublished Master's Thesis, College of Education, University of Cincinnati, 1929, p. 31ff.

to the question, "Does your institution systematically follow up your teachers in service." Four answer no, and the remaining five can doubtless be counted with this latter group. Thus, about four-fifths of the Ohio schools carry on this work. Of the out-of-state institutions four answer yes to the same question; five, no.

The question, "For how many years?" receives the following answers: six say for one year; five, for one or more; four, for two; two, for two or more; three, for three; one, for four; three, for an indefinite time. The out-of-state institutions report one, for one year; two, for two years; and one, for an indefinite time. The data are too vague for exact interpretation, but one year seems to be the dominant period. This of course is the period of greatest need on the part of the teacher.

Twenty-six Ohio institutions pay personal visits to beginning teachers, six do not. Two of the out-of-state schools report in the affirmative, four in the negative, to the same question. The duty of going out to visit these teachers falls on various individuals of the training institution. In three schools the director of the training school does it himself; in three others one of the education instructors does this work; in five it is done by supervisor or critic teacher; in one each it is the person in charge of placement, the college secretary, and the director of extension work. Only two out-of-state schools report on this question. In one of them an instructor in the education department, in the other the placement official, does this work.

The number and length of visits vary considerably. Six institutions visit the beginning teacher once; four, one or more times;

three, two or more times: three, a varied number of times, Six institutions report the visits an hour or less in length; three make it from one to two hours or periods; four, a half day; five, according to varying circumstances.

On a question as to visitation of all beginning teachers, five Ohio schools answer yes; twenty-four, no. All six out-of-state schools reporting on this item say no. The determining factor as to who and how many are visited is most commonly that of distance, a radius of fifty to one hundred miles being sometimes mentioned. Others give need and accessibility as joint standards for selection. One visits elementary teachers only. Practice in other particulars is revealed by the following questions and answers:

1. Are superintendents notified in advance of the visit,
Yes, 15; no, 9.
2. Are teachers notified in advance of the visit?
Yes, 6; no, 19.
3. Do you get reports in writing from superintendents?
Yes, 21; no, 18.
4. Do you get reports from school board members?
Yes, 2; no, 18.
5. Do you get reports from citizens?
Yes, 1; no, 18.
6. Do you get reports from teachers themselves?
Yes, 10; no, 10.

Data listed as answers to the six questions immediately preceding are from Ohio, but the few scattered reports from out-of-state institutions run very similarly.

Data on three other aspects of follow-up were collected with these results:

1. Are recent graduates encouraged to return to the teacher training campus for conference and observation of demonstration teaching? Ohio: yes, 21; no, 7. Out-of-state: yes, 4; no, 1
2. List the occasions that have proved most opportune for this recall to the campus. Responses are: Home Coming (five institutions), athletic events, Thanksgiving, Christmas, spring, summer, special programs, debates.
3. What proportion of your new teachers, placed for this year, have to date discussed their work with you at such occasions? Very few, 5% (two institutions), 8%, 25%, 30%, 48%, 50% (three schools), 60%.
The dates when these reports were made ranged between February 1 and May 15.

Either special success or decided lack of it are the two reasons given for advising beginning teachers to change positions at the end of their first year of teaching. Seven recommend change if the teacher does not fit into the present situation; two, if a special opportunity for professional advancement offers itself; and three use either of these as a basis. Lack of fitness may be due to decided differences in personalities of teacher and administrator, poor teaching conditions, unfitness of the teacher for the community or for the subjects required to be taught. Three out-of-state institutions answering this question give "misfit" as the reason for changing; two, professional advancement; one, both.

One of the most recent suggestions that has come to Ohio teacher-training officials is that of extending invitations to superintendents to visit the institution. Eighteen invite them, one does not; six out-of-state schools do, one does not.

Ohio and out-of-state institutions use several standards for

rating teaching success over a period of years, as indicated in Table XXXIV. To furnish data for the table, twenty-seven Ohio officials and eight from outside the state expressed their relative view of the importance of six criteria by the plus-check-zero plan.

TABLE XXXIV
BASES FOR RATING TEACHING SUCCESS
OVER A PERIOD OF YEARS

Bases	Institutions								
	Ohio			Out-of-State			Totals		
	+	✓	0	+	✓	0	+	✓	0
1. Superintendent's rating	22	5	0	6	2	0	28	7	0
2. Securing positions best prepared for	17	7	1	6	2	0	23	9	1
3. Institutional representative's rating at time of observation	13	7	1	3	3	1	16	10	2
4. Retention in same position	8	15	1	0	8	0	8	23	1
5. Salary drawn	4	11	8	1	6	1	5	17	9
6. Size of school system entered	1	18	4	1	5	2	2	23	6

Four bases volunteered but not evaluated:
Participation in community work.
Teacher's attitude
Impressions they make on return to campus
Advanced study

According to the above table the majority of training institutions are willing to stake most on the rating by superintendents. Size of school system the teacher enters seems to be considered least indicative of real teaching success. At the foot of the table appear four other bases that were suggested in the questionnaires by placement officials.

Other comments on follow-up work volunteered by teacher-training officials are quoted below:

Beginning teachers are placed as substitutes, until in the judgment of superintendents and principals they give evidence of efficiency deserving regular appointment.

Supervisors give aid to beginners by visits and group conferences.

The personal visit is expensive, puts the candidate into an embarrassing position and is sometimes inopportune. I think our best results are gotten informally in seemingly incidental contacts.

We follow up through correspondence the work of all graduates who ask to have their names on our active list.

Close tie-up with religious community supervisors.

All of us in the department are out in the field a good deal and keep in close relation with as many educational enterprises as we can, especially those we wish to send our teachers into.

The best piece of follow-up work we have done this year, other than personal visits, has been a conference put on by the institution for history teachers. We hope to have a similar conference for elementary teachers on March eight.

The above data on follow-up offers a large variety of suggestions on principles and detailed techniques involved in this new field of work.¹

This section on follow-up should not be concluded without such evidence and criticism on the problem of helping the beginning teacher to make adjustments, as superintendents have to offer. Table XXXV shows the number of schools or superintendents employing teachers from institutions that do follow-up work. Table XXXVI lists favorable and unfavorable criticisms offered by these superintendents.

1. All of the data reported on pages 102 - 107 is taken from Questionnaire I, Item H.

TABLE XXXV
 NUMBER OF SUPERINTENDENTS EMPLOYING TEACHERS
 FOLLOWED UP

	Number of Superintendents						Total
	Ohio Total	Ohio Counties	Ohio Cities	Ohio Exempted Villages	Kan- sas	Minn- esota	
Yes	90	32	28	30	9	9	108
No	8	3	4	1	0	5	13

TABLE XXXVI
 CRITICISMS OF FOLLOW-UP WORK
 (Opinions of Superintendents)

Criticism	Frequency
Follow-up too limited	15
Stimulates teacher to do best work	12
No particular value or harm	11
Is generally excellent; decided improvement of teaching; very helpful	11
Brings about better understanding between superintendent and training school	8
Needs closer cooperation between superintendent and local supervisor	6
Training school keeps in touch with needs of school	5
Supervisor poorly qualified	3
Results of doubtful value; problems should be worked out by local superintendent	2
Good move; success depends much on personal traits of the supervisor	2
All institutions should have uniform check card (rating scale)	2
Training school can more intelligently help the teacher toward a promotion	2
Training school helps the superintendent to understand the teacher better	2
Teacher found to do especially good work might take a larger position; harms the school	2
Some teachers encouraged, some discouraged	1
The supervisor learns to know the community; helps in new placement	1
Causes the training school to emphasize subject matter more	1
Certificate should depend on follow-up recommendation	1
May result in imperfect rating	1
Interferes with supervision of the superintendent	1

The above criticisms present the case pretty well from both sides, though there are more favorable than unfavorable comments listed. Perhaps the conclusion is justified that the general principle of following up the teacher is sound in itself, but much of the detailed technique needs yet to be worked out. These criticisms should be of assistance in doing that.

3. Summary

1. Beginning teachers want more, or more effective, student teaching as voiced in one form or another in forty-one of 110 criticisms offered by them on the improvement of teacher training.

2. More than a fourth of these criticisms on teacher training in general center about certain aspects of teaching which their professional courses should have cleared up for them but evidently did not. To counterbalance those two types of felt needs, nearly a fifth of the criticisms express a weakness in subject matter. Two other types of unsolved problems for them are lack of general guidance, especially in choosing subject-matter courses, and difficulties in getting started in actual teaching.

3. Ineffectiveness of the follow-up program of teacher-training institutions is evidenced by the fact that beginning teachers rate the help they have received from their superintendents, fellow teachers and principals during their months of actual teaching very much higher than the assistance received from various agencies of their training institution.

4. If the psychological principle that the learner makes most gain when he clearly understands his task and is aware of his progress applies to learning to teach, training institutions are apparently not living up to that principle with regard to keeping the teacher aware of the points on which he is being rated, and the amount of progress he makes.

5. Thirty-two, or about four-fifths of the teacher-training institutions of Ohio, report that they follow-up their teachers for one year or more. Four of the nine out-of-state institutions carry on this work. The personal visit to the beginning teacher by some representative of the college is the most frequent method employed. Wide variations exist as to who makes these observations, the number and length of such visits, etc.

6. The best standard for determining a teacher's success over a term of years seems to be the rating by his superintendent. Securing positions the teacher is best prepared for, and rating by an institutional representative receive the next highest rating.

7. According to reports of superintendents, follow-up work is a very common practice, since only thirteen of 121 superintendents say that they have no teachers in their employ who are thus supervised.

8. Of about ninety statements of criticism from superintendents on follow-up work as now carried on in the range of their experience, approximately half are favorable and the other half about equally divided between the unfavorable and the neutral. A safe conclusion to be drawn at the present stage is that this means of supervision has strong possibilities, but detailed techniques are as yet poorly developed.

CHAPTER V

SUGGESTIONS FOR IMPROVING TEACHERS PLACEMENT

In Chapters II and III of this study reports and analyses were made of the organization and the process of teacher placement in actual practice. This chapter summarizes and attempts briefly to analyze criticisms that are offered by the "consumers", the "product" itself, and the "producers". Thus it is hoped to afford material help in building a sound theory for the placement of teachers.

1. The Most Serviceable Placement Agency

In questionnaires to superintendents and beginning teachers the question of relative amount of service rendered by different types of agencies was raised. Tables XXXVII and XXXVIII present their answers. Those of superintendents were tallied according to the plus-check-zero technique, but those of the beginning teachers from the five different institutions indicated merely the agency of greatest influence in securing a position. Figures from Table XXXVII need to be interpreted in the light of the fact that Ohio has at the present time, no placement service under the state department or the state association. Kansas is strong on the latter, Minnesota on the former of these two.

Ohio superintendents as a whole show a decided preference for institutional bureaus, seventy-one rating them plus, and thirty as of average use, while private agencies receive the next highest rating, thirty rating them with a plus, and fifty-eight with a check. The low rating for the other two means of placement, state department and state association, is to be expected in this state, since neither operates here. Consequently they would be likely to receive consideration only

TABLE XXXVII

RELATIVE SERVICEABILITY OF TYPES OF PLACEMENT AGENCIES
(Opinions of Superintendents)

No. of Item	Superintendents						
	Ohio Total	Ohio County	Ohio City	Ohio Ex-empted Village	Kansas	Minne-sota	Grand Total
1 (a)	71 30 1	24 10 1	24 9 0	23 11 0	9 0 0	9 5 1	89 35 2
2	30 58 12	7 21 6	14 18 1	9 19 5	3 6 0	10 2 2	43 66 14
3	12 40 41	4 15 12	9 13 12	1 12 17	1 4 4	10 4 1	23 48 46
4	6 26 39	3 12 16	3 8 20	0 6 23	3 5 1	0 0 13	9 31 53

(a) Identification of Items:

- | | |
|--------------------------|------------------------------|
| 1. Institutional Bureaus | 3. State Department Bureaus |
| 2. Private Agencies | 4. State Association Bureaus |

TABLE XXXVIII

THE MOST SERVICEABLE PLACEMENT AGENCY
(Opinions of Beginning Teachers)

Credentials sent by	Number of Training Institution					Totals
	25	19	6	27	5	
College Placement Bureaus	16	13	8	17	6	60
Individuals directly	0	11	5	8	8	32
State Department	0	0	4	0	0	4
Private Agencies	0	1	1	0	1	3

in so far as superintendents had had experience with them in other states or had heard of their services.

Comparing the ratings made by county, city, and exempted village superintendents, it becomes evident that superintendents of the larger cities more often resort to help from the private agencies than do the other two. This may perhaps be explained by the fact that institutional bureaus lay most stress on placing beginning teachers and have up to the present not developed their placement services for experienced teachers to any

great extent. The small number of superintendents from Kansas and Minnesota express strong favor for institutional placement bureaus, Kansas more so than Minnesota. Kansas superintendents have apparently received about an equal amount of help from private agencies and their State Association Bureau,¹ while Minnesota superintendents give about an equal credit to their State Department Bureau and private agencies. Of course, the smallness of the number responding, nine from Kansas and fifteen from Minnesota, prevents us from drawing any positive conclusions. They seem to show trends, however.

Table XXXVIII shows that of approximately ninety beginning teachers answering Questionnaire V, two-thirds felt that their credentials were effectively submitted by the college bureau, practically all of the others were aided by individuals directly, and a very few by private agencies or the State Department. According to both superintendents and beginning teachers, a very large part of the responsibility of placing teachers in Ohio at present rests on the institutional placement bureaus.

TABLE XXXIX

RELATIVE INFLUENCE OF SUPERINTENDENT AND BOARD
(Opinion of Beginning Teachers)

Election due to	Number of institutions					Totals	Institutions		
	25	19	6	27	5		High School	Spe- cial	Elementary
Superintendent	14	21	11	20	9	75	38	22	14
School Board	0	1	4	1	3	9	6	1	2

Table XXXIX throws some light on who is responsible for selecting the teacher. Though many teachers would not know definitely whether

1. This bureau was organized in 1921. For further data see Table XII.

it was through the influence of the superintendent or the board that they secured their position, as a whole the figures should be fairly reliable. Seventy-four teachers accredit their position to the influence of the superintendent, nine to that of the board. Since selection of the right teacher for a specific position is a technical and professional act, even this small number of choices by the board seems large. It is almost certain that nearly every teacher selected by laymen, such as members of school boards usually are, is apt to be selected on such minor qualifications as appearance or fluency of speech, rather than on such major qualifications as preparation or ability to deal with youth. The Ohio law is weak in the eyes of the professional authorities, in that school boards in county districts are permitted to elect teachers without recommendation by their professional head, the county superintendent.¹ The schools of cities and exempted villages are legally protected from such unprofessional procedure.²

2. Further Professionalization of Placement

Placement officials, whose keenest interest is apt to be in the teacher to be placed, and superintendents, whose greatest concern would be in the schools to be served, were asked to check those means through which they thought teacher placement could be elevated to a more professional basis. It was felt if prejudices existed, this question directed to the two groups would show them by clear contrast. Table XL gives the results.

1. Ohio School Laws, 7705.

2. Ibid., 7703.

TABLE XI
MEANS FOR FURTHER PROFESSIONALIZATION
OF PLACEMENT

Means	Opinions of Superintendents						
	Ohio Total	Ohio County	Ohio City	Ohio Exemp- ted Villages	Kan- sas	Minn- esota	Grand Total
Code of ethics for teachers	61	22	22	17	8	9	78
Code of ethics for employers	61	20	23	18	8	7	76
State Depart- of Education	58	24	19	15	4	6	68
Cooperation of institutional placement bureaus	48	17	15	16	8	6	62
State Education Association	29	11	11	7	4	4	37
State law	29	15	6	8	3	4	36
	Opinions of Institutional Placement Officials						
	Ohio		Out-of-State			Totals	
Code of ethics for employers	18		5			23	
State Department of Education	16		7			23	
Code of ethics for teachers	15		5			20	
Cooperation of institutional placement bureaus	12		7			19	
State Education Associations	10		5			15	
State Law	5		1			6	

It is interesting to compare the two parts of the above table. The judgments there expressed are remarkably similar. Both groups have least faith in the help legislation can give to more professional placement of teachers. However, such a legal provision as referred to above, that certain school boards may elect teachers without the recommendation of their superintendent, makes a good case for statutory correction. Again, both groups place state teachers associations

second from the bottom, and cooperation between institutional placement bureaus third from the bottom. To what extent that ranking is given because of our lack of knowledge of, or experience with these methods, is a fair question to raise. Several states, especially California, find the bureau in the state association very successful. The Michigan teacher-training institutions have a very loose organization through which they carry on this work somewhat cooperatively.

As the two groups agree entirely on the ranking of the last three means of improvement of teacher placement, so they very nearly agree on the first three means. The superintendents think that codes of ethics, evidently functional, not on paper only, both for teachers and for employers, would be the source of greatest assistance. They place the state department of education close behind in effectiveness. The placement officials rate all three of these means very nearly alike. Since these three are in no way exclusive of one another, but on the contrary are in good measure dependent on each other, it seems fair to say that codes of ethics for all people in the profession need renewed emphasis. Further, the data here assembled is one indication that the State Department of Education of Ohio should consider its responsibility in the urgent statewide problem of teacher placement.

In the following paragraphs are quotations from institutional bureaus with regard to further improvement of teacher placement in Ohio and, in part, generally.

Push requirements for all teachers up to two years of college training in education; get rid of certification by county examination; provide a central clearing house at the State Department

Tenure law may help some. Might be able to shift more authority to the superintendents. "Blacklist" certain places. We have a code of ethics but few know it.

I propose that a committee of the state allot a quota to each school, such quota to be selected at the end of the sophomore and junior years and that only a ten per cent surplus be permitted to enter the final stages of preparation. Thus the mediocre student would not be permitted to eliminate the best candidate.

Teacher placement like all other placement is a business and can't be successfully accomplished by any procedures other than the most successful business procedures. Put it on a business basis, then you must give service.

Placement seems to me largely a personal matter. Forms, routine, etc. are essential. The vital spot is the appointing officer. If he has good judgment, is honest to both employee and employer, he is the key to the situation. I believe distinctly that personal treatment is necessary.

For two years we sent about 200 letters of inquiry received two answers.....The practice teaching grades and rating sheets are accessible, the grades in the various courses available and usually the professors are within hailing distance. As a matter of fact, most of our graduates secure their positions through personal visitations. The superintendent who is interested writes to the references given and receives answers, etc. But a bureau is not needed. We know nothing of expenses, etc. Registration is very informal. The pupil fills out a 3x5 card to have available in ready form the principal facts about the pupil, age, church, etc. We add general average grades in major and minor, and practice teaching grades.

The placement bureau atis the Dean's office. As the person doing most of the vocational guidance she confers nearly with all students as to field of work each contemplates. In the early years of their college course this material is used in directing choice of majors and electives with a view to furnishing the proper background for later specialization. In the senior year she assists all who are to graduate in placing themselves. All of this work is however, most informal and personal. Usually about one-third of a class of about thirty goes into teaching... Our policy is to make each senior, as far as she is able, to get her own position, We urge her to work upon her home locality and after she has made her advance we follow it up with personal interviews or written

recommendations. We have been successful in five years of guidance work in placing every student who wishes it in some position.

Development of more professional attitude and conscience on part of both teacher and school official.

The law on resignations should be changed so as to permit worthy promotions, the state department to approve or to disapprove and suggest successors where necessary.

Encourage superintendents to report back to bureau how efficiently their needs have been met. The majority of superintendents do not even acknowledge the material which is sent to them at their own request and at considerable expense and care. Have school boards share with the candidate in the case of placement through private agencies, the expense of placement. Encourage school systems to work out logical combinations of subjects for teachers. Bureaus within educational institutions cannot give the service of which they are capable until they have a clearing house.

The majority of our graduates are employed locally. We try to aid in the placement of graduates by personal recommendations. Our notion is that a placement bureau should have at its head the same one who is to have charge of the follow-up work of teachers in service.

State law is the draw-back. We need legislation vs. education. Our hands are tied while boards can and do hire untrained teachers and make practically no effort to obtain well trained teachers.

While all of the above quotations came from Ohio institutions, the following are from out-of-state institutions.

Placement officers of all our teacher training institutions meet twice annually. Fine cooperation. (Michigan).

A plan is under consideration by which the state institutions (Indiana University, Purdue University, Indiana State Teachers College, and Ball State Teachers College) would use the State Department of Public Instruction as a clearing house through which a cooperative placement plan would be put to use. The State Department would deal only in impersonal matters, referring calls received, to the teacher training institutions having candidates with proper qualifications. The actual placing then would be handled in a personal way through the state institutions knowing the candidate.

Placement, it seems to me, must be looked upon as part of the educative process.

There should be either a clearing house on positions or on candidates. The private agencies should not be permitted to continue their parasitic work on the profession. The complete truth should be expected and given in references.

Though individual comments and suggestions are much more difficult to tabulate and perhaps to interpret, no doubt they contain much valuable material in the way of suggestions and are at times more genuine than the checking of items. At any rate, they offer rich supplements to lists of checked items. Table XLI and the subsequent quotations are expressions from superintendents in Ohio, Kansas, and Minnesota on how to improve teacher placement. The organization of the material contained in the table is the writer's best attempt to group together related suggestions. The four or five dozen comments or criticisms are divided into four groups. The quotations following parallel these comments of the table.

Enact a law requiring all applicants to register with the State Department. Do away with all agencies.

Am afraid of a placement bureau in the State Department until we have a State Board appointed over a long period of years, that no accusation of politics may be made.

State Department should act as a free placement bureau for teachers.

Only successful way of handling the problem would be through the State Department where all records of teachers are on file.

State Department should be a distributing agency; eliminate teachers agencies.

Personally, Minnesota State Teachers Employment Bureau and the training institutions are very satisfactory.

Let the Council of the Ohio Education Association make a study on teacher placement.

Placement bureau (Private) should be subjected to regulation by law and be licensed through the Department of Education.

The action of private agencies to move teachers yearly ought to be curbed.

Teacher training institutions often attempt to place their students and recommend doubtful prospective teachers; more careful analysis and recommendations will help.

Too many institutions feel they owe the graduate a job.

College bureaus are apparently more interested in their students than in the public schools, which they are supposed to serve.

Training institutions must continue to offer service to their graduates who have been out for some time if private bureaus are to be discontinued.

Training institutions should keep a service record of all their teachers in the field.

Too anxious to place their immediate product rather than offer someone with experience.

Should carry a list of successful teachers in all fields, when vacancies occur, help them to get promotions; make way for beginning teachers.

If placement bureau authorities would note qualifications the employer desires in the applicant, much useless correspondence could be avoided. Bureaus of educational institutions are often very slow even when haste is definitely asked.

My faith is constantly on the drop as far as teacher training institutions are concerned; the placement is so often a separate department, so far removed from daily contacts of the training school problem.

Bureaus of universities are not thorough, they leave the work to inexperienced people.

It takes more than an office girl with an education secured in sixty days to fill the position (in the placement office.)

Much improvement should and undoubtedly can be made in writing credentials, making personal interviews effective, etc. Following are quotations on the matter of injecting more sincerity into credentials.

More truth and sincerity in the writing of confidential recommendations.

TABLE XLI

VOLUNTARY SUGGESTIONS OF SUPERINTENDENTS FOR
PROFESSIONALIZING TEACHER PLACEMENT

Suggestions for Improvement Relating to	Frequency
I. Placement Agencies:	
	24
1. Should have placement by State Department of Education	8
2. Training institution should assist experienced teacher	5
3. Training institution over anxious to place beginners	4
4. Let Ohio Education Association make study of placement	1
5. Let State Department register private agencies	1
6. Private agencies should be curbed from moving teachers annually	1
7. Placement bureaus fail to follow specifications given by employers -----	1
8. Placement bureaus too slow	1
9. Placement work is far removed from training school	1
10. University placement bureaus leave work to inexperienced office clerks - - - - -	1
II. Credentials, Interviews, Etc.	
	16
11. Get more sincerity into credentials	8
12. Superintendent should observe teacher teach; interview her, investigate her record	3
13. We get recommendations from people we know	1
14. Frankness to candidate and to school necessary	1
15. Personal letter rather than rating blank about teacher	1
16. Interview applicant at home; interview reference rather than write - - - - -	1
17. Professor's judgment unreliable - - - - -	1
III. Training of Teachers	
	5
18. Training institution should select carefully its trainees, eliminate the unfit - - - - -	3
19. Institutions not in close touch with school's need	1
20. Institutions recommend poor teachers to rural schools	1
IV. Superintendents and Teachers	
	9
21. Superintendents must know how to select right teacher for his community	2
22. Need a stronger appointive power in county	2
23. Too much publicity given to vacancies	1
24. Teachers apply too promiscuously	1
25. Appointment of relatives should be controlled	1
26. Yearly elections should be abolished	1
27. State should revoke teacher's certificate if she fails	1

With me every new teacher is a gamble because placement bureaus and others are too general in their statements concerning applicants.

...should more fully inform themselves before recommending teachers.

Greater care should be exercised in making recommendations and words should be given specific and honest meanings.

Letters to placement bureaus should be as frank as letters to friends.

Recommendations secured by placement agencies are frequently misleading and many times worthless.

I get rating (of teachers) from superintendents in whom I have confidence. Usually I know a reliable person from whom I can inquire about an applicant in whom I am interested.

From superintendents, we believe to get a better picture (of the applicant) from a personal letter than from a rating sheet.

We like to call at applicant's home; the banker, the postmaster, etc. is interviewed personally regarding the applicant.

Educational conferences in which the work of student teaching is exhibited (offer good opportunities to observe student teachers teach.)

Superintendents should be permitted to visit a teacher at work and investigate her record in service.

The placement of teachers is certainly a major problem. I visit some dozen or fifteen placement bureaus every year or two and interview graduate students with teaching experience either at the bureau or in the field.

I have not found professors' judgment of much value; sometimes those of greatest prestige seem to be the most fallible.

With regard to training of teachers the superintendents direct their suggestions particularly toward wise selection during training and a clearer understanding of actual teaching problems by the staff of the training institution.

Greater care on the part of training institutions in the selection of competent candidates and in the elimination of those unfitted for teaching would be a most valuable contribution to the profession.

A weeding out of prospective teachers before they go very far in their course would help.

Get supervisors from training schools out in the field to find out what schools want in teachers and get first hand information regarding the problems they will face. Teachers must get divested of too much stuff they picked up in the training schools.

A mistake is made by institutions in recommending teachers of low rating for rural schools.

The part superintendents and teachers may play in improving conditions evoked the following comments:

No teacher should be placed in any school unless the superintendent or principal is assured in his own mind that the teacher will fit in as a decided factor in that community.

The superintendent knows local conditions; he is anxious to have good schools.

Need a stronger appointive power in county districts.

Teachers in county districts to be employed only on nomination of county superintendents.

It is surprising how many aspirants find out about vacancies; - - - every vacancy is broadcasted.

Teachers apply too promiscuously; a definite procedure in hands of prospective teachers would guide this.

Yearly contracts might be abolished. Indefinite tenure, as long as mutually satisfactory may be preferable.

After a teacher has obtained a certificate to teach, goes out to teach and fails, it is next to impossible to revoke her certificate.

From the above quotations it is apparent that there is much in the present operation of teacher placement that those who employ teachers wish to have otherwise, before we can claim to have each teaching position filled by the teacher best fitted and prepared to do that work. A few of the most outstanding problems confronting us as here revealed seem to be:

1. A central bureau in the State of Ohio which is as much concerned about the school and its needs as about the teacher that is trained.
2. Credentials written in all frankness and sincerity, based on the policy, "Do as you would be done by."
3. Training institutions to train only those whom they can conscientiously recommend for the profession.
4. Superintendents given all responsibility in selecting teachers who are fully capable to do the work the position demands.
5. Superintendents not to be hampered by either unprofessional boards or any laws or regulations, but on the contrary, to have the support of both those forces to enable them to do as their best judgment dictates. This is not to be interpreted as removing from the board the power to elect teachers, but no teacher should be elected unless recommended by the professional head of the school system.

3. Summary

1. Of the teacher-placement agencies now operating in Ohio the superintendents rather decidedly express themselves as depending most on institutional bureaus. Beginning teachers, too, receive their help from institutional bureaus to such an extent that other agencies are negligible.
2. Though a great majority of beginning teachers are elected to their position as a result of the influence of the superintendent, about one-ninth of the eighty-three reporting on this question, attribute their election to the predominant influence of some board members.
3. The professional code of ethics is pointed out by both superintendents and placement officials as the most promising means for further

professionalizing teacher placement. The fact that the teachers' code of ethics is too commonly known in this and in other states as a set of well-sounding phrases to adopt and then forget should offer a challenge to training institutions and the leaders in the profession.

4. Both placement officials and superintendents further agree that the next best means for more professional teacher placement are the state department of education and a closer cooperation of institutional placement bureaus of this state.

5. Major voluntary criticisms of superintendents with regard to improving teacher placement center about a central bureau for the State of Ohio, more reliable credentials, elimination of the unfit during training, more complete responsibility for selecting teachers in the office of the superintendent, especially in county districts.

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CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken with two ends in view: (1) to explore the present situation regarding teacher placement, primarily in Ohio, but incidentally also in other parts of the country; (2) on the basis of such facts and tendencies as this study reveals, to formulate recommendations for more professional teacher placement in Ohio.

1. Summary of Findings

Below are listed facts and tendencies that are revealed by this study. These range from very objective data on such a point as the median time or season for placement of beginning teachers, to the quite highly subjective measurement of trends or tendencies by inexperienced opinion on such points as the prime influence in securing his position for the beginning teacher. The reader can readily see the difference in both reliability and value of these types of findings. Nevertheless, each should have some worth in helping to discover better, more professional ways of doing what thus far has been done largely on a loose experimental basis amounting almost to trial and error.

A. The Placement Bureau

1. Teacher Placement Bureau or Bureau of Placement, the name used by twenty-two of forty-six public agencies, is easily the most popular. The private agency has an overwhelming preference for Teachers Agency.

2. The most common additional functions of bureaus and placement officials are guidance, follow-up, placement in other fields, supervision of either teacher training or regular teaching, or certification (state departments.)

3. The typical placement official has been in charge of teacher placement for about five years, has taught fifteen years or more, has an M.A. degree, is responsible to one or more administrative officials of his institution (often to a committee), and (in institutional bureaus) is in charge of teacher training.

4. The size of the placement staff in bureaus of teacher-training institutions, state departments, and state education associations varies from a fraction of one person's time to the equivalent of sixteen individuals throughout the year. In the majority of cases there is a part-time director of the bureau with a part-time secretary and such additional help as the volume of business calls for during the busy months of May, June, July and August.

5. The mean cost per placement in public bureaus is \$19.59, as based on data from seventeen bureaus; extremes by classes of bureaus are \$14.94 and \$26.48. For private agencies the average fee shows that either it runs much higher, or large gains must accrue to the management.

6. There is very little cooperation between public placement bureaus, but credentials are loaned with considerable freedom, and students desiring positions are usually advised to register with private agencies.

7. Each placement office registers almost exclusively graduates of its own institution, and works independently of other placement agencies, in all remaining respects.

B. The Process of Teacher Placement

1. The Ohio superintendents prefer to receive applications in April, but the time for electing new teachers recommended by them is May. However, the median time of actual placement for beginning teachers is the latter part of June.

2. Superintendents and placement officials agree that the best sources of information regarding prospective teachers in order of desirability are former superintendent (if teacher is experienced), supervisor of student teaching, and college instructors.

3. Applicants, in making contacts with superintendents, should know that the position is vacant, then let the superintendent take the initiative, in asking the applicant to apply in person.

4. Placement bureaus avail themselves of many ways of finding vacancies. The voluntary report from the superintendent is most desirable. Frequently the bureau takes the initiative, however; circularizing is a very common method.

5. For selecting teachers the bases receiving the highest rating are impressions made by personal application of the candidate, health, rating by superintendent (if experienced), and grades in major and minor teaching fields.

6. Blanks used for teacher placement in Ohio should be standardized to some extent at least, under the direction of ranking teacher-training officials.

C. Teacher Training and Follow-up.

1. (a) Beginning teachers are in favor of more extensive, or more effective student teaching.

(b) . They express further specific needs for educational courses as applied to actual teaching problems, a better coordination of subject matter, and guidance during training.

2. (a). Follow-up work is carried on by about four-fifths of Ohio teacher-training institutions, and with very few exceptions superintendents report under their supervision one or more teachers who are followed up by the alma mater. However, only about half of the criticisms offered by superintendents on this work are favorable, the other half either neutral or unfavorable. Likewise, the beginning teachers acknowledge having received relatively little help from this follow-up.

(b) About two-thirds of the beginning teachers were conscious of the standards on which they were rated while in training.

D. Improving Teacher Placement

1. A marked majority of superintendents acknowledge receiving more help in getting teachers from institutional placement bureaus than from private agencies.

2. (a) Eight-ninths of the ninety beginning teachers reporting think they were elected primarily because of the influence of the superintendents. The remaining one-ninth give credit to board members for their influence.

(b). The most promising means for the improvement of teacher placement as rated by superintendents and placement officials range in the following order: professional code of ethics, state department of education, cooperation of institutional bureaus.

(c) According to the superintendents' voluntary criticisms, the greatest needs for further professionalizing teacher placement are a central

bureau in the state, more reliable credentials, and more responsibility placed on the superintendent in selecting teachers for his school.

E. General Finding

The approximate number of new teachers required annually for the state should be studied, not only in general but in different fields or departments, a safe margin allowed, and this number apportioned among the training institutions. With this should be included a study and recommendation of the most desirable subject combinations.¹

2. Recommendations

The findings of this study, formulated into the twenty-two statements and sub-statements immediately preceding, call for varied types and degrees of attention in order that they may serve as bases or means by which teacher placement may be brought to a higher professional level in the State of Ohio. Certain of these statements can be accepted as reflecting conditions that are generally acceptable; certain others should receive the attention of the training institutions of the state, in some cases individually, in others as an organization; still others involve the teaching profession itself, those responsible for training teachers, and even the State Department of Education. In one or two cases legislative enactment seems desirable.

Statements A1-4 inclusive and B1 can be accepted for present practices with little comment or argument. The name under which a strong plurality of public teacher-placement organizations operate,

1. Statement E. General Finding, is not based on facts or a large number of judgments or opinions derived from the study as the others are, but it is mentioned or implied a number of times and the writer thinks it of sufficient importance to be included.

Teacher Placement Bureau, seems to be entirely acceptable. The word placement has been questioned by some in whose minds it has taken on a technical meaning in relation to guidance. On this point Brewer of Harvard writes,

I should say that if the actual news of vacancies comes into a central office and candidates are recommended in response to these requests, that the word "placement" is justified.²

With reference to Statement A2, it would seem that by common consent the additional functions carried on in connection with placement work, such as guidance, follow-up, placement in other fields, supervision of teaching, and certification, can well be accepted as reflecting sound professional principles. The plan of having close cooperation between teacher training and placement receives strong support in an editorial in the School Review;³ that of having a placement bureau to serve all departments in the institution is advocated in an editorial in the Educational Review.⁴ A typical placement bureau organized on this wide basis is that of the University of Pennsylvania. The University of Pennsylvania Placement Service, though only four years old, is now divided into five departments and operates in eight different offices, all under one director.

Since teacher placement work is rather new, a relatively small number of individuals are engaged in it, and the work itself differs to a considerable extent from office to office, no formal preparation seems to be available; at least, there is no evidence that any of the placement officials

2. John M. Brewer, private letter to the writer, April 12, 1930.

3. "The Appointment of Teachers", School Review, XXXIII (December 1925), 722-4.

4. "The Appointment Bureau as Social Service", Educational Review, LXIII (April, 1922), 357-60.

have had special training of direct application to their present responsibility. Usually men or women have been made responsible for it possessing the general personal and educational qualifications shown in Statement A3. Helpful as some formal training might be, for some time to come, group conferences and intensive study by each placement official of his own problems are likely to be the solutions. The typical placement official revealed by Litchen is very much like the one described in this study. She found that slightly over half had an M. A. degree, eighty-one per cent of them were men, and the median amount of time spent by them on placement was fifteen to twenty-five per cent.⁵

The size of staff as described under Statement A4 calls for no particular recommendation, unless limited help is the cause for lack of promptness in service, a criticism directed against the institutional placement bureau.

Statement B1 raises no particular questions, since it indicates that existing conditions seem quite satisfactory. The Ohio law calls for election of teachers not earlier than May, and that is the month found most desirable by superintendents. It is also late enough to permit training institutions to recommend with fair assurance that those selected will be able to secure their degrees, complete formal certification requirements, etc. On the other hand, it seems that all concerned should move a little more expeditiously at the time favored, inasmuch as the functioning of placement

5. Litchen, R. E. , "A Survey of Teacher Appointment Bureaus in Universities, Land Grant Colleges, State Teachers Colleges, and State Normal Schools for the year 1925-1926." Unpublished Master's thesis, University of Kansas, 1927. P. 21.

machinery is much slower and more labored, and interviews are more difficult to arrange, after the training institutions close their regular year in early June.

Statement A5 refers to costs. What is a fair amount to allow for placing a teacher who draws a salary of \$1529.00, the average for teachers, supervisors, and principals, according to statistics of the United States Bureau of Education?⁶ At regular private agency rates she would pay \$76.45 for the service of "having been nominated," on the basis of which these agencies usually collect commissions. In Ohio the average commission paid the private agency for a recent year was \$63.21. The mean cost to the public placement bureau found in this study was \$19.59. Cost to the person enrolled or placed varies, though in by far the most of the public bureaus there are no fees or commissions. Litchen found the cost per placement to be \$15.⁷ Anderson and Litchen found it to be \$10.93 for each teacher getting a position through the assistance of the placement bureau and \$6.67 per registrant.⁸ Median costs per placement through various agencies for 1920-1924 in California for high school teachers according to Allen were \$92.10 by the private agencies, \$18.80 by the California Teachers Association Bureau, and \$3.50 by the university appointment bureaus.⁹ The median for all organized placement was \$10.40. Thus cost of teacher placement may vary considerably, though that of private agencies can doubtless be estimated at three or four times that of public bureaus.

6. "Statistics of State School Systems," United States Office of Education Bulletin No. 5, 1930. P. 58.

7. Ruth E. Litchen, Op. cit., p. 44.

8. Hollis P. Allen, op. cit., p. 78.

9. Anderson and Litchen, op. cit.

A. Suggestions to Training Institutions.

Having discussed those of the twenty-two summary statements which call for no definite attention directly in attempting to professionalize teacher placement, we turn now to that group of which teacher-training institutions need to take account in formulating their policies. Statement B2 indicates from whom is secured the best information regarding the applicant, Statement B3 suggests the favored procedures in bringing employer and employee together, Statement B4 deals with the most common methods of locating vacancies and Statement B5 gives the bases on which teachers are most often selected. The services of this information to the placement bureaus of training institutions are obvious, but other placement organizations will also find them highly suggestive. Willett, as a representative of a committee reporting to the North Central Association, points out at least two weaknesses that could be heeded in connection with these processes of teacher placement. His study showed that college bureaus were especially lacking in promptness, sixty-eight schools making that criticism, whereas only three found that shortcoming with the private agencies. The criticism of having too many apply for the same position was directed against private agencies by ninety-five and against college bureaus by fifty-seven.¹⁰

Statements C 1 (a), C 1 (b) and C 2 (b) pertain to training activities leading directly up to placement. As methods for supervising student teaching are perfected, it is highly probable that teachers now regarded as only promising will develop many valuable qualities, and those thus rising to the highest levels will merit the most attention in placement. That better planning and hence more guidance should aid materially in effective placement seems entirely self-evident. The scattered disconnected character

10. Geo. W. Willett, Op. cit.

of the registrar's record of many a student's work is evidence of serious need in this direction. A number of references to this condition are found in educational literature. Mathiason urges strongly the need of guidance in teacher training and placement.¹¹ Willett's committee recommends that

Colleges and universities should advise and guide students as to possibilities for them in teaching.¹²

Toothaker recommends that training schools exercise

... wise selection, admission, guidance of each to-be teacher to that field of teaching he is best suited for.¹³

Leavitt very fittingly points out that

Any vocational guidance system which entirely overlooks placement, or which relegates placement to a relatively unimportant place in its activities, is likely to become theoretical¹⁴

Thus we have the emphasis on a close relation between training and placement. Statement C 2 (b) referring to the need of the teacher's awareness of the bases on which he is being rated, and the rapidity of his progress, has been discussed before. That largely becomes a matter for each institution to work out.

Statement C 2 (a) is a specific problem for the training institution. The reader may well refer to criticisms offered by superintendents under Table XXXVI. Follow-up activities are a matter of much experimentation.

11. Otto F. Mathiason, "Guidance and Placement in University Graduate Schools of Education". Unpublished Doctor's thesis. Graduate School of Education, Harvard University, 1927.

12. Geo. W. Willett, *op. cit.*

13. O. H. Toothaker, "Basic Principles in Teacher Placement", *Education*, XLVII (April, 1927), 472-82.

14. Frank M. Levitt, "Placement as the Central Feature in a Vocational Guidance Program", *School and Society*, XV (April, 29, 1922), 461-5

They are mentioned more and more in educational literature and at gatherings. Let two references suffice here. Miller, in charge of placement service in Teachers College, Columbia, says,

This bureau believes it is highly justified on professional grounds to help registrants to get promotions.¹⁵

That suggests a form of follow-up which some less professional superintendents would challenge, though the principle seems thoroughly sound. From an address before the National Education Association by Higbie we take the following data: of 131 teachers colleges and normal schools answering a questionnaire, twenty-one carry on organized follow-up service, sixty-two do so incidentally and the rest not at all. Five of forty-one state departments of education carry on systematic follow-up service; four of thirty-six universities answering his questionnaire, systematically follow up their graduates. He concludes that any training institution should conceive of its total service in terms of selection of students, development of academic and cultural background, giving of actual professional training, placement of its graduates, and, finally a follow-up in service; all as integral parts of a vitally interrelated program.¹⁶

The problem underlying Statement B 6 is of considerable concern according to opinions expressed personally and in writing by those interested in teacher training and placement in Ohio. By united action of the ranking

15. Clyde R. Miller, "Policies and Practices of the Bureau of Educational Service of Teachers College", Teachers College Record, XXXI (January, 1930), 357-63.

16. E. C. Higbie, "Post-Graduation Responsibilities of a Teachers College - Abstract". National Education Association. Proceedings, LXVII (1929), 496-8.

teacher-training officials, delegating to some committee the problem of systematizing and in a measure standardizing at least the fundamental forms used for rating and placement, the task should not be at all insurmountable in spite of widely-varied tastes. That score cards and rating sheets are rather widely used in teacher-training, and thus furnish the data available for placement purposes, is shown in the study by Peterson. The most common uses indicated are

To employ in conference with students,
 To arrive at final grade and general rating,
 Filing general efficiency rating with the placement bureau,¹⁷

Nietz made a special study of the use of reference blanks. Of forty-five large cities about one-third use no forms, but call for a letter from the party referred to; seven use a simple form, ten use a printed form with items listed but no ratings, and eleven use a very detailed reference blank.¹⁸ This also indicates a wide variation in the type of blanks different people think are most serviceable. Nevertheless, it would seem Ohio school people could wisely attempt agreement on basic forms.

B. Suggestions for the Profession as a Whole.

Six statements are left to be treated under this head, A6, D1, D2 (a), D2 (b), D2, (c) and E. They will not be taken up in that order, however, since for purposes of final summary and recommendations they stand in a

17. Oda K. Peterson, op. cit., pp. 34, 92.

18. John A. Nietz, "The Current Use of Teacher's Reference Blanks", American School Board Journal, LXX (March, 1925), p. 41.

different relation to each other than they did when first extracted from the study. Statements D2 (a) and D 2 (c) refer to the need of more authority in the professional head of a school system for selecting teachers. Statement E centers about teacher tenure and related problems. Statement D2 (b) emphasizes the need of living up to higher professional standards, or a code of ethics, and Statements A6, D1, D2 (b) and D2 (c) bring us to one of the fundamental problems of this study, a central placement bureau for the State of Ohio. The four problems just mentioned will be discussed in the above order.

(a) Power of Superintendent to Select Teachers.

That it is possible in county districts in Ohio for a school board to elect teachers without recommendation by its professional head, a condition which fortunately is legally impossible in city and exempted village districts, has been pointed out. That it is actually done, we need not go far to find evidence. That it is unprofessional, and not for the best interests of the children, for a local board of a four-teacher high school, for instance, to employ two new teachers with exactly the same scholastic preparation after dismissing the whole staff of the previous year, would be hard to gainsay. Goodier quotes aptly from Cubberley with reference to such a case:

The selection of teachers is the work which the board of education knows least how to handle; the work where they make the most serious blunders; the work where they create the most bitter antagonisms; and the work they ought to let alone. 19

The best remedy for such situations might come by creating a strong sentiment in the profession against such practices, and ultimately influencing the legislature to remedy the situation by legislative enactment.

19. F. T. Goodier, "The Appointment and Tenure of Teachers", American School Board Journal, LXIX (December, 1924), 45-6.

(b) Supply and Demand

The problem of tenure or turnover with special reference to the number and the kind of new teachers needed annually is an intricate one. No solution is here offered, for it is a major problem for investigation in itself, but teacher training, and consequently placement, are so intricately interwoven with it that no program of professionalizing teacher placement can get very far without at least a partial solution of the question of supply and demand. Following are a few quotations that point out the need of selection, and elimination of less promising candidates for the teaching profession. Dean Haggerty of Minnesots says,

...it would seem perfectly clear that we are graduating students from teachers colleges in larger numbers than can be absorbed. ...This situation is fraught with grave perils for the teaching profession ...One outcome that will inevitably ensue from this situation is an increased competition among institutions...²⁰

As suggested in Statement E, this condition can be prevented if a state does what some cities have done. They have predicted on the basis of past experience the number of teachers needed, and permitted their local training institution to train only that number. Thus the object then becomes to train only the best prospects rather than to overcrowd the market and give the poorer an equal chance for placement with the stronger. French, in reporting for a committee to the North Central Association rests on placement bureaus the responsibility of getting only the best teachers into the profession. He further gives evidence that as a rule they are doing little about it. He says that less than half the training institutions refuse registration in their placement bureaus to those having physical defects or poor health, those who have failed in former positions or who are morally delinquent. Nine per cent of the bureaus do not investigate

20. M. E. Haggerty, "Whither the Teachers Colleges in the Academic World". National Education Association, Proceedings, LXVII(1929), 849-61.

character qualities of registrants.²¹ Courtis goes so far as to outline a procedure for elimination of the unfit. He would make a case study of the candidate as soon as suspected of weak qualities, and if so proven direct the individual into other types of work.²²

Another side of this problem is brought to our attention by the annual turnover and the need of teachers in specific fields. As an example, Anderson shows what happened a few years ago in the field of English. In 1928, there were graduated from Ohio teacher-training courses 918 inexperienced persons who were eligible for certification in English. Thirty-five per cent of the English majors taught English the following year, seven per cent taught something else, and fifty-eight per cent did not teach at all. Of the English minors sixty per cent did not teach at all.²³ It is generally admitted that English teachers suffer more in this respect than those in other high-school fields. To guide this surplus into other fields may result in over-supply there too, unless a careful survey reveals adequate demand for their services. Anderson suggests more guidance during training. A point already mentioned several times in this study is the unsolved question of desirable subject combinations.

While we await convincing scientific evidence as to the best combinations of subjects for teaching, it would seem expedient to decide arbitrarily which subjects a teacher should rather combine in her preparation,

21. Will French and others, "The Professional Training of Secondary School Teachers", North Central Association Quarterly, (December, 1928), 367-74.

22. S. A. Courtis, "Identifying and Eliminating the Unfit in Teachers Colleges", The Nation's Schools, IV (September 1928), 21-26.

23. E. W. Anderson, "A Study in Supply and Demand", Educational Research Bulletin, VIII (December 24, 1929), 399-402.

in order to be able to fit into the staff of the many small high schools. Douglass recommended this arbitrary step nearly a decade ago.²⁴ West Virginia and North Carolina have worked at it through a number of years, and informal reports indicate that something can be done through such standardizing. About how many new teachers does Ohio need annually, how many for each general division of the schools, and what combinations? Either the State Department or the teacher-training institutions as a body should find at least a tentative solution in the near future.

In 1922-1923 when a rather thorough study of teacher tenure was made, it was found that Ohio has a turnover of ten per cent of its teachers.²⁵ General observation leads one to believe that the turnover may have decreased somewhat since that study was made. However, a general estimate based on these figures would be that Ohio needs approximately 4,000 new teachers a year.²⁶ Buckingham's study covering the years 1919-1923 concluded that the annual need was 6,500 teachers.²⁷ Such estimates kept up to date should be of extremely great value to institutions in limiting their output.

(C) Professional Ethics

A profession sets up its own standards and restrictions and disciplines its own members.

The real purpose of ethics for the teaching profession is to protect the public.²⁸

24. A. A. Douglass, "The Market for Prospective High School Teachers," School and Society, XIII (May 21, 1921), 602-6.

25. "The Problem of Teacher Tenure", pp. 137-176. Research Bulletin of the National Education Association, II (November 1924). pp. 176.

26. "Statistics of State School Systems", op. cit., p. 26.

27. B. R. Buckingham, op. cit., p. 171.

28. Benson Y. Landis, Professional Codes, pp. 92-3. Teachers College Contribution to Education, No. 267. New York: Teachers College, Columbia University, 1927. Pp. xii+108.

From practical observation it would seem that among things educational the professional code of ethics is most intangible. It is quite common to have committees formulate codes for state education associations, for instance, and for the organization to adopt them; it is less common to bring them to the attention of its members so they may know what they contain; it seems to be exceedingly rare ever to apply them or take them seriously, to say nothing of organizing some machinery to enforce them. Landis, in a careful investigation of codes for twelve occupational groups, has this to say about them:

Of the twelve groups, studied, only five ever attempt enforcement of their code. In three organizations, the testimony ...indicates.... a high degree of control - those among architects, accountants, and realtors.....In two professional groups there is evidently control over some professional relations dealt with in the codephysicians and lawyers. The other organizations are still struggling for control over professional relations....Their codes are as yet largely general principles which may be variously interpreted by individuals... There is wide disagreement as to what a code is - whether it should consist of observable rules and standards or remote ideals....Codes are still, to a great extent, even in the older organizations among doctors and lawyers, formulations of vague idealism, largely evidence of wishful thinking.

These statements well reflect the status in the teaching profession, to the extent that educators have enough in common that they are one body, a profession. The most recent attempt to make this a live issue was the committee report on "Ethics of the Profession" before the National Education Association at Atlanta in 1929. The preamble for the code there proposed and accepted by the Association went so far as to say that "teachers may bring to their professional relations high standards of conduct." The committee recommends further that each state have a committee on professional ethics to interpret the code, investigate violations and publish findings. It is also urged upon the members to report violations to this committee. The code is divided into three articles, one on Relations with Pupils and to the Community, six sections;

another on Relations to the Profession, seven sections; and the third on Relations to Members of the Profession, eight sections.²⁹ Space does not permit any further detail. Most teachers know what is professional conduct in general and what is not, the doing is where we fall short. However, both the superintendents and the placement officials have placed the professional code of ethics at the head of the list by means of which teacher placement can be professionalized to a greater degree. It behooves the educators of Ohio in training and placing teachers to take this national code or our own state code seriously, and draw from it the help it can give.

(d) A Central Placement Bureau for Ohio

But one problem of those suggested by the twenty-two summary statements remains to be discussed. If teacher placement is to be raised to a higher professional level in Ohio, the one remaining question for comment is the agency or agencies to carry on placement activities.

Repeated reference has been made throughout the study to the need of a central placement bureau in the state. Summary statements contain conclusions to that effect. Superintendents, according to Statement D2 (b) look to the State Department of Education and to cooperation of institutional placement bureaus of the state for improvement of teacher placement. Next to a professional code, they look to these means for assistance. In Statement D2 (c), which summarizes the voluntary criticisms of superintendents on the operation of placement in the state, a central bureau in the state is again frequently mentioned. Statement A6 gave evidence that at present there is relatively little cooperation among institutional bureaus, but Statement D1 points out that in spite of defects of institutional bureaus as they now operate, they still

29. Sarah T. Muir and others, "Final Report of the Committee on Ethics of the Profession - Abstract", National Education Association, Proceedings, LXVII (1929), 179-90.

are regarded as considerably more meritorious than private agencies. Those are the only two types of agencies operating now or ever having operated to any extent in this state. On the basis of these summary statements the question as to what agency shall do this work has one of two answers: a cooperative placement bureau of all teacher-training institutions of the state, or a new bureau under the supervision of the State Department.

The idea of a cooperative bureau has perhaps more in its favor in theory than in practice. Michigan and Indiana, to the best information the writer could obtain, are the only states that have attempted anything of the sort. In Indiana several institutions have made proposals but nothing tangible has so far developed, it seems. From Michigan we learn through private correspondence with one of the originators of the scheme that a friendly cooperative spirit exists between the institutions in general, but the definite project of placement has apparently not gone much farther than the adoption of a few common forms. On the vacancy report blank, for instance, are listed all the institutions and it seems that vacancies are at times referred by one institution to another. The first attempt at cooperation there was started fourteen years ago. That fact bears eloquent testimony to the difficulties that are encountered when a large number, or even a few old organizations, are asked to pool their activities. The spirit may be perfectly friendly and wholesome, but minor differences in interests and perhaps jealousies stand in the way of a close cooperation.

May we quote a few statements from writers and researchers on this problem of cooperative teacher placement. Jones urges closer cooperation among public placement bureaus.³⁰ The writer of an editorial in the Educational Review gives similar counsel.³¹ Willett in his committee report points out

30. Arthur J. Jones, op. cit.

31. "The Appointment Bureau as Social Service", op. cit.

that of about eighty institutional bureaus responding to their questionnaire, the general feeling is that such means of placement is not entirely satisfactory; the institution does not sufficiently feel its responsibility toward the schools, toward the employer.³² "State departments can serve the schools in no better way than to act as employment agencies for teachers", writes Mahler. He bases his conclusion on the fact that the state department has much data on the teachers in the state, for issuing certificates, from supervisory visits to schools, etc. He looks upon the state bureau as the agency to make a general selection from the large number of teachers available, and then the superintendent, who knows exactly what his school and community needs, to select from this limited list.³³ This appears to be a good professional approach.

Four theses that have made a study of teacher placement all point in the direction of a bureau in the state department. Schrepel lists the following commendable features for a state bureau: it sets up and maintains commendable principles of ethics; it induces teachers to remain in the same position longer (less turnover); it endeavors to prevent indiscriminate breaking of contracts.³⁴ McCarroll and McCloud, in an article based on the findings of the first author's thesis, conclude as follows, after comparing advantages and disadvantages of institutional placement, and placement by a centralized state bureau:

32. Geo. W. Willett, op. cit.

33. H. R. Mahler, "A New Plan of Teacher Employment - State Departments", School and Society, XXIX (March 9, 1929), 331-3.

34. Chas. B. Schrepel, op. cit., p. 63.

The advantages of state placement in locating fully qualified people for positions demanding specific qualifications and abilities much more than offset the weaknesses which may be anticipated in such agencies.³⁵

Mathiason, arguing against private agencies and for more professional placement, says:

If placement and guidance in placement is to be educational, we cannot put the responsibility for such work in the hands of private commercial agencies, While this [a state bureau] does away with the commercial side of placement, it still maintains the work as a service activity Graduate schools are not relieved of working out methods of placement.³⁶

A study, similar to the present one, was made by Allen in 1925 for California. In spite of the fact that California has had a highly efficient placement bureau under its State Teachers Association for over a decade now, and the further fact that the placement bureaus of most of the colleges and universities seem to be doing excellent work, this writer comes out with the final recommendation that California should establish a central clearing house operated by the State Department of Education. He would vest considerable authority in this organization, such as requiring all vacancies to be reported to the same, prohibiting election until two weeks after a vacancy had been reported, and requiring all employing officials to report all elections. The private agency is eliminated in his plan, particularly on the basis of prohibitive cost and unprofessional service.³⁷

Therefore, on the score of both theory and practice, the proper location of teacher placement seems to be in the state department, primarily for its strategic position in our American system of education. The state is

35. Elizabeth McCarroll and Margaret McCloud, "Teacher Placement by State Agencies," Educational Research Bulletin, IX (April 30, 1930), 247-50.

36. Otto F. Mathiason, op. cit., pp. 224-5.

37. Hollis P. Allen, op. cit., p. 107.

responsible for good teaching, and it can guard that interest and responsibility better by taking on this additional function which many states are now successfully conducting, and many others would conduct more effectively than they are now doing, if funds were available. Lack of funds should not stand in the way even if teachers themselves paid fees or a small commission, knowing that professional service of the highest degree could be rendered them.

A new organization of this kind would need years to establish itself for efficient service to the state school system. As rapidly as it could realize its possibilities by rendering to the profession a service superior to that now rendered by the individual bureaus in the institutions, just so rapidly should the latter be willing to turn over the general service of teacher placement in Ohio to the state bureau. Until then the institutional bureaus should strive to render the best possible professional service. The bulk of data on the prospective teacher will always have to be supplied by the institution that trains her.

3. Problems for Further Study

1. Guidance of prospective teachers which will realize a more integrated program of training for the individual teacher.
2. A follow-up program which will coordinate the supervision of beginning teachers by the school in which she is teaching and the training institution that prepared her.
3. Proper balance of control of schools between the local authorities (district, village, or county) and the state, with special reference to selecting teachers.
4. Making a code of ethics effective.

5. A cooperative plan of teacher placement between institutional bureaus of the state.

6. Methods of obtaining more adequate and reliable credentials.

7. Present status of supply and demand of teachers in Ohio, and adjustment of teacher training to the same.

APPENDIX

SECTION A

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SECTION B

LETTERS AND QUESTIONNAIRES

Each of the five questionnaires is preceded by the letter accompanying it. Questionnaires I, II, and III are followed by their mailing lists. Placement bureaus of training institutions, state departments, education associations, and private agencies that are referred to by number in the study can thus be identified.

For distribution of Questionnaires IV and V. see Table II and the explanations of the same in Chapter I.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

J. L. CLIFTON
DIRECTOR OF EDUCATION

T. H. WINTERS
ASSISTANT DIRECTOR

January 21, 1930

Dear Sir:

We have asked Mr. J. S. Schultz, Director of Teacher Training, Bluffton College, who is writing his doctor's thesis in the University of Cincinnati, to let us send you the five questionnaires on which this thesis is based. In some form a summary of the answers to all questionnaires will be sent you eventually. We trust you will find the questions and answers helpful in the development of your own placement and follow-up programs.

Will you please have the blanks in Questionnaire No. 1 filled in by the proper official within the next few days? Nos. 2, 3, 4 and 5 are not addressed to you and are sent you only for your information. Insofar as possible, Mr. Schultz has written his questions so that a check (✓) will indicate the answer. In a few instances, a brief statement will be needed. Any comment or suggestion you wish to add in any answer will be appreciated.

Please return questionnaire No. 1 to this Department. It will be placed in Mr. Schultz's hands for study and then will be returned by him to this Department. Please enclose any forms pertaining to placement or follow up work that you are using and that would be helpful in this study.

Very truly yours,

L. L. Louthian,
Associate Supervisor of
Teacher Training.

TO RANKING TEACHER TRAINING OFFICIALS:

(Name of Teacher Training Institution)

(Address) _____ January , 1930

(Name of official supplying information)

A. 1. Official name of your placement bureau

2. Other functions (than teacher placement) it performs:

- a. _____ b. _____
- c. _____ d. _____

B. 1. Name of person now in charge:

2. In what other capacities does he serve the institution, if any?

- a. _____ b. _____

3. Degrees held by person in charge:

- 4. Number of years of teaching experience?
 - _____ a. Number of years of grade and high school teaching experience
 - _____ b. Number of years of experience in school administration work
 - _____ c. Number of years of college teaching
 - _____ d. Total number years of teaching experience (total of a, b, c)

5. Number of years of other related work.

_____ Yrs.

_____ Nature of the work

6. Number of years of partial or total responsibility of teacher placement.
_____ Yrs.

7. To whom is person in charge of placement directly responsible?

- _____ a. A committee (Check)
- _____ b. Head of Education Department
- _____ c. Dean of Liberal Arts College
- _____ d. President of the College
- _____ e. If committee, who constitutes it? (Official status of members).

C. 1. Cost of teacher placement for year 1928-1929.

\$ _____ a. Salary of person in charge, or amount for proportion of time spent.

_____ b. Salary for clerical assistance (for placement only).

_____ c. Cost of stationery, printing, mimeographing, etc., including postage.

_____ d. Cost of all other items.

\$ _____ e. Total cost of placement for year 1928-1929 (items a, b, c, d)

2. Receipts for teacher placement for 1928-1929.

\$ _____ a. Registration fees from all registrants.

_____ b. Commission from all placed.

_____ c. Amount allowed by college budget.

_____ d. Other sources. Please name them _____

\$ _____ f. Total receipts for year 1928-1929.

3. Items of income from registrants.

Yes _____; No _____ a. Do students who are to be placed for the first time pay registration fees?

b. How much each?

Yes _____ No _____ c. Do they pay commission if placed?

d. At what rate?

Yes _____ No _____ e. Do other registrants (alumni etc.) pay registration fee?

f. How much each?

Yes _____ No _____ g. Do they pay commission if placed?

h. At what rate?

D. Registrants.

Yes _____; No _____ 1. Are all seniors (and others ready to teach) obliged to register in your bureau?

Yes _____ No _____ 2. Are data gathered in your office for all of the above?

Yes _____ No _____ 3. Do you register graduates in service?

No. of years _____ 4. For one, two, or indefinite number of years?

Yes _____ No _____ 5. Do you register others than your own students?

6. If so, under what conditions?

7. If not, how does one qualify as "your own student"?

8. Number of registrants you had desiring placement for 1929-1930.

_____ a. From 1929 graduating class (including two, three or four year course)

Of these how many were

_____ 1) Elementary teachers

_____ 2) High school teachers

_____ 3) Special teachers (music, home ec., phys. ed., art, commerce, industrial arts, etc.)

_____ b. From earlier graduates

_____ c. From non-graduates

_____ d. From graduates and non-graduates of other institutions.

E. Cooperation with other placement agencies.

Yes _____; No _____ 1. Have you any standing arrangement with any other placement agencies under which you assist each other in placing teachers?

Yes _____; No _____ a. With state or institutional bureaus?

Yes _____; No _____ b. With private (commercial) agencies?

2. Please explain nature of arrangement?

- Yes ___; No ___ 3. Do you freely lend credentials to commercial agencies?
 Yes ___; No ___ 4. Are students advised to register with com. agencies?
 Yes ___; No ___ 5. Are students advised not to register with com. " ?
 ___ 6. No advice is given students concerning com. agencies.

F. Sources from which specific information about prospective teacher is secured.

1. Check those individuals or groups from whom you gather specific information about prospective teachers for general office use.
 ___ a. Their public school teachers and superintendents
 ___ b. College teachers
 ___ c. Supervisors of student teaching
 ___ d. Fellow students at college
 ___ e. Student organizations
 ___ f. Bankers, pastors, and other laymen from home community
 ___ g. Superintendents (etc.) under whom they taught (if experienced)
 ___ h. Other sources; name them _____

2. Check those whose statements you quote and whose names you publish in credentials you send out.

- ___ a. Their own teachers or superintendents of public school
 ___ b. College instructors
 ___ c. Supervisors of student teaching
 ___ d. Fellow students at college
 ___ e. Student organizations
 ___ f. Bankers, pastors, and other laymen from home community
 ___ g. Superintendents (etc.) under whom they taught (if experienced)
 ___ h. Other sources. Name them _____

3. Sources from which information is gathered earlier than the time when credentials for placement are made up. Please check and state how long before.

- ___ a. Their own teachers or superintendents of public school
 ___ b. College instructors
 ___ c. Supervisors of student teaching
 ___ d. Fellow students at college
 ___ e. Student organizations
 ___ f. Bankers, pastors, and other laymen from home community
 ___ g. Superintendents, (etc.) under whom they taught (if experienced)
 ___ h. Other sources. Name them _____

Yes ___; No ___ 4. Do candidates know the qualities on which the placement office rates them?

Yes ___; No ___ 5. Are these ratings open to their inspection?

G. Making contacts with superintendents and school boards.

1. Please check below the sources through which you learn about possible vacancies.

- ___ a. Inquiries addressed to schools directly.
 ___ b. Vacancies reported by alumni and other former students
 ___ c. Vacancies reported by Superintendents
 ___ d. Other sources. Please name them _____
 ___ e. _____
 ___ f. _____

2. Do you send copies of credentials to possible employers?
 Yes _____; No _____ a. When called for by superintendents or boards.
 Yes _____; No _____ b. When requested by candidates.
3. How many candidates do you usually suggest and send credentials for in answer to a reported vacancy?
 _____ one
 _____ two
 _____ three
 _____ an indefinite number
 Yes _____; No _____ 4. Do you assume responsibility of selecting one specific teacher for a vacancy, if so requested?
5. Do you ask prospective employers to
 _____ return
 _____ or
 _____ destroy confidential material?
 Yes _____; No _____ 6. Do you send or guarantee return postage?
7. Explain how you prevent its being returned at times to candidates. _____
8. What is the relative importance of the following methods by which your candidates get in touch with prospective employers? Please mark the items below according to the following key:
 (+) plus before those most frequently used
 (✓) check before those used less often
 (0) zero before those never or hardly ever used
- _____ a. School (Supt. or board) voluntarily reports vacancy to college bureau.
 _____ b. School calls for written application of certain candidate selected from list sent by college bureau.
 _____ c. School calls for personal application as in b.
 _____ d. School asks college to nominate two or more from available list.
 _____ e. School asks college to select one for a specific vacancy.
 _____ f. College (bureau) sends general information on all prospective teachers to school where vacancies may exist.
 _____ g. College sends information - - - where vacancies are known to exist.
 _____ h. College sends specific information (credentials) to schools where vacancies are known to exist.
 _____ i. Representative of the college personally canvasses schools.
 _____ j. Teachers make personal application when called by school.
 _____ k. Teachers make personal application when they know of a vacancy.
 _____ l. Teachers make personal application at random.
 _____ m. Teachers make written application at random.
9. Bases on which teachers are actually selected; - according to your tabulated data
 _____ or
 _____ general impressions (please check)
- Mark items below in accordance with the following key:
 (+) plus for those most often used as bases for selection
 (✓) check for those of average use
 (0) Zero for those never or hardly ever used.
- a. Impressions made by candidate on prospective employer
 _____ a) by his personal application
 _____ b) by the low salary he asks
 _____ c) by his student teaching when observed by prospective employer

b. Help from friends in the form of

- a) personal introduction to prospective employer by mutual friend
 b) personal introduction by a member of his home community
 c) personal introduction by an alumnus of teacher's alma mater
 d) written recommendation from prospective teacher's home banker, pastor, or other layman
 e) written recommendation from home superintendent, teacher, etc.
 f) written or personal recommendation by fellow college student
 g) prospective teacher being a personal friend of board

c. Personal qualities

- a) health
 b) church affiliation
 c) nationality
 d) sex
 e) age

d. School record

- a) grades in general
 b) grades in major and minor teaching fields
 c) grades in education courses
 d) additional general training (say, semester or year beyond requirements of course)
 e) considerable additional training in teaching fields
 f) training in related fields
 g) balanced program in subject matter, educational theory and student teaching.
 h) rating on intelligence tests
 i) activity record (member of varsity, debating team, glee club)

e. Professional recommendations

- a) general rating by college teachers
 b) rating by supervisors of student teaching
 c) rating by superintendent or supervisor (if experienced)
 d) prestige of the person who is rating

10. Yes ___; No ___ a. Have you a record of the number of teachers you placed this year? (If so, please answer the following specifically; if not, please estimate).

- ___ a) Number of registrants placed primarily through your efforts
 ___ Percentage of total registrants placed
 ___ b) Number placed through your assistance in part.
 ___ Percentage of total number placed.
 Please explain type of service rendered: _____

_____ b. List other agencies or means which have been most helpful: _____

H. Follow-up of teachers in service.

Yes ___; No ___ 1. Do your institution systematically follow up your teachers in service?

2. For how many years?

Yes ___; No ___ 3. By personal visit from college representative?

4. What other duties are performed by college official following up teachers in service? _____

_____ 5. Number of visits?

_____ 6. Length of visits.

Yes ___; No ___ 7. Are all visited?

8.If not, on what basis are those visited,selected?

- Yes _____; No _____ 9. Is superintendent notified in advance of your visit?
 Yes _____; No _____ 10. Is teacher notified?
 Yes _____; No _____ 11. Do you get reports in writing from superintendent?
 Yes _____; No _____ 12. " " " " from school board members?
 Yes _____; No _____ 13. " " " " from citizens?
 Yes _____; No _____ 14. " " " " from teachers themselves?
 Yes _____; No _____ 15. Are recent graduates encouraged to return to teacher training campus for conference and observation of demonstration teaching?

a. List occasions that have proved most opportune for this recall to the campus

B. What proportion of your new teachers, placed for this year, have to date discussed their work with you at such occasions?

16. Under what conditions, if any, do you advise new teachers to change location at the end of their first year of teaching?

17. By what standards do you rate the success of your teachers over a period of years? Place a
 (+) plus before those considered of major importance,
 (✓) check before those of average importance, and a
 (o) zero before those of little or no importance:

- a) Your own rating at the time of personal observation.
 _____ b) Superintendent's rating.
 _____ c) Salary they draw.
 _____ d) Progressively securing positions they are especially
 _____ e) Size of school system they enter. (trained for.
 _____ f) Being retained in same position.
 _____ g) Other bases. Please name them _____
 _____ h) _____

18. Do you extend personal invitations to superintendents to visit your institution?

19. Please submit other comments on follow-up work:

I. Of the following means, please check those by which teacher placement could be elevated to a higher professional basis. Please suggest procedure:-

- _____ 1. State law
 _____ 2. State Departments of Education
 _____ 3. State Teachers Associations
 _____ 4. Code of ethics for teachers
 _____ 5. Code of ethics for employers

_____ 6.Cooperation between placement bureaus of training
institutions.

_____ 7.Other means. Please name them _____

_____ 8. _____

_____ 9. _____

Suggested procedure:-

J. Please remember to enclose samples of blanks used in teacher rating, placement, and follow-up. Any general comments on better placement of teachers will be appreciated and held confidential if you so desire:-

MAILING LIST FOR QUESTIONNAIRE I.

Ranking Teacher Training Officials of Ohio.

1. University of Akron; Akron.
2. Antioch College; Yellow Springs.
3. Ashland College; Ashland.
4. Baldwin-Wallace College; Berea.
5. Bluffton College; Bluffton.
6. Bowling Green State College; Bowling Green.
7. Capital University; Columbus.
8. University of Cincinnati; Cincinnati.
9. Columbus Normal School; Columbus.
10. Dayton Junior Teachers College; Dayton.
11. University of Dayton; Dayton.
12. Defiance College; Defiance.
13. Denison University; Granville.
14. Heidelberg College; Tiffin.
15. Hiram College; Hiram.
16. Kent State College; Kent.
17. Lake Erie College; Painesville.
18. Marietta College; Marietta.
19. Miami University; Oxford.
20. Mount Union College; Alliance.
21. Muskingum College; New Concord.
22. Oberlin College; Oberlin.
23. Oberlin Kindergarten-Primary Training School; Oberlin.
24. Ohio Northern University; Ada.
25. Ohio State University; Columbus.
26. Ohio University; Athens.
27. Ohio Wesleyan University; Delaware.
28. Otterbein College; Westerville.
29. Rio Grande College; Rio Grande.
30. Sisters' College of Cleveland; Cleveland.
31. Teachers College of St. John's University; Toledo.
32. College of St. Mary of the Springs; Columbus.
33. Teachers' College of the Athenaeum of Ohio; Cincinnati.
34. University of Toledo; Toledo.
35. Warren City Normal School; Warren.
36. Western College for Women; Oxford.
37. Western Reserve University; Cleveland.
38. Wilberforce; Wilberforce.
39. Wilmington College; Wilmington.
40. Wittenberg College; Springfield.
41. College of Wooster; Wooster.

Out-of-State Teacher Training Institutions.

42. Committee on Appointments, College of Education, State University; Ann Arbor, Michigan.
43. Committee on Appointments, College of Education, State University; Minneapolis, Minnesota.

(Continued on next page)

Mailing List for Questionnaire I. (Continued)

44. Committee on Appointments, College of Education, University of Pennsylvania, Philadelphia.
45. Dean Will C. Chambers, Penn State College, State College, Pennsylvania.
46. President D.B. Waldo, Western State Teachers College, Kalamazoo, Michigan.
47. President George Selke, State Teachers College, St. Cloud, Minnesota.
48. Dr. H. G. Lull, State Teachers College, Emporia, Kansas.
49. Dean L. A. Pittenger, Indiana State Teachers College, Muncie, Indiana.
50. Dr. W. Carson Ryan Jr., Swarthmore College, Swarthmore, Pennsylvania.
51. Professor Anderson, Rollins College, Winter Park, Florida.
52. Dean A. A. Douglass, Claremont Colleges, Claremont, California.
53. Dr. Julius Boraas, St. Olaf College, Northfield, Minnesota.
54. Dr. Herbert H. Foster, Beloit College, Beloit, Wisconsin.
55. Prof. A. J. Regier, Bethel College, Newton, Kansas.
56. Dr. J. G. Meyer, Manchester College, North Manchester, Indiana.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

J. L. CLIFTON
DIRECTOR OF EDUCATION
T. H. WINTERS
ASSISTANT DIRECTOR

January 21, 1930

To Placement Bureaus of
State Departments of Education,
State Education Associations, and to
Private Teachers Agencies:

Dear Madam or Sir:

We have asked Mr. J. S. Schultz, Director of Teacher Training, Bluffton College, who is writing his doctor's thesis in the University of Cincinnati, to let us send you this questionnaire which is one of five on which this thesis is based. In all, a total of 500 blanks is being sent to placement bureaus in colleges, State Departments and Education Associations, Private Teachers Agencies, superintendents, and teachers. In some form a summary of the answers to all questionnaires will be published eventually. We trust the results of this study will help us all in putting our placement on a more professional basis.

Will you please fill in the blanks in the questionnaire within the next few days? Insofar as possible, Mr. Schultz has written his questions so that a check (✓) will indicate the answer. In a few instances, a brief statement will be needed. Any comment or suggestion you wish to add in any answer will be appreciated.

Please return the questionnaire to this Department. It will be placed in Mr. Schultz's hands for study and then will be returned by him to this Department. Please enclose any forms pertaining to placement or follow-up work that you are using and that would be helpful in this study.

Very truly yours,

L. L. Louthian

L. L. Louthian
Associate Supervisor of
Teacher Training

TO STATE DEPARTMENTS AND STATE EDUCATION ASSOCIATIONS
Maintaining Placement Bureaus:

(Name of State)

(Address) January __, 1930

(Person supplying information)

A. 1. Official name of your placement bureau.

- 2. _____ When was it organized?
- 3. Yes _____; No _____; Has it operated continuously since then?
- 4. If not, why not?

B. 1. _____ The equivalent of how many individuals through the year are employed by your bureau?

2. Kindly check below the employees of your Placement Bureau and check also the months during which each serves at full salary;
Jan. Feb. Mar. Apr. May Jun. Jul. Aug. Sept. Oct. Nov. Dec.

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Director	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Asst. Dir.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Sec'y.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

- 3. _____ Name of person now in charge.
- 4. In what other capacities does he serve the Department or Association? a. _____ b. _____
- 5. a. Number of years of teaching and other school experience has this official had before taking present position?
b. Number of years of experience in teacher placement?

C. 1. Cost of teacher placement for year 1928-1929.
 \$ _____ a. Salary of person in charge, or amount for proportion of time spent.
 _____ b. Salary for clerical assistance (for placement only)
 _____ c. Cost of stationery, printing, mimeographing, etc., including postage.
 _____ d. Cost of all other items.
 \$ _____ c. Total cost of placement for year 1928-29 (items a, b, c, d).

2. Receipts for teacher placement for 1928-29.

- \$ _____ a. Registration fees from all registrants.
 _____ b. Commission from all teachers placed.
 _____ c. Amount allowed by State Department budget.
 _____ d. Other sources. Please name them. _____
 _____ e.

\$ _____ f. Total receipts for year 1928-1929. _____

3. Items of income from registrants.

- \$ _____ a. Amount of fee for each initial registration.
 _____ b. Amount of fee for each repeated registration.
 _____ % c. Rate of commission. Does it vary among different teachers? if so, please explain _____

Yes _____; No _____ d. Do you register teachers from outside of your own state?

e. If so, please explain difference of their registration fees or rate of commission, if there is any difference _____

D. Number of registrants you had desiring placement for 1928-29.

- _____ a. Number of elementary teachers registered.
 _____ b. Number of high school teachers.
 _____ c. Special teachers (music, commerce, home ec., art, physical education, industrial arts, etc.)
 _____ d. Administrators, supervisors, etc.
 _____ 1. Total number of registrants.

- _____ a. Number of elementary teachers placed.
 _____ b. Number of high school teachers placed.
 _____ c. Special teachers placed.
 _____ d. Administrators, supervisors, etc. placed.
 _____ 2. Total number placed.

E. Cooperation with other agencies.

1. Yes _____; No _____ Do you have any standing arrangement with any other placement agencies (public or private) under which you assist each other in placing teachers?
 2. _____ Please explain nature of arrangement.

3. Yes _____; No _____; Do you lend your credentials to other agencies, public or private?

F. Sources of information on registrants.

1. Yes _____; No _____. As a rule, do you gather data from other sources than their own references?
 2. How valuable is the information you get from the following sources? Please mark according to the following key:-
 (+) plus before those of major value;
 (✓) check before those of minor value;
 (o) zero before those of practically no value.

- _____ a. college teachers
 _____ b. supervisors of student teaching
 _____ c. Fellow students
 _____ d. teachers or superintendents of registrants as students
 _____ e. bankers, pastors, and other laymen from home community
 _____ f. fellow teachers

_____g. superintendents or supervisors of registrants as
 _____ teachers
 _____ (other sources; name them)

G. Making contacts with superintendents and school boards.

1. _____ a. How many candidates do you usually suggest and send
 _____ credentials for in answer to a reported vacancy?
 _____ b. How many vacancies do you usually report to a candidate
 _____ at one time?
2. Yes _____; No _____ Do you assume the responsibility of selecting
 _____ one specific teacher for a vacancy, if so requested?
3. What methods and sources for gathering vacancies have you found
 most successful? Please list: _____

4. On what bases are teachers actually selected by employers?
 Please check (t) if you have tabulated data on how superintend-
 ents usually select teachers; check (i) if you mark items be-
 low according to your general impressions:

_____ (t) tabulated data
 _____ (i) general impressions

Please mark the following in accordance with this key:

- (+) plus for those bases of selection most often used;
 (✓) check for those of average use;
 (o) zero for those never or hardly ever used.

a. Impressions made by candidate on prospective employer

- _____ a) by his personal application
 _____ b) by the low salary he asks
 _____ c) by his student teaching when observed by prospective
 _____ employer

b. Help from friends in the form of

- _____ a) personal introduction to prospective employer by mutual
 _____ friend
 _____ b) personal introduction by a member of his home community
 _____ c) written recommendation from prospective teacher's home
 _____ banker, pastor, or other layman
 _____ d) written recommendation from home superintendent, teach-
 _____ er, etc.
 _____ e) written or personal recommendation by fellow college
 _____ student
 _____ f) prospective teacher being a personal friend of board

c. Personal qualities

- _____ a) health
 _____ b) church affiliation
 _____ c) nationality
 _____ d) sex
 _____ e) age

d. School record

- _____ a) grades in general
 _____ b) grades in major and minor teaching fields
 _____ c) grades in education courses
 _____ d) additional general training (say, semester or year
 _____ beyond requirements of course)
 _____ e) considerable additional training in teaching fields
 _____ f) training in related fields
 _____ g) balanced program in subject matter, educational theory
 _____ and student teaching

- _____ h) rating on intelligence tests
- _____ i) activity record (member of varsity, debating team,
glee club)
- e. Professional recommendations
 - _____ a) general rating by college teachers
 - _____ b) rating by supervisors of student teaching
 - _____ c) rating by superintendent or supervisor (if experienced)
 - _____ d) prestige of the person who is rating

H. Any constructive suggestions on placing teachers in a more professional way than is now usually done will be highly appreciated. Kindly enclose samples of blanks you use for rating and placement of teachers.

MAILING LIST FOR QUESTIONNAIRE II.

State Departments of Education and
State Education Associations

1. Mr. P. W. Hodges, Sec'y. of Placement, State Department of Education, Montgomery, Alabama.
2. Mr. H. L. Lambert, Sec'y., State Education Association, Glour Bldg., Little Rock, Arkansas.
3. Mr. Roy W. Cloud, Executive Sec'y., California Teachers Association, 155 Sansome St., San Francisco, California.
4. Mr. W. B. Mooney, Executive Sec'y., State Education Association, Denver, Colorado.
- 4a. Division of Teacher Preparation, State Department of Education, Hartford, Connecticut.
5. Supt. H. V. Halloway, Department of Public Instruction, Dover, Delaware.
6. Teachers' Registration Bureau, State Board of Education, Boise, Idaho.
7. State Department of Education, Springfield, Illinois.
8. Teachers' Placement Bureau, State Education Association, Topeka, Kansas.
9. State Department of Education, Baton Rouge, Louisiana.
10. Placement Bureau, State Department of Education, Augusta, Maine.
11. State Department of Education, Baltimore, Maryland.
12. Mr. H. E. Gardner, Supervisor of Teachers' Registration Bureau, State Dept. of Education, Boston, Massachusetts.
13. Mr. E. T. Cameron, Sec'y., Michigan Education Association, Michigan Education Bldg., Lansing, Michigan.
14. Mr. H. E. White, Sec'y. of Teachers' Placement Bureau, State Department of Education, St. Paul, Minnesota.
15. State Department of Education, Helena, Montana.
16. Mr. E. M. Hasman, Sec'y., State Education Association, Richards Block, Lincoln, Nebraska.
17. Placement Bureau, State Department of Education, Concord, New Hampshire.
18. Miss Edith F. Gilbert, State Education Association, Raleigh, North Carolina.
19. Mr. Frank E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio.
20. Mr. J. Andrew Holley, High School Inspector, State Department of Education, Oklahoma City, Oklahoma.
21. Mr. Clyde Howell, Sec'y., State Education Association, Oklahoma City, Oklahoma.
22. Teachers' Placement Bureau, State Department of Education, Harrisburg, Pennsylvania.

(Continued on next page)

Mailing List For Questionnaire II. (Continued)

23. State Department of Education,
Providence, Rhode Island.
24. Placement Bureau, South Carolina Teachers' Association,
Columbia, South Carolina.
25. State Department of Education,
Pierre, South Dakota.
26. Miss Mary Shipp Sanders, Chief Supervisor of Placement
Bureaus, State Department of Education, Austin, Texas.
27. State Teachers Association,
Austin, Texas.
28. Mr. D.W. Barratt, Executive Secretary of State Education
Association, Salt Lake City, Utah.
29. Teachers' Placement Service, State Department of Education,
Montpelier, Vermont.
30. State Department of Education,
Richmond, Virginia.
31. Placement Service, State Department of Education,
Charleston, West Virginia.
32. Placement Service, State Department of Education,
Cheyenne, Wyoming.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

J. L. CLIFTON
DIRECTOR OF EDUCATION

T. H. WINTERS
ASSISTANT DIRECTOR

January 21, 1930

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State Departments of Education,
State Education Associations, and to
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Will you please fill in the blanks in the questionnaire within the next few days? Insofar as possible, Mr. Schultz has written his questions so that a check (✓) will indicate the answer. In a few instances, a brief statement will be needed. Any comment or suggestion you wish to add in any answer will be appreciated.

Please return the questionnaire to this Department. It will be placed in Mr. Schultz's hands for study and then will be returned by him to this Department. Please enclose any forms pertaining to placement or follow-up work that you are using and that would be helpful in this study.

Very truly yours,

L. L. Louthian

L. L. Louthian
Associate Supervisor of
Teacher Training

TO PRIVATE TEACHERS AGENCIES

A. _____ 1. Name of agency?
 _____ 2. When was it organized?
 _____ 3. When did it begin operation in present territory?
 _____ 4. Name of present director?

B. _____ 1. The equivalent of how many individuals through the year are employed by your agency?

2. Kindly check below the employees of your office and check also the months during which each serves at full salary:-

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
() Director:	:	:	:	:	:	:	:	:	:	:	:	:
() Asst. Dir:	:	:	:	:	:	:	:	:	:	:	:	:
() Sec'y.	:	:	:	:	:	:	:	:	:	:	:	:
() _____	:	:	:	:	:	:	:	:	:	:	:	:
() _____	:	:	:	:	:	:	:	:	:	:	:	:
() _____	:	:	:	:	:	:	:	:	:	:	:	:

C. Number of registrants you had desiring placement for 1929-1930:-
 _____ 1) No. of elementary teachers?
 _____ 2) " " high school teachers?
 _____ 3) special teachers (music, commerce, home ec., etc.)?
 _____ 4) administrators, supervisors, etc.?
 _____ Total No. of registrants?

D. Number of registrants you placed for the year 1929-1930:
 _____ 1) No. of elementary teachers placed?
 _____ 2) " " high school teachers placed?
 _____ 3) special teachers placed?
 _____ 4) administrators, supervisors, etc. placed?
 _____ Total No. placed?

E. Cooperation with other agencies
 Yes ___; No ___ 1. Do you have any standing arrangement with any other placement agencies (public or private) under which you assist each other in placing teachers?
 Yes ___; No ___ 2. Do you lend your credentials to other agencies, public or private?

F. Sources of information on registrants
 Yes ___; No ___ 1. As a rule, do you gather data from other sources than their own references?
 2. How valuable is the information you get from the following sources? Please mark according to the following key:
 (+) plus before those of major value;
 (✓) check before those of minor value;
 (o) zero before those of practically no value;
 () a. College teachers
 () b. supervisors of student teaching
 () c. fellow students
 () d. their own teachers or superintendents
 () e. bankers, pastors, and other laymen from home community
 () f. fellow teachers
 () g. superintendents or supervisors of registrant as teacher
 () _____ (other sources; name them)
 () _____

G. Making contacts with superintendents and school boards:

1. Number of candidates to a vacancy:

- _____ a) How many candidates do you usually suggest and send credentials for in answer to a reported vacancy?
 _____ b) How many vacancies do you usually report to a candidate at one time?

2. Yes _____; No _____ Do you assume the responsibility of selecting one specific teacher for a vacancy, if so requested?

3. What methods and sources for gathering vacancies have you found most successful? Please list: _____

4. On what bases are teachers actually selected by employers?

Please check (t) if you have tabulated data on how superintendents usually select teachers; check (i) if you mark items below according to your general impressions:

- (_____) (t) tabulated data
 (_____) (i) general impressions

Please mark the following in accordance with this key:

- (+) plus for those bases of selection most often used;
 (✓) check for those of average use;
 (o) zero for those never or hardly ever used.

a. Impressions made by candidate on prospective employer

- _____ a) by his personal application
 _____ b) by the low salary he asks
 _____ c) by his student teaching when observed by prospective employer

b. Help from friends in the form of

- _____ a) personal introduction to prospective employer by mutual friend
 _____ b) personal introduction by a member of his home community
 _____ c) written recommendation from prospective teacher's home banker, pastor, or other layman
 _____ d) written recommendation from home superintendent, teacher, etc.
 _____ e) written or personal recommendation by fellow college student
 _____ f) prospective teacher being a personal friend of board

c. Personal qualities

- _____ a) health
 _____ b) church affiliation
 _____ c) nationality
 _____ d) sex
 _____ e) age

d. School record

- _____ a) grades in general
 _____ b) grades in major and minor teaching fields
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 _____ f) training in related fields
 _____ g) balanced program in subject matter, educational theory and student teaching
 _____ h) rating on intelligence tests
 _____ i) activity record (member of varsity, debating team, glee club)

e. Professional recommendations

- _____ a) General rating by college teachers
 _____ b) rating by supervisors of student teaching
 _____ c) rating by superintendent or supervisor (if experienced)
 _____ d) prestige of the person who is rating

H. Any constructive suggestions on placing teachers in a more professional way than is now usually done will be appreciated. Please enclose samples of blanks you use for rating and placing of teachers.

MAILING LIST FOR QUESTIONNAIRE III.

Private Teachers' Agencies

1. Albany Teachers' Agency, 74 Chapel St., Albany, New York.
- ✓ 2. Albert Teachers' Agency, 25 E. Jackson Blvd., Chicago, Ill.
3. Allied Teachers' Agency, 507 Fifth Ave., New York, New York.
4. American & Foreign Teachers' Agency, 19 W. 44th St., New York City.
5. American Teachers' Agency, Myrick Building, Springfield, Massachusetts.
6. Boston Musical and Educational Bureau, Pierce Building, Copley Square, Boston, Massachusetts.
7. Boynton Teachers' Bureau, 517 Brockman Bldg., Los Angeles, California.
8. Bryant Teachers' Bureau, 711 Witherspoon Bldg., Philadelphia, Pennsylvania.
9. Cary Teachers' Agency, 36 Pearl St., Hartford, Connecticut.
10. College and Specialist Bureau, Columbia, South Carolina.
11. Co-operative Teachers' Agency, Hurst Bldg., Buffalo, N.Y.
12. Corlew Teachers' Agency, 120 Boylston St., Boston, Mass.
13. Clark-Brewer Teachers' Agency, 64 E. Jackson Blvd., Chicago, Illinois.
14. Davis School Service, Lincoln, Nebraska.
15. Detroit National Teachers' Agency, 918 United Artists' Bldg., Detroit, Michigan.
16. Educators' Bureau, 406 Occidental Bldg., Indianapolis, Indiana.
17. Empire Teachers' Agency, 432 University Block, Syracuse, N.Y.
18. Fickett Teachers' Agency, 8 Beacon St., Boston, Mass.
19. The Fifth Avenue Agency, 156 Fifth Ave., New York City.
20. Fisk Teachers' Agency, 1601 First Ave., Birmingham, Alabama.
21. Frankford Pacific Teachers' Agency, 531 H.D. Stack Bldg., Los Angeles, California.
22. Great American Teachers' Agency, 205 N. Seventh St., Allentown, Pennsylvania.
23. J.M.Hahn Teachers' Agency, 2161 Shattuck Ave., Berkeley, California.
24. E.S. Huff Teachers' Agency, 501 Smead Simons Bldg., Missoula, Montana.
25. Interstate Teachers' Bureau, 179 Whitehall St., Atlanta, Georgia.
- ✓ 26. Kellogg Teachers' Agency, 225 Fifth Ave., New York City.
27. Love Teachers' Agency, A.C.U.W. Bldg., Fargo, N. Dakota.
28. Midland Schools Teachers' Agency, 308 People's Savings Bank Bldg., Des Moines, Iowa.
29. Minneapolis Teachers' Agency, 602 Nicollet Ave., Minneapolis, Minnesota.
30. Ohio Midland Teachers' Agency, Chamber of Commerce Bldg., Columbus, Ohio.
31. Ohio Valley Teachers' Agency, Mentor, Kentucky.
32. Oswego Teachers' Agency, Oswego, New York.

(Continued on next page)

Mailing List For Questionnaire III. (Continued)

33. National Teachers' Agency, D.H. Cook, Mgr., Pittsburgh, Penna.
34. Parker Teachers' Agency, 14 S. Carroll St., Madison, Wisconsin.
35. Pratt Teachers' Agency, 70 Fifth Ave., New York City.
36. Roger Teachers' Agency, 20 East Gray St., Columbus, Ohio.
37. Rocky Mountain Teachers' Agency, 814 Lumber Exchange, Minneapolis, Minn.
38. Schermerhorn Teachers' Agency, 1836 Euclid Ave., Cleveland, Ohio.
39. Southern Teachers' Agency, Columbia, South Carolina.
40. Specialists' Educational Bureau, Odeon Bldg., St. Louis, Missouri.
41. Sabin's Educational Exchange, Shops Bldg., Des Moines, Iowa.
42. Teachers' Exchange, 120 Boylston St., Boston, Mass.
43. Thurston Teachers' Agency, 224 S. Michigan Ave., Chicago, Ill.
44. Tucker Teachers' Agency, 120 Boylston St., Boston, Mass.
45. Western Teachers' Exchange, 752 Gas and Electric Bldg., Denver, Colorado.
46. Winship Teachers' Agency, 6 Beacon St., Boston, Mass.
47. Yergensen Teachers' Agency, 54 S. Main St., Salt Lake City, Utah.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

179
J. L. CLIFTON
DIRECTOR OF EDUCATION
T. H. WINTERS
ASSISTANT DIRECTOR

January 21, 1930

To Superintendents:-

We have asked Mr. J. S. Schultz, Director of Teacher Training, Bluffton College, who is writing his doctor's thesis in the University of Cincinnati, to let us send you this questionnaire which is one of five on which this thesis is based. In all, a total of 500 blanks is being sent to placement bureaus in colleges, State Departments and Education Associations, Private Teachers Agencies, superintendents, and teachers. In some form a summary of the answers to all questionnaires will be published eventually. We trust the results of this study will help us all in putting our placement on a more professional basis.

Will you please fill in the blanks in the questionnaire within the next few days? Insofar as possible, Mr. Schultz has written his questions so that a check (✓) will indicate the answer. In a few instances, a brief statement will be needed. Any comment or suggestion you wish to add in any answer will be appreciated.

Please return the questionnaire to this Department. It will be placed in Mr. Schultz's hands for study and then will be returned by him to this Department. Please enclose any forms pertaining to placement such as application blanks, blanks for recommendations, teacher rating, etc.

Very truly yours,

L. L. Louthian

L. L. Louthian
Associate Supervisor of
Teacher Training

- A. _____ 1. Name of superintendent
 _____ 2. Name of school
 _____ 3. Address of school, if different.
- B. _____ 1. Total number on school staff for 1929-1930?
 _____ a) elementary teachers
 _____ b) high school teachers
 _____ c) special teachers (home ec., commerce, music, art, physical
 education, industrial arts, etc.)
 _____ d) administrators and supervisors, etc.
- _____ 2. Number of those who are new to the system for this year?
 _____ a) elementary teachers
 _____ b) high school teachers
 _____ c) special teachers
 _____ d) administrators, supervisors, etc.
- C. _____ 1. Name the month during which applications should reach
 you in order to receive fair consideration.
 _____ 2. Name the month during which you would favor election
 for the best interest of the teacher and your school in
 particular, disregarding present laws or rules.
 _____ Reasons for above?
- D. Means of making first contact with applicants:
 1. Which of the following types of placement agencies have you had
 experience with and in what order have you found these most
 serviceable? Place a plus (+) before those of special service,
 a check (✓) before those of some service and a zero (0) before
 those you have never had experience with:
 () a) Commercial or private agencies
 () b) Placement bureaus of State Departments of Education
 () c) Placement bureaus of State Education Associations
 () d) Placement bureaus of Teacher Training Institutions.
2. With reference to your methods of getting in touch with candi-
 dates, please mark the following in the same manner as above
 with plus, check or zero:
 () a) You report vacancies voluntarily to some placement
 agency
 () b) You call for written application of certain candidates
 you have selected from list submitted by any placement
 agency;
 () c) You call for personal application as in (b);
 () d) You ask placement agency to nominate two or more from
 available list;
 () e) You ask placement agency to select one for you for a
 specific vacancy;
 () f) Placement agencies send general information of all or
 many prospective teachers to you, expecting vacancies
 () g) Placement agencies send general information of all or
 many prospective teachers to you, when they know va-
 cancies to exist;
 () h) Placement agencies send specific information (creden-
 tials) to you when they know vacancies to exist;
 () i) A representative of the placement agency personally
 canvasses your school;

- () j) Teachers make personal application when called by you;
 () k) Teachers make personal application when they know you
 have a vacancy;
 () l) Teachers make personal application at random;
 () m) Teachers make written application at random.

3. On what bases are teachers actually selected for recommendation to board for final action? Please check (t) if you have tabulated data on how you selected your teachers this past spring, check (i) if you mark items below on your general impressions:

- () (t) tabulated data
 () (i) general impressions

Mark the following in accordance with this key:

- (+) Plus for those bases of selection most often used;
 (✓) Check for those of average use;
 (o) Zero for those never or hardly ever used.

a. Impressions made by candidate on prospective employer

- ___ a) by his personal application
 ___ b) by the low salary he asks
 ___ c) by his student teaching when observed by prospective employer

b. Help from friends in the form of

- ___ a) personal introduction to prospective employer by mutual friend
 ___ b) Personal introduction by a member of his home community
 ___ c) written recommendation from prospective teacher's home banker, pastor, or other layman
 ___ d) written recommendation from home superintendent, teacher, etc.
 ___ e) written or personal recommendation by fellow college student
 ___ f) prospective teacher being a personal friend of board

c. Personal qualities

- ___ a) health
 ___ b) church affiliation
 ___ c) nationality
 ___ d) sex
 ___ e) age

d. School record

- ___ a) grades in general
 ___ b) grades in major and minor teaching fields
 ___ c) grades in education courses
 ___ d) additional general training (say, semester or year beyond requirements of course)
 ___ e) considerable additional training in teaching fields
 ___ f) training in related fields
 ___ g) balanced program in subject matter, educational theory and student teaching
 ___ h) rating on intelligence tests
 ___ i) activity record (member of varsity, debating team, glee club)

e. Professional recommendations

- ___ a) general rating by college teachers
 ___ b) rating by supervisors of student teaching
 ___ c) rating by superintendent or supervisor (if experienced)
 ___ d) prestige of the person who is rating

E. Yes ___; No ___ 1. Have you or have you not in recent years had teachers in your employment from institutions that follow up their training?

() 2. How many?

3. Please point out values (or harm, if any) that have come from each follow-up. How could it be improved? _____

F. Of the following means please check those by which teacher placement could be put on a more professional basis. Please suggest procedures.

- 1. State law
- 2. State Department of Education
- 3. State Teachers Association
- 4. Code of ethics for teachers
- 5. Code of ethics for employers
- 6. Cooperation between placement bureaus of training institutions
- 7. Other means, name them: _____
- _____

Suggested Procedure:

G. Please enclose sample application blanks and any other similar forms. Any comments on better teacher placement will be appreciated and held confidential if you so desire.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

J. L. CLIFTON
DIRECTOR OF EDUCATION
T. H. WINTERS
ASSISTANT DIRECTOR

January 21, 1930

To Beginning Teachers of 1929-1930:-

We have asked Mr. J. S. Schultz, Director of Teacher Training, Bluffton College, who is writing his doctor's thesis in the University of Cincinnati, to let us send you this questionnaire which is one of five on which this thesis is based. In all, a total of 500 blanks is being sent to placement bureaus in colleges, State Departments and Education Associations, Private Teachers Agencies, superintendents, and teachers. In some form a summary of the answers to all questionnaires will be published eventually. We trust the results of this study will help us all in putting our placement on a more professional basis.

Will you please fill in the blanks in the questionnaire within the next few days? Insofar as possible, Mr. Schultz has written his questions so that a check (✓) will indicate the answer. In a few instances, a brief statement will be needed. Any comment or suggestion you wish to add in any answer will be appreciated.

Please return the questionnaire to this Department. It will be placed in Mr. Schultz's hands for study and then will be returned by him to this Department.

Very truly yours,

L L Louthian
L. L. Louthian
Associate Supervisor of
Teacher Training

TO BEGINNING TEACHERS OF 1929-1930:

January , 1930

(Name of Teacher)

(Teacher's Post Office Address)Teaching position.

(Alma Mater)
(i.e. Reg. H.S., Elem., Music, etc.)

- A. _____ Name the month during which you were elected to your present position.
- B. Which of the following do you consider as having been most helpful in your getting a position? Please mark according to the following key:
- (+) plus before those of greatest help in your case.
 (✓) check for those of average help.
 (0) zero before those of very little or no help.
1. Impressions made by candidate on prospective employer
- _____ a) by his personal application
 _____ b) by the low salary he asks
 _____ c) by his student teaching when observed by prospective employer.
2. Help from friends in the form of
- _____ a) personal introduction to prospective employer by mutual friend
 _____ b) personal introduction by a member of his home community
 _____ c) written recommendation from prospective teacher's home banker, pastor, or other layman
 _____ d) written recommendation from home superintendent, teacher, etc.
 _____ e) written or personal recommendation by fellow college student
 _____ f) prospective teacher being a personal friend of board
3. Personal qualities
- _____ a) health
 _____ b) church affiliation
 _____ c) nationality
 _____ d) sex
 _____ e) age
4. School record
- _____ a) grades in general
 _____ b) grades in major and minor teaching fields
 _____ c) grades in education courses
 _____ d) additional general training (say, semester or year beyond requirements of course)
 _____ e) considerable additional training in teaching fields
 _____ f) training in related fields
 _____ g) balanced program in subject matter, educational theory and student teaching
 _____ h) rating on intelligence tests
 _____ i) activity record (member of varsity, debating team, glee club)
5. Professional recommendations
- _____ a) general rating by college teachers
 _____ b) rating by superintendent or supervisor (if experienced)
 _____ c) prestige of the person who is rating

- C. 1. Do you think your election was primarily due to the influence of:
- a) The superintendent
 - b) The board.
2. Were your credentials submitted by
- a) College Placement Bureau.
 - b) Commercial Teachers Agency
 - c) State Department or State Education Association.
 - d) Individuals directly.
3. Yes ; No During training and at the time of placement were you kept conscious of the qualities on which you were rated?
- D. Please mark items below according to the plus-check-zero key used in A above, as to help you have received this year to improve your teaching from the following sources:
- a) The superintendent under whom you are now teaching
 - b) Your present principal
 - c) Your fellow teachers
 - d) Personal visit or observation by instructor from your college
 - e) Personal conference with instructor at college campus
 - f) Written suggestions by college instructor
 - g) Observation of demonstration teaching at college training school
- E. If you were once more training to teach or advising some one, what would you do differently? Please state frankly below.

SECTION C

LISTS OF ITEMS FOUND ON DIFFERENT FORMS USED
FOR TEACHER PLACEMENT

The lists of items found in the studies by Wang, Peterson, and Willett are perhaps the most complete lists of such items used in various placement forms. All were derived by careful study. Sources are given in the foot notes on page 89 of this study. On the same page the reader will find suggestions for the use of these items.

WANG'S
LIST OF ITEMS FROM 244 APPLICATION BLANKS

187

Items	Frequency
General information	
Date of application	89.3
Name of applicant	100.0
Permanent address	83.6
Present address	95.5
Telephone number	60.6
Present position	40.9
Position desired	62.3
Grades or subjects preferred	74.6
Personal Data	
Age or birthday	96.3
Birth place	23.3
Nationality	30.0
Race	11.0
Religious affiliation	67.6
Height	86.1
Weight	84.8
Married or single	77.9
Widowed or divorced	7.8
Number of children	40.9
General health	68.9
Defects or diseases	45.1
Sight or hearing	25.8
Present salary	68.9
Salary expected	33.2
Salary acceptable	50.4
Obligation for ensuing year	12.3
Teaching certificate	78.6
Ed. periodicals regularly read	11.4
Musical instruments played	27.0
Ability to sing	40.9
Ability to teach music, drawing, etc.	52.4
Ability to direct extra-cur. activ.	35.2
Educational Preparation	
High School attended	95.9
Years in High School	70.0
Course taken in High School	34.4
Time graduated from High School	62.7
High School credits	18.0
Normal School attended	95.5
Years in Normal School	75.4
Course taken in Normal School	35.6
Time graduated from Normal School	66.4
Normal School credits	19.2

(Continued on next page)

Wang's List of Items From 244 Application Blanks (continued)

Items	Frequency
Degree or diploma from Nor. School	59.0
College attended	96.7
Years in college	75.8
Course taken in college	40.9
Time graduated from college	70.0
College credits	21.7
College degree	73.3
Graduate or special school attended	58.6
Years in graduate or special school	48.3
Course taken (grad. or spec.)	33.6
Degree or diploma (do.)	38.9
Credits (do)	20.5
List of educational courses taken	20.5
Summer school attended	23.3
Elementary school attended	18.0
Semester hours in ed.	11.8
Educational Experience	
Name of school	49.1
Location of school	84.6
Inclusive dates	70.0
Position held	31.5
Grades or subjects taught	77.9
Salary received	18.4
Number of months taught	80.0
No. of teachers in school system	25.0
Reason for leaving position	16.8
Name and address of Supt. or Prin.	8.6
Miscellaneous information	
References	95.1
Photograph	61.4
Transcript of scholastic record	13.9
Testimonials	23.3
Supplementary letter	34.4
Time available to begin work	43.0
Supt. or Prin. worked under	30.7
Failure to receive reelection and why	7.8
Personal application	27.0
Foreign languages	9.4
Subjects studies from H.S. up	11.0
Locality preferred	7.8
Health certificate	7.0
Self-estimate as disciplinarian	8.2
Special training	18.4
Telegraph address	9.8
Grades or subjects able to teach	21.7
List of professional reading	7.8
System of primary reading familiar with	6.5
" " " " taught	4.9
Qualifying courses taken to teach sub- jects selected	16.4

WANG'S
LIST OF ITEMS FROM 145 REFERENCE BLANKS

Item	Frequency
Personal Equipment	
Personality	33.7
Character	63.7
General appearance	73.1
Disposition	16.5
Manner and dress	17.5
Discretion	17.5
Culture	10.3
Conduct	12.4
Tact	30.3
Voice	19.3
Health	54.5
Physical defects	18.6
Mental and physical peculiarities	26.2
Habits	6.2
Initiative and resourcefulness	31.0
Enthusiasm	23.4
Self-control	13.8
Progressiveness	13.1
Congeniality and sympathy	6.9
Energy and diligence	18.6
Traits detrimental to success	22.1
Strong feature	26.2
Weak feature	27.6
Power of personality	5.5
Social and professional Equipment	
Scholarship	64.8
Understanding of children	13.1
Attitude toward children	15.1
" " associates	13.1
" " suggestion	15.1
Cooperation and loyalty	57.2
Coordination	28.9
Professional interest, devotion and growth	41.4
Use of English	22.7
Interest in Community	11.7
Devotion to social activities	9.0
Social standing	13.1
Interest in welfare of pupils	14.5
Professional Efficiency	
Ability to instruct	69.6
Daily preparation	24.8
Skill in motivating work	13.8
Methods of instruction	9.0

(Continued on next page)

Wang's List of Items From 145 Reference Blanks (continued)

Item	Frequency
Inspiration and influence	21.3
Attention to individual needs	11.0
Ability to discipline	81.3
Interest in extra-cur. activities	6.9
Care of room, light, etc.	16.5
Pupils' response and attention	19.3
General development of pupils	13.8
Executive ability	11.0
Ability to assist in school affairs	6.9
General efficiency	9.6
Reference's Endorsement	
General rating of applicant as teacher	31.0
Work best fitted for	36.5
Reasons why applicant should not be employed for position in question	11.7
Ref.'s willingness to employ applicant under similar conditions	38.6
Unqualified recommendations	20.0
Miscellaneous information	
How long known applicant	15.8
Observation of applicant's work	24.8
Applicant's services engaged	8.2
Basis for judging applicant	14.5
Why applicant left last position	9.6
Failure to receive reelection and why	13.8
Ability to teach music, drawing, wr., etc.	6.9
Moral and religious character	13.1
Nature of education	9.0
Nature of experience	9.0

FORTY-SIX INDIVIDUAL LETTERS TO APPLICANT'S REFERENCES

Character	43.4
Success in teaching	34.3
Scholarship	15.2
Ability to instruct	28.2
Success in discipline	19.6
Personality	41.3
Experience	13.0
Personal appearance	8.7
Cooperation and loyalty	13.0
Professional attitude	8.7
Strong points	8.7
Weak points	8.7
Training and preparation	23.8
(35 miscellaneous others)	

PETERSON'S
LIST OF ITEMS FROM 108 RATING SHEETS

Item	Frequency	Item	Frequency
<u>A. Personality</u>			
1. Appearance	72	44. Vitality	7
2. Voice	66	45. Courtesy	6
3. Cooperation	45	46. Aggressiveness	5
4. Initiative	40	47. Originality	5
5. Tact	36	48. Social rating	5
6. Health	34	49. Animation	4
7. Loyalty	33	50. Alertness	4
8. Enthusiasm	32	51. Capacity for growth	4
9. Self-control	29	52. Carriage	4
10. Poise	27	53. Cheerfulness	4
11. Industry	26	54. Fairness	4
12. Resourcefulness	24	55. Native ability	4
13. Adaptability	21	56. Posture	4
14. Dress	20	57. Persistence	4
15. Promptness	20	58. Social and civic attitude	4
16. Leadership	18	59. Social service	4
17. Sincerity	18	60. Common sense	3
18. Dependability	16	61. Discretion	3
19. Neatness	16	62. Disposition	3
20. Sympathy	14	63. Effort	3
21. Judgment	13	64. Firmness	3
22. Reliability	13	65. Honesty	3
23. Energy	12	66. Manners	3
24. Optimism	11	67. Personal habits	3
25. Self-reliance	11	68. Balance	2
26. Accuracy	10	69. Courage	2
27. Personality	10	70. Consistency	2
28. Manner	9	71. Decision	2
29. Punctuality	9	72. Faithfulness	2
30. Responsibility	9	73. Impartiality	2
31. Culture	8	74. Independence	2
32. Integrity	8	75. Open-mindedness	2
33. Intelligence	8	76. Perseverance	2
34. Orderly habits	8	77. Power	2
35. Refinement	8	78. Regularity at post of duty	2
36. Sense of humor	8	79. Social conduct	2
37. Vigor	8	80. Temperament	2
38. Character	7	81. Trustworthiness	2
39. Enunciation	7	82. Vision	2
40. Force	7		
41. Self-confidence	7		
42. Sense of justice	7		
43. Social qualities and traits	7		

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
<u>B. General Preparation</u>	
1. Academic preparation	
a. Command and use of English	64
b. Grasp of subject matter	42
c. Academic preparation	21
d. General scholarship, information	14
e. Specific knowledge	7
f. Handwriting	6
g. Apparent scholarship	5
h. Knowledge of subject matter and related fields	3
i. Accuracy in subject matter	3
j. Character of oral and written reports	3
k. Use of library	2
l. Cultural background	2
2. Professional preparation	
a. Professional preparation; equipment	15
b. Application of educational principles	6
c. Mastery of special method	6
d. Professional knowledge, insight into methods	4
e. Knowledge of theories and practices	4
f. Knowledge of child psychology	3
g. An understanding of child nature and how children learn	3
h. Use of problems and projects	2
i. Educational philosophy and methods	2
<u>C. Professional Attitudes</u>	
1. General	
a. Professional interests, attitudes, spirit, and growth	27
b. Attitude toward work, teaching profession	14
c. Interest, and enthusiasm for work	9
d. Promise of growth	8
e. Professional zeal	4
f. Happiness in work	2
g. Ability to elicit respect from pupils and community	2
2. Toward criticism and improvement	
a. Attitude toward suggestion and criticism	22
b. Desire and effort to improve	8

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
c. Profits by advice and criticism	5
d. Ability to exercise self-criticism	4
e. Interest in self-improvement	3
f. Amenable to suggestion	2
g. Seeks conferences and suggestions from critic	2
3. Toward children	
a. Interest in and an understanding of children	18
b. Moral and social influence on children	10
c. Interest in lives of pupils; children	9
d. Personal influence on pupils	6
e. Attitude towards pupils; children	5
f. Pupil-teacher cooperation	5
g. Interest in welfare of the individual child	4
h. Personal contact with pupils	3
i. Power to inspire children	2
4. Toward associates	
a. Cooperation with teachers and pupils	6
b. Cooperation with critic and supervisor	5
c. Cooperation with superintendent and principal	2
d. Cooperation with community in general	2
e. Cooperation with parents and others	2
f. Willingness to cooperate	2
g. Desire to serve	2
h. Adaptability to environment	2

D. Teaching Qualities

1. General	
a. Skill in technique of teaching	10
b. Skill in presentation	8
c. Skill in teaching	6
d. Skill in exposition	5
e. Skill in problem statement	3
f. Skill in developing new phases of the work	3
g. Instructional skill, or ability	3
h. Skill in developing lesson	2
i. Demonstration skill	2
j. Proper or reliable technique	2
k. Skill in teaching procedure	2
l. Skill in adapting method to end	2
m. Teaching not bookish	2

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
2. Aims and objectives	
a. Definiteness and clearness of aim or purpose	12
b. Clearly defined aims and outcomes	7
c. Definite objectives, general, specific, child's	5
d. Understanding aims and objectives	3
e. Daily lesson aims	3
f. Maintenance of a definite aim	2
g. Evaluating aims	2
h. Setting up objectives	2
3. Choice and organization of subject matter	
a. Skill in organizing subject matter	29
b. Preparation and organization of subject matter	20
c. Choice, or selection, of appropriate subject matter	7
d. Appreciation of relative values	7
e. Skill in selecting subject matter with a definite aim	5
f. A knowledge of the use of subject matter	3
g. Supplementary subject matter	2
4. Lesson preparation	
a. Careful daily preparation	26
b. Originality and resourcefulness in selecting and adapting devices	15
c. Preparation and planning	8
d. Ability to plan and follow plan	4
e. Initiative and resourcefulness in planning	3
f. Guided by a well-developed plan	3
g. Adaptability to classroom situations	3
h. Mechanics of plan arrangement	2
5. Motivation	
a. Skill in motivation of work	28
b. Skill in use of illustrative material	19
c. Skill in arousing and holding interest	18
d. Skill in handling materials	6
e. Care of equipment, books, materials	6
f. Orderly arrangement of material	5
g. Economy in use of materials	3
h. Power to hold attention through interest	3

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
i. Skill in use of blackboards	2
j. Skill in use of texts and references	2
k. Skill in selecting instructional materials	2
6. Pupil activity and response	
a. Skill in teaching how to study	19
b. Skill in helping child form study habits	14
c. Skill in stimulating thought	14
d. Skill in securing response	11
e. Developing thinking ability in children	9
f. Skill in stimulating pupil activity	8
g. Skill in socialization	7
h. Skill in using child's interests	6
i. Securing pupil participation in lesson	6
j. Skill in supervising study	5
k. Attention and response of class	4
l. Development of pupil response	4
m. Ability to keep all at work	3
n. Skill in getting pupils to carry on recitation toward a definite end	2
o. Securing self-activity	2
p. Developing independence of thought	2
q. Pupils give proper and orderly response	2
7. Ability in questioning	
a. Skill in questioning	48
b. Character and distribution of questions	2
8. Assignment	
a. Skill in giving assignment	35
b. Definite and purposeful assignment	2
9. Provision for individual differences	
a. Skill in taking care of individual needs	32
b. Provision for individual differences	10
c. Attention to individual differences	5
d. Effective adaptation of instruction to individual needs	4
e. Understanding of pupil difficulties	2
f. Skill in analysis and diagnosis of individual needs	2
10. Drill	
a. Skill in conducting effective drill lessons	11
b. Skill in habit formation	11

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
c. Skill in preparing and using drill material	3
d. Skill in developing skills	2
11. Skill in review	6
12. Testing	
a. Skill in preparing and conducting tests	11
b. Skill in finding out what pupils know	4
c. Consistency in finding out what pupils know	2
d. Ability to measure outcomes	2
13. Application	
a. Skill in application of knowledge	3
b. Relating subject matter to life	2
14. Summarizing	
a. Skill in obtaining results	7
b. Conclusiveness	6
c. Ability to make summary of work	3
d. Aim achieved, summary, and conclusions drawn	2
<u>E. Management</u>	
1. Class routine	
a. Attention to and care of routine	26
b. Economy in the use of time	11
c. Classroom management	7
d. Promptness and accuracy of reports	7
e. Executive ability	6
f. Systematic organization of routine	4
g. Organizing ability and power	4
h. Administrative qualities	2
i. Care of mechanics of class procedure	2
j. Economy of time and property	2
2. Discipline	
a. Discipline, governing skill	45
b. Classroom control, or discipline	10
c. Ability to discipline and to maintain order	7
d. Management, or control of pupils	6
e. Ability to manage whole class	4
f. Governmental and directive skill	3

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (Continued)

Item	Frequency
g. Meets emergencies quickly	3
h. Power and methods of discipline	2
3. Physical factors	
a. Neatness and cleanliness of room	17
b. Care of light, heat, ventilation	16
c. Physical care of room	6
d. Attention to physical features	4
e. Housekeeping	3
f. Attractiveness of pictures and flowers	2
g. Attention to physical environment	2
h. Arrangement of seats	2
i. Attention to physical well-being of pupils	2
j. Posture of pupils	2

F. Results of teaching

I. On pupils	
a. Achievement in subject matter	
1' Growth of pupils in subject matter	17
2' Children's achievement	12
3' Pupil growth toward teacher's objectives	8
4' Progress in use of English	7
5' General development of pupils	5
6' Progress and growth of pupils	4
b. Right attitudes and ideals	
1' Skills; habits; attitudes; ideals	11
2' Pupils assume responsibility	7
3' Pupil growth in interest and effort	6
4' Neatness of work	4
5' Growth in character	3
6' Habits and attitudes	3
7' Activity and initiative in solving problems	2
8' Growth in habits of work and behaviour	2
9' Growth in social efficiency	2
10' Health and aesthetic progress	2
11' Ideals and aspirations	2
12' Self-control and individual responsibility	2

(Continued on next page)

Peterson's List of Items From 108 Rating Sheets (continued)

Item	Frequency
13' Tastes, ideals, appreciations	2
14' Abiding interests	2
2. On Teacher	
a. Teacher growth in expression	4
b. Teaching power gained	4
c. Independence and self-direction	2
<u>G. Extra-classroom Activities</u>	
1. Extra-curricular activities	
a. Interest in life of the school	8
b. Interest in life of the community	6
c. Ability to meet and interest patrons	4
d. Ability to meet people	4
e. Interest in school activities	3
f. Ability to organize school and community activities	3
g. Stimulation of community	3
h. Extra-curricular activities	2
i. Extra-classroom activities	2

WILLETT'S
DATA FROM BLANKS, ETC., OF PLACEMENT BUREAUS

A. PERSONAL AND MISCELLANEOUS

	State in- stitution	Private and De- nominational
1. Date of registration with bureau	17	18
2. Name (in full)	22	32
3. Temporary address	21.	26
4. Temporary telephone	19	17
5. Permanent address	19	26
6. Telephone (permanent)	5	9
7. Place of birth	8	10
8. Age or date of birth	21	32
9. Height	19	31
10. Weight	19	31
11. Nationality	2	7
12. Nationality of parents	2	2
13. Occupation of parents	1	0
14. Condition of health	13	20
15. Physical disability	7	5
16. Married	17	15
17. Children in family	8	7
18. Widow	1	0
19. Widower	1	0
20. Divorced	1	0
21. Color of hair	0	2
22. Color of eyes	0	2
23. Dancing	1	1
24. Rating on intelligence test	0	1
25. Do you use tobacco?	2	3
26. Color	1	0
27. Are you an American citizen?	1	0
28. Favorite out-door sport	1	0
29. Of what lodges a member	0	1
30. Of what scientific, literary, or honorary societies	1	1
31. Church membership	17	29
32. Church preference	17	18
33. Sex	0	1
34. Type of certificate to teach	19	24
35. College distinctions	10	8
36. Have you studied abroad?	5	0
37. What foreign language - read readily?	7	10
38. What foreign language - speak readily	9	10
39. List of books or magazine articles written	3	0

(Continued on next page)

Willetts Data From Blanks, etc., of Placement Bureaus
(continued)

	State in- stitution	Private and De- nominational
40. What musical instruments do you play?	11	10
41. Do you sing?	9	7
42. Do you lead chorus or other vocal?	12	15
43. Do you lead band or orchestra?	9	6
44. Can you coach athletics?	13	17
45. Can you coach debate?	5	16
46. Can you coach dramatics?	6	16
47. In what extra curricular inter- ested?	9	14
48. Choice of locality	10	15
49. What salary is expected	14	22
50. What type of position do you want?	14	17
51. What subject do you desire to teach	9	16
52. Special subjects	?	?
53. What subjects can you teach?	7	17
54. What subjects you cannot teach	1	0
55. How long do you expect to teach?	0	3
B. Training		
1. High School	21	24
2. Subjects taken in high school	3	7
3. When graduated	18	11
4. When and where high school	12	16
5. Major work in high school	3	3
6. Colleges attended	19	22
7. When	19	17
8. Where	15	14
9. Degrees and dates		
a) received	18	13
b) expected	14	11
10. Majors in college	12	16
11. Minors in college	10	15
12. Subjects taken (graduate)	13	3
13. Subjects taken (undergraduate)	15	14
14. Success in each subject	2	2
15. Success in general education	2	4
16. Professional studies		
a) General title, etc.	4	5
b) Specific titles	10	7
17. Elementary school attended	5	1
✓ 18. Practice teaching (general)	2	2
a) where	1	1
b) number of weeks	3	1
c) subjects	4	2

(Continued on next page)

Willetts Data From Blanks, etc., of Placement Bureaus
(continued)

	State in- stitution	Private and De- nominational
19. Length of period of study or date of matriculation	6	5
20. Total hours of graduate credit	1	0
21. Title of Master's or Doctor's thesis	1	0
22. Attendance on summer sessions	3	2
C. References		
1. Scholarship	13	18
2. Experience	7	7
3. Character	6	15
4. Personality	4	8
5. Adaptability	4	2
6. Judgment, etc.	6	9
7. Leadership	5	5
8. Personal appearances	9	15
9. Health and vitality	6	13
10. Social qualities	4	6
11. Attitude toward work	3	3
12. Probable teaching success	13	12
13. Probable growth	3	0
14. Tact	4	4
15. Use of English	4	6
16. Industry	2	7
17. Originality and initiative	4	8
18. Cooperation, etc.	4	14
19. Motivity	1	0
20. "Ability" (Mental, etc.)	4	9
21. Enthusiasm	4	2
22. Dependability	3	6
23. Spirit of service	1	1
24. Courtesy	1	1
25. Refinement	1	0
26. Sincerity	3	2
27. Self-confidence	1	0
28. Tolerance	1	0
29. Poise	2	2
30. Discipline	2	7
31. Intellectual fitness	1	1
32. Voice	3	2
33. Professional attitude	4	5
34. Perseverance	1	3
35. Punctuality	1	6
36. Neatness in work	0	1
37. Loyalty	0	5
38. Personal habits	0	1

(Continued on next page)

Willetts Data From Blanks, etc., of Placement Bureaus
(continued)

From whom	State insti- tution	Private and De- nominational
1. Several professors	2	0
2. All departments	1	0
3. All professors in special de- partments		
4. Student chooses professor	8+	15+
5. Superintendents where ex- perience	5+	4+
6. General references	6+	8+
7. Competent judges	0	1
 <u>D. Experience</u>		
1. When	18	18
2. Where	17	17
3. Salary	14	11
4. Type of position	15	15
5. Subjects taught	12	9
6. Total teaching experience	12	5
7. Positions other than teaching	3	5
8. Chief subject taught	0	1
9. Not specific	0	9
10. Membership in teachers agency	0	1
11. Largest class taught	1	0
12. Smallest class ever taught	1	0

SECTION D

SAMPLE FORMS USED FOR TEACHER PLACEMENT

Following are samples of the six basic kinds of forms used in teacher placement referred to in Chapter III, Section 6, of this study. Their major purpose here is to illustrate various types of blanks used by different institutions.

UNIVERSITY OF CINCINNATI

COLLEGE OF EDUCATION

Bureau of Placement

REGISTRATION BLANK

1. Name in full (Mr., Mrs., Miss).....
2. Present Address.....Phone.....
3. Permanent Address.....Phone.....
4. Present Position.....Present Salary.....
5. Citizen of U. S.?.....Racial Descent.....Date of Birth.....
6. Church Membership.....or Preference.....
7. Height.....Weight.....General Health.....
8. What Physical Defects?.....Eyesight?.....Hearing?.....Speech?.....
9. Underscore once your first choice of position, twice your second, etc.
 - A. Administrative, Supervisory, Teaching.
 - B. Elementary, Junior High, Senior High, Normal, College, Special.
 - C. Grade.....Subjects.....
0. What is the least salary you would accept?.....
1. What limitation as to geographical location?.....

2. Give accurate information regarding your educational training.

	Name of Institution	Location	From		To		No. Years	Graduated Date?
			Month	Year	Month	Year		
Secondary school								Diploma
Technical school								Diploma
Two-year normal								Diploma
Four-year normal								Degree
College								Degree
University								Degree
Graduate school								Degree

4. Give full and accurate data regarding your teaching experience

City	School	Grade or Subject	From		To		No. of Years
			Month	Year	Month	Year	

5. If possible, list the names of not less than three persons who have seen you teach and who are qualified to judge of your teaching ability

Recd.	Name	Address	Position

6. List the names of not less than three persons who are familiar with your character and ability. Persons engaged in educational work are preferable to others.

Recd.	Name	Address	Position

7. Commercial, industrial, or professional NON-TEACHING experience (beyond apprenticeship)

Firm	Location	Position Held	From		To		No. of Years
			Month	Year	Month	Year	

8. If possible list the names of not less than three persons who are familiar with your work in commercial or industrial positions.

Recd.	Name	Address	Position

State what teacher's certificate you now hold or will qualify for before accepting a position.

State	Certificate	Date of Issue	Date of Expiration

20. State definitely student offices held or student activities engaged in, and organizations to which you have belonged?

A. In high school.....

B. Subsequently.....

21. What school activities are you willing to sponsor?.....

22. What musical instruments do you play?..... Do you sing?.....

23. What books or articles have you in print?.....

24. What foreign travel have you enjoyed?.....

25. What foreign languages do you speak easily?..... Read easily?.....

26. File with this blank six small photographs.

27. Chronological Record: (1) Fees paid, (2) Credentials mailed and returned, (3) Notification of vacancies, and (4) Interviews secured.
(Not to be filled by registrant)

Date of registration..... 19.....

Informed of Vacancy at	Place	Date	Applied	Credentials	
				Sent	Returned

Date of placement..... 19..... Location.....

Nature of position..... Salary.....

Date of re-registration..... 19.....

Informed of Vacancy at	Place	Date	Applied	Credentials	
				Sent	Returned

Date of placement..... 19..... Location.....

Nature of position..... Salary.....

Date of re-registration..... 19.....

Informed of Vacancy at	Place	Date	Applied	Credentials	
				Sent	Returned

Date of placement..... 19..... Location.....

Nature of position..... Salary.....

The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS

TEACHERS' REGISTRATION BUREAU

ROOM 212, STATE HOUSE, BOSTON

Name _____ Date _____

Age _____ Height _____ Weight _____ Married or Unmarried _____

Home address _____

Address (during school year) _____

Vacation address, if any, with dates _____

Where teaching _____
(Place) (School)

Residence telephone or nearest pay station _____
(Cross out the words which do not apply) (Exchange and Number) home (Exchange and Number) teaching

Position wanted _____

Subjects or grades you wish to teach. List these in the order of your preference, first choice, second choice, third choice, etc. _____

Present salary _____

Lowest salary you will accept _____ Locality preferred _____

TRAINING *Where* *Dates of Attendance* *When Graduated* *Degree*

High School _____

Normal School _____

College _____

Graduate study _____

Summer or special study _____

TEACHING EXPERIENCE

Positions Held *Subjects or Grades* *Where* *How Long* *When*

REFERENCES:—Teachers of experience should give as references names of superintendents and principals under whom they have taught. Inexperienced teachers, if college graduates, should refer to the dean and to the professors of the subjects in which they majored; if graduates of normal school, to the principal and supervisor of the training school.

Name *Official Position* *Street* *City and State*

POSITION.—Give time, care, and thought to the marking of this blank. Give complete information by underlining positions you will be willing to accept and those you are aiming towards, as your experience warrants. Underline *once* those you are willing to accept; *twice* those you prefer, feel competent to fill, and would like to specialize in, if opportunity offers; and *thrice* those you prefer and in which you have had successful experience.

<i>School</i>		<i>Grade or Position</i>		
Kindergarten		First	Second	Third
Rural or Mixed		Fourth	Fifth	Sixth
Elementary		Seventh	Eighth	Ninth
Grammar		Departmental Work		
Continuation School	{ Academic Manual Machine Sewing Cooking	Work with Backward Children		
		Governess	Matron	
		Head of Department		
		Principalship		
Americanization		Supervisor of Music		
Training or Model		Supervisor of Drawing		
Junior High		Supervisor of Manual Training		
High		Supervisor of Physical Education		
Private		Supervisor of Penmanship		
Vocational				
Normal				
College				

SUBJECTS.—Check at the left those you have studied in secondary schools, at the right those you have studied in college or normal school; underline *once* those you can teach; *twice* those you prefer, feel well qualified to teach, and would like to specialize in, if opportunity offers; *thrice* those you prefer and in which you have had successful experience as a teacher.

Kindergarten Work	History of Education	Economics		
Phonics and Primary Work in Grades 1, 2 and 3	Educational Psychology	Sociology		
All elementary subjects in Grades 4, 5 and 6	School Administration	Latin		
In grades above the sixth the following subjects:	Secondary Education	Greek		
Reading	Commercial Arithmetic	German		
Spelling	Stenography System?	French		
Penmanship	Typewriting	Spanish		
English	Bookkeeping	Italian		
Arithmetic	Office Practice	Algebra		
Geography	Commercial Law	Advanced Algebra		
History	Commercial Geography	Geometry		
Hygiene	Salesmanship	Trigonometry		
Nature Study	Vocational Guidance	Calculus		
School Garden Work	Manual Training {	Surveying		
Cooking (Elementary)		Woodwork	Civil Engineering	
Sewing (Elementary)		Metal Work	Mechanical Engineering	
Drawing {	Household Arts {	Printing	Electrical Engineering	
		Freehand	Bookbinding	Physics
		Mechanical	Cooking, etc.	Chemistry
Designing	Sewing, etc.	Botany		
Music {	English Literature	Biology		
	Vocal System?	English Composition	Zoology	
Instrumental	Public Speaking	Physiology		
What instruments?	United States History	Geology		
Physical Education	English History	Astronomy		
Principles of Education	Modern European History	Physical Geography		
	Ancient History	General Agriculture		
	Civil Government	General Science		
	Community Civics			

EXTRA CURRICULA ACTIVITIES

Underline *once* those activities which you feel competent to direct; and *twice* those in which you have had successful experience.

Dramatics	Baseball	Tennis
School Paper	Football	Playground Activities
Debating	Basketball	
Glee Club	Hockey	
Orchestra	Track	
Band	Rowing	

Have you studied abroad? _____ Where? _____ Subjects _____ Dates of attendance _____

What foreign language or languages can you teach by the conversational method? _____

Do you hold a Massachusetts certificate to teach in State-aided high schools? _____

IMPORTANT ITEMS.—The success of the Bureau in serving the registrant is dependent in large measure upon a faithful compliance with the following suggestions:

1. Reply promptly to all notifications of positions. If not interested in the position state reason why. Keep the Bureau informed of your wishes. Visit the Bureau and get acquainted. (Remember, your co-operation is essential if we are to help you intelligently.)
2. Notify the Bureau promptly of any change in grades or subjects taught, salary, address to which mail should be sent, or other facts necessary to keep your record up to date. Very important.
3. Notify the Bureau immediately upon the acceptance of a new position, either through the Bureau or any other source.
4. File a recent photograph with your registration blank.

When you sign below, it is assumed that you will make every effort to comply with these regulations.

There is no fee for registration or any service of the Bureau.

Signed _____

TEACHING RECORD

To..... Date.....

..... was under your supervision at.....

(Name)

..... Please rate on the six main items. *If a rating on any item is conspicuously high or low, we should appreciate specific instances of ability or disability which led to that rating.*

	Superior	Above Average	Average	Below Average	Inferior
I. PERSONAL QUALITIES..... Industry, integrity and sincerity, power of self-direction, neatness, appropriateness of dress, enthusiasm, self-control, tactfulness and judgment, adaptability of personality, possibilities of growth					
II. PROFESSIONAL QUALITIES. Willingness to cooperate, attitude toward criticism, knowledge of subject matter, interest in pupils, understanding of pupils, evidence of professional growth.					
III. CLASSROOM MANAGEMENT Attention to routine: (heating, lighting, ventilation, seating, class roll). Ability to economize time: (in beginning, dismissing, planning, using materials). Ability to economize effort: (in making announcements, creating working spirit, eliminating unnecessary talking).					
IV. CLASS PROCEDURE..... Preparation for class period, skill in assignments, ability to stimulate thought by setting problems, adaptation of instruction to individual needs, use of supplementary materials, skill in directing study, provision for socialization and group work.					
V. PUPIL RESPONSES..... Attention and self-control, attitude toward teacher, attitude toward work, interest, evidence of participation, general achievement.					
VI. ADAPTABILITY TO COMMUNITY..... Willingness to participate in community activities, ability to gain good will of community, willingness to abide by community ideals.					

REMARKS:

May we send copies of this rating to others interested in the candidate?.....

Name.....

If not, please indicate which information is confidential to this office.

Title.....

Address.....

Personality report of _____ Class _____ Date _____
Name of person rated.
I have had this person in the following courses _____

Does he think rapidly and rapidly; has he many ideas? Can he convey his ideas early?

Is a keen, resourceful, quick thinker.
 Is a rapid and clear thinker.
 Is a slow but a clear thinker.
 Is a slow and unclear thinker.
 Is a dull and "muddy" thinker.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Is he tolerant of new ideas; is he open minded and receptive to progressive suggestions?

Eagerly welcomes ideas and suggestions.
 Open to ideas and suggestions.
 Usually openminded.
 Frequently objects to the new.
 Objects to and opposes everything new.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Does he get his work done on time?

Conscientiously endeavors to finish work promptly and ahead of time.
 Habitually completes his work on time.
 Usually completes his work on time.
 Occasionally late in completion of his work.
 Nearly always late in completion of his work.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Does he do more than he is told or must he be continually prodded?

Does "twice as much as he is told."
 Seeks and creates additional tasks for himself.
 Does additional assignments upon suggestion only.
 Creates new tasks for himself only under pressure.
 Never does anything unless he is told.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Is he ambitious or is he easily satisfied with low attainment?

Absorbed in attaining his ambitions.
 Eager to achieve his ambitions.
 Occasionally ambitious.
 Aims just "to get by."
 Has no ambition.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Can he be depended on to carry out obligations or is he unreliable and irresponsible?

Scrupulously fulfills obligations.
 Habitually willing and responsible.
 Usually fulfills obligations.
 Fulfills obligations when convenient.
 Constantly neglects all obligations.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

How well does he control his emotions?

Unusually well-balanced and controlled.
 Well-balanced.
 Usually well-balanced.
 Occasionally over-emotional.
 Easily moved to tears, fits of depression or anger.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Does he get others to accept his plans and purposes and carry them out?

Arouses an enthusiastic following; a born leader.
 Secures cooperation of most of his group.
 Occasionally takes the lead.
 Satisfied to let others take the lead.
 Never wins group support; creates antagonisms.
I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

What deficiencies of general character and personal should he attempt to remedy?

How good is he in his preparation, skill, insight and ability in the subject matter of _____

in name of subject)

Is a genius in this field; it would be a great mistake for him not to exploit his superior talent by specializing.
 Ranks among the pupils of excellent promise in this field.
 Is of only fair promise in this field.
 Is of poor promise. Not advisable to continue. [progress.]
 Has a special disability; it seems impossible for him to make
I have had no adequate opportunity to observe this trait.

Please record here any physical deficiencies.

Please give here specific instances to illustrate your estimate. What has he done?

ceptive to progressive suggestions?

Usually openminded.
 Frequently objects to the new.
 Objects to and opposes everything new.
 I have had no adequate opportunity to observe this trait.

Does he get his work done on time?

Conscientiously endeavors to finish work promptly and ahead of time.
 Habitually completes his work on time.
 Usually completes his work on time.
 Occasionally late in completion of his work.
 Nearly always late in completion of his work.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Does he do more than he is told or just he be continually prodded?

Does "twice as much as he is told."
 Seeks and creates additional tasks for himself.
 Does additional assignments upon suggestion only.
 Creates new tasks for himself only under pressure.
 Never does anything unless he is told.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

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Absorbed in attaining his ambitions.
 Eager to achieve his ambitions.
 Occasionally ambitious.
 Aims just "to get by."
 Has no ambition.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

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 Habitually willing and responsible.
 Usually fulfills obligations.
 Fulfills obligations when convenient.
 Constantly neglects all obligations.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

How well does he control his notions?

Unusually well-balanced and controlled.
 Well-balanced.
 Usually well-balanced.
 Occasionally over-emotional.
 Easily moved to tears, fits of depression or anger.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

Does he get others to accept his plans and purposes and carry them out?

Arouses an enthusiastic following; a born leader.
 Secures cooperation of most of his group.
 Occasionally takes the lead.
 Satisfied to let others take the lead.
 Never wins group support; creates antagonisms.
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

What deficiencies in general character and personality should he attempt to remedy?

I have had no adequate opportunity to observe this trait.

Please record here any physical deficiencies.

How good is he in his preparation, skill, insight and ability in the subject matter of _____ in name of subject)

Is a genius in this field; it would be a great mistake for him not to exploit his superior talent by specializing.
 Ranks among the pupils of excellent promise in this field.
 Is of only fair promise in this field.
 Is of poor promise. Not advisable to continue. [progress.]
 Has a special disability; it seems impossible for him to make
 I have had no adequate opportunity to observe this trait.

Please give here specific instances to illustrate your estimate. What has he done?

In your knowledge of this person, in what occupation or occupations do you think he would do best?.....
 What activities outside of the classroom have you observed him to excel?.....
 What intellectual interests, outside of the required school work, has he displayed?.....
 In light of all the above, would you advise him to go to college?.....
 (Please give the reason for your answer.)

Have you ever discussed this person's future with his parents?.....
 Have you ever had a talk with this person about his occupation?.....
 If so, with what results?.....

How well do you know this person?.....
 College Association Rating Scale. Form 0.

{	<input type="checkbox"/> Intimately	Signature
	<input type="checkbox"/> From childhood	Title (or position)
	<input type="checkbox"/> Few years	Subjects taught by you
	<input type="checkbox"/> Short time	
	<input type="checkbox"/> In classes only	

Teacher _____ Date _____
 Subject _____ Sec. _____
 School _____ room _____
 Supervisor _____

 : : : : : : : :
 : : : : : : : : R p
 : : : : : : : : o l
 : : : : : : : : o a
 : : : : : : : : o t

SCALE FOR RATING TEACHING

Part One

(For Classroom Only)

		A Excellent	B Superior	C Average	D Inferior	E Failing	
I. PREPARATIONS AND CONDITIONS FOR LEARNING (100)							
1. Room: heat, appearance, ventilation, light --	T						35
	P	All carefully adjusted	Occasionally attended to			Badly neglected	
2. Punctuality; economy in routine	T						20
	P	Prompt, well systematized	Fairly well systematized			Much time wasted	
3. Effective use of aids and devices	T						20
	P	Best choices and applications	Casually used			Poor or no use	
4. Mind set; attitude	T						25
	P	Well keyed up;	Generally attentive			Many other interests	
II. ASSIGNMENT AND SUPERVISED STUDY (175)							
5. Motivation	T						40
	P	Inspiring; pupil activity and growth, first consideration	Artificially motivated			Pupils are afraid or indifferent	
6. Clearness; checking	T						30
	P	Pupil fully aware of task; carefully checked	Weak pupils fail to understand			Very vague and indefinite	
7. Relating to previous work	T						35
	P	Well linked up	Outstanding relations noted			No reference made	
8. Recognizing individual differences	T						40
	P	Teacher keenly aware; wisely applied	Many differences recognized			No conscious attempt made	
9. Use of periodicals, books notes	T						30
	P	Best study and reference methods used	Fair method, and technique; little effort to improve			No methods or system; get no assistance	
III. LEARNING PROCESS - Primary (500)							
10. Evidence of preparation	T						25
	P	Fully prepared; in detail	Most needed preparation made			Depend on books; no preparation	

* - Mark items here with + or - as to general conditions of learning situation - See interpretations.

		A Excellent	B Superior	C Average	D Inferior	E Failing	
11. Subject matter; knowledge, organization, evaluation	T P	Good general background, carefully ordered	Meets immediate need			Frequent lack; of facts; T. less than some pupils	160
12. Questioning clearness fitness	T P	Most effective for intended purpose	Formal; often poorly fitted to pupil			Rambling; ineffective.	35
13. Distribution of activity	T P	Every pupil working profitably; T. directs	Teacher leads; most pupils participate			Teacher does most work many pupils off duty	35
14. Relating to life experiences	T P	Experience constantly forms background	Life experience at times referred to			No reference to life	25
15. Relating to other studies	T P	Gross relations established constantly	Occasional reference made			Lesson treated as independent unit	15
16. Using correct and effective Engl.	T P	Teacher and pupils keenly sensitive	Errors and weaknesses at times corrected			No attention given	25
17. Consciousness of aim	T P	T. clearly conscious	Rambling at times			Utterly disregarded	15
18. Quality of work gauged to pupil ability	T P	Hold to highest reasonable plane	Fits the larger group			No conscious regard for quality	15
19. Originality and resourcefulness	T P	Teacher meets each learning situation most effectively	Mostly stereotyped rather bookish			Aimlessly floundering	15
20. Proper choice of lesson type	T P	Most effective; well selected and applied	Some types successful lack of adjustment			All material treated alike	15
2k. Type of control	T P	Pupil responsibility	Mostly teacher control			Anarchic or despotic	100
IV. LEARNING PROCESS - Concomitant (225)							
22. Developing habits and attitudes - (mark each with (+) or (-); see interpretations							
Social	T P						
a) adaptability							
b) civic-consciousness							
c) leadership		Individual				l) responsibility	
d) courtesy, respect		h) system, orderliness				m) self-reliance	
e) sociability		i) concentration				n) care of books, property	
f) cooperation		j) neatness, accuracy				o) posture, alertness	
g) justice, loyalty		k) self-control				p) optimism	
						r) honesty	

Part Two
(For General Rating)

V. PERSONAL QUALIFICATIONS

(300)		A Excellent	B Superior	C Average	D Inferior	E Failing	
A. Individual							
1. Health vitality	Never ill; active; always on duty	Fair health; occasionally absent	Frequently ill; lacking energy				75
2. Character standards of action	Lives close to highest ideals	Weak in principle; follows the crowd	Violates moral and social standards				75
3. Faithfulness, industry	Reliable; diligent; alert	Normally active and dependable	Unreliable; shiftless				30
4. Personal appearance voice	Highly pleasing, attractive	Unobtrusive, acceptable	Subject to criticism, disturbing				30
5. Mentality	I.Q. above 120	I.Q. 105 or more	I.Q. below 100				60
6. Attitude	Optimistic, with a mission	Happy outlook	Pessimistic, lacks appreciation				30
B. Professional (500)							
7. Scholarship	Well balanced; mostly "A s"	Less well fitted; average grades	Poorly fitted; barely passing				40
8. Training	18 hours plus student teaching	Below 18 hours, no student teaching	Below 12 hours				40
9. Experience	Two years or more; highly successful	One year very successful or more with moderate success	Never retained for second term; a failure				45
10. Continued growth by:	Generously meeting a) b), and c)	Two of the three if requirements of a high grade certificate are met	No consistent effort made in any direction				60
a) reading,							
b) conventions							
c) study							
11. Meeting general teaching problems							
a) Preparing for year's work	Meets all items on interpretation sheet fully	Meets majority of items listed	Physically present at school opening; no preparation				25
b) Keeping records and reports	Records kept accurately; reports on time	Usually accurate and on time	Usually inaccurate and late				40
c) testing, getting results	Tests well planned and used; teaching highly effective	Average in testing and securing results	Tests for grades only; very limited results				20

A Excellent B Superior C Average D Inferior E Failing

d) conduct, attendance	All problems carefully planned and executed.	Majority of cases handled successfully	Much blundering; pupils antagonized	60
e) Moral influence on pupils	Actively seeks contact with pupils; uplifts	Influence for the good but only casual	Tends to lead downward	50
12. Cooperation with teachers, administrators	Actively supports administration; easy to cooperate with	Cooperates because it is expected	Independent; resents to "be bossed"	60
C. Social (200)				
13. Ability to meet people	Easy to meet; free, graceful, dignified	Overly self-conscious	Lacks grace, dignity; too familiar	60
14. Representing school in community	Freely "sells" school to public	Answers, tells about school when asked	Feels ashamed to be a teacher	30
15. Standing in community	Highly respected by all in community	Well thought of by most people	Gossips; frequently in trouble	50
16. Religious and social participation	Actively cooperating to capacity	Assisting at times; in good standing	No participation or for selfish purposes	60

* - Mark items with + , or - as to general conditions of learning situations - see interpretation sheet.

VACANCY REPORTS

Form No. 110-3-29-4000

Uniform Blank for Reporting a Vacancy

(Prepared by the Michigan Education Association for use in reporting vacancies to the Colleges, Normals, and University, or to the Placement Bureau of the Michigan Education Association)

MICHIGAN PLACEMENT BUREAUS

University of Michigan.....	Mrs. Helen Shambaugh.....	Ann Arbor
Michigan State College.....	B. A. Walpole.....	East Lansing
Michigan State Normal College.....	Margaret Wise.....	Ypsilanti
Central State Teachers' College.....	P. G. Lantz.....	Mt. Pleasant
Western State Teachers' College.....	F. E. Ellsworth.....	Kalamazoo
Northern State Teachers' College.....	H. D. Lee.....	Marquette
Adrian College.....	O. R. Stilson.....	Adrian
Albion College.....	E. R. Sleight.....	Albion
Alma College.....	L. L. Tyler.....	Alma
Hillsdale College.....	C. B. Clark.....	Hillsdale
Hope College.....	Egbert Winter.....	Holland
Kalamazoo College.....	Mrs. Mary M. Warner.....	Kalamazoo
Olivet College.....	Dr. James King.....	Olivet
Detroit Teachers' College.....	Vera LeFurge.....	Detroit
Battle Creek College.....	Benjamin L. Birkbeck.....	Battle Creek
Michigan Education Ass'n.....	Placement Bureau.....	Lansing

(over)

Post office Date received
 Nature of school (public or private).....
 Grade of school (elem., jr.high, sr.high, normal, tchrs. col., college, university).....
 Nature of position (Supt., principal, teacher).....
 Subjects and grades
 Requirements or preferences as to
 Age
 Sex
 Married
 Activities
 Annual salary Work begins
 Monthly cost of board and room
 Election occurs
 Apply to
 Notified

Cincinnati

VACANCY REPORTS

REQUEST FOR CANDIDATE

TEACHER BUREAU
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania
Harrisburg

..... District
..... County Date

Name and position of official applying Address of official

Name of school Location of school

Position to be filled Grades or Subjects to be taught

Sex Engagement begins Monthly Salary \$ Length of School Term (months)

Color

QUALIFICATIONS DESIRED OF CANDIDATE:

Education required

Experience required

Certificate required

Other conditions imposed

COMMUNITY CONDITIONS:

Character of community

Type of Pupils

Conditions of school building

Living conditions

Other facts

T-19

(over)

THE TEACHERS EXCHANGE
OF PENNSYLVANIA
RECOMMENDS TEACHERS, TUTORS AND SCHOOLS

More consideration can be given to *Personality* if other requirements are made as few as possible.

A (man or woman) teacher of.....
.....
will be wanted at.....
beginning 192...
at a salary of \$.....
Number of pupils
Religious requirement
Scholastic requirement
Experience requirement
Recommend (and apply) to
.....
.....
.....

REQUEST FOR CANDIDATES

1. School authorities may secure "Request for Candidate" blanks from the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.
2. Credentials are on file concerning each applicant. Such information is solely for school authorities and is obtainable by such authorities upon request.
3. When any of the applicants suggested by the Bureau are placed, the Bureau should be notified promptly. If candidates are secured from other sources, please advise the Bureau of this fact. By not notifying the Bureau the candidates that have been suggested for positions are barred from any other position for which they are available, and great injustice may thus be done to applicants.
4. School authorities shall serve themselves better if they will promptly notify the Bureau of any vacancies which they may have.
5. More intelligent service both to Teacher and to School Officials will be made possible if both school officials and registrants will visit the Placement Service of the Teacher Bureau, Department of Public Instruction, Harrisburg.

UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

BUREAU OF PLACEMENT

VACANCY BLANK

(Return this blank when filled to Bureau of Placement, University of Cincinnati, Cincinnati, Ohio)

P O S I T I O N S V A C A N T

Grade (or Subject) Annual salary Special Requirements*

When does work begin?
How many months in the term?
What is the local cost of board and room per month?
When will election occur?
To whom should applications be directed?

Name
Title
Address

Information given by:

Name
Title
Address
Date

* As to age, sex, marital state, preparation, experience, certificate, extra-curricular interests, religion, use of tobacco, etc..

OHIO UNIVERSITY
 THE BUREAU OF APPOINTMENTS
 ATHENS, OHIO

ACADEMIC CAREER

PERMANENT ADDRESS

OF

I TRAINING

	Name	Location	Inclusive Dates		Degree or Diploma
Secondary					
College or University					

II CERTIFICATION

Kind	When Issued

III EXPERIENCE

Name of Institution	Location	Kind of Work	Inclusive Dates	

IV REFERENCES (Outside of Ohio University)
 For character and personality, not training and experience

Name	Address	Profession

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

CONCERNING.....

Mark major subjects * * * *; minor subjects * * *; subjects in addition to major and minor in which candidate has 12 semester hours required for certification * *; all other subjects studied *.

	Units in H. S.			Sem. Hrs.				Units in H. S.			Sem. Hrs.		
	Under grad.	Grad.		Under grad.	Grad.			Under grad.	Grad.		Under grad.	Grad.	
Art				Industrial Education			Psychology						
Art Structure				Wood Working			Public Speaking						
Drawing				Mechanical Drawing			Debate						
Painting				Sheet Metal			Dramatics						
Handwork				Cabinet Making			Sciences						
Art Education				Home Mechanics			Agriculture						
Pottery				Machine Shop			Biology						
Bookbinding				Printing			Botany						
Costume Design				TOTAL SEMESTER HOURS			Chemistry						
Interior Decoration				Journalism			Geography						
Art Appreciation				Languages			Geology						
History of Art				English			Health						
Seminar				French			Hygiene						
TOTAL SEMESTER HOURS				German			Physics						
Commerce				Italian			Zoology						
Accounting				Latin			Sociology						
Shorthand				Spanish			Special Education						
Typing				Library Science			Elementary Schools						
TOTAL SEMESTER HOURS				Mathematics			Kindergarten						
Economics				Music			1st Grade						
Education				Public School			2nd Grade						
Student Teaching				Instrumental			3rd Grade						
(a) Grades							4th Grade						
							5th Grade						
							6th Grade						
							Junior High School						
				Vocal			Supervisor						
							Supervising Critic						
(b) Subjects				Philosophy and Ethics			Principal						
				Physical Education			Grades						
				Coaching			Junior High School						
				Football			Senior High School						
				Basketball			Superintendent						
				Track									
				Baseball									
				Wrestling									
				Calesthenics and Gymnastics									
				Intra-mural									
				Playground									
				Activities									
				Corrective									
				TOTAL SEMESTER HOURS									
TOTAL SEMESTER HOURS													

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OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

Form 103-1-29-3M PRESS O. S. B.

Personal Qualifications

Concerning _____

Home address _____ Telephone _____

Date of birth _____ Place of birth _____

Height _____ Weight _____ Married _____ Church affiliation _____

Is your health fair, good, excellent? _____ Is your eyesight fair, good, excellent? _____

Is your hearing fair, good, excellent? _____ Is your speaking voice pleasant? _____

Father's name _____ Occupation _____

Membership in the following organizations:

Honor groups:

University activities:

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

STUDENT TEACHING RECORD
COLLEGE OF EDUCATION, OHIO UNIVERSITY

Last First Middle Date 19..... 19..... Half Semester..... Summer..... Final Rating.....
 1st, 2nd, 3rd, 4th
 Supervisor

Grade..... Subjects Taught..... Grade in Observation & Participation..... Year.....
 g., Elem., Sec. (City or Rural)

g Experience..... Years Where..... Home Address.....
 Name of City, or Rural District Number

	Teacher's Scholarship and Professional Growth			Results of Teaching in Pupil Growth										Personal Facts About Teacher							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	Academic average	Use of English	Applies educational principles	Mastery of special method	Accomplishes aims	Effort	Pupil achievement as a measure of teaching ability	Study habits	Pupil's assumption of responsibility	Socialized work	Individual instruction	Discipline	Neatness of pupil's work	Writing, measured on Ayres' scale-Standard '30"14	Orderly habits	Reliability	Sincerity and loyalty	Voice	Personal Appearance	Social Rating	Final Average
ent = A																					
ood = B																					
or } = C																					
re } = C																					
= D																					
= E																					
= F																					

Remarks.....

Designed, 1924, for Ohio University
by Edith E. Beechel
Assistant Director of Teaching Training

(OVER)

GRAPH MEANINGS DEFINITIZED

1. Academic average, or scholarship rating is the average of grades obtained prior to application for practice teaching. Data must be obtained from registrar.
 2. Use of vernacular—Correctness of English, enunciation, pronunciation.
 3. Applies educational principles—laws of habit formation, laws of learning, memorizing by wholes, steps in drill, steps in good thinking, etc.
 4. Mastery of special or technical method of presenting subject taught in applied psychology of subject.
 5. Aims, general and specific, adhered to and accomplished as set forth in daily lesson plans.
 6. Effort of the teacher is measured by the use she makes of her ability.
 7. Ability to teach measured objectively. Skills and knowledge—See Introduction to Teaching p. 215-228, Bagley & Keith.
 8. Right habits of study are consciously used by the children because teacher utilizes psychology of learning in directing study.
 9. Pupils are led to assume right attitude toward work, control of self, helpfulness to group, and school.
 10. Socializes the work—subject-matter related to life—and socialized class procedure.
 11. Individual differences recognized and provided for by careful checking and provision for individual instruction.
 12. Discipline or control of pupils. Secures cooperation of pupils without friction or unpleasantness.
 13. Neatness of pupils' work measured by objective standards—writing and arrangement.
 14. Teacher's writing—to specimen 80 on Ayres Scales. Objective rating of blackboard work and plan.
 15. Orderly habits caring for materials, flash cards, maps, charts, printing press, books, etc.
 16. Reliability in following directions, getting plans in on time, reporting promptly for teaching, preparing material, etc.
 17. Sincerity and loyalty as shown by earnestness in securing pupil progress and whole hearted participation in the school problems.
 18. Voice is clear and pleasantly toned, fairly even in general pitch, and well modulated.
 19. Personal appearance rated as to carriage, address, dignity, tidiness, taste in dress.
 20. Social rating—How would the average community rate the teacher—leadership, honesty, morals, etc.
 21. Final rating—find the average of ratings 1 to 20 and enter on graph. Write average for final grade.
- N. B.—No teacher shall be given a passing grade whose ratings on points 7, 8, 9, 10, and points 2, 5, have a central tendency less than D, even though the central tendency for all the combined ratings would make the final rating D, or above.

PROFESSIONAL INFORMATION

1. Number of observations before taking charge of class		
2. Number of observations after taking charge of class		
3. Total number of teaching period.		
4. Number of hours spent each week in preparing lesson plans		
5. Number of hours spent each week in grading papers		
6. Number of hours each week spent in general conference		
7. Time each week spent in reading for general conference		
8. Number of hours each week spent in subject matter conference		
9. Hours spent in study of special method of subject taught		
10. Time spent in general conference each week		

N. B. Each report should contain exact data on points listed above.

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

Form 20

OBTAINED FROM THE BUREAU

TEACHING EXPERIENCE RECORD

Subject or grade Final Rating Where

Teacher's Scholarship and Professional Growth

Results of Teaching in Pupil Growth

Personal Facts About Teacher

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Academic average	Use of English	Applies educational principles.	Mastery of special method	Accomplishes aims	Effort	Pupil achievement as a measure of teaching ability	Study habits	Pupils' assumption of responsibility	Socialized work	Individual instruction	Discipline	Neatness of pupil's work	Writing, measured on Ayres' scale—Standard '80'	Orderly habits	Reliability	Sincerity and loyalty	Voice	Personal Appearance	Social Rating	Final Average

Excellent = A																				
Good = B																				
Average = C																				
Below Average = D																				
Failure = E																				

Personal word:

Are you willing to have this graph used in the confidential papers of this teacher

Position Address Date

GRAPH MEANINGS DEFINITIZED

1. Academic average.
 2. Use of vernacular—Correctness of English, enunciation, pronunciation.
 3. Applies educational principles—laws of habit formation, laws of learning, memorizing by wholes, steps in drill, steps in good thinking, etc.
 4. Mastery of special or technical method of presenting subject taught in applied psychology of subject.
 5. Aims, general and specific, adhered to and accomplished as set forth in daily lesson plans.
 6. Effort of the teacher is measured by the use she makes of her ability.
 7. Ability to teach measured objectively. Skills and knowledge—See Introduction to Teaching p. 215-228, Bagley & Keith.
 8. Right habits of study are consciously used by the children because teacher utilizes psychology of learning in directing study.
 9. Pupils are led to assume right attitude toward work, control of self, helpfulness to group, and school.
 10. Socializes the work—subject-matter related to life—and socialized class procedure.
 11. Individual differences recognized and provided for by careful checking and provision for individual instruction.
 12. Discipline or control of pupils. Secure cooperation of pupils without friction or unpleasantness.
 13. Neatness of pupils' work measured by objective standards—writing and arrangement.
 14. Teacher's writing—to specimen 80 on Ayres Scales. Objective rating of blackboard work and plan.
 15. Orderly habits in caring for materials, flash cards, maps, charts, printing press, books, etc.
 16. Reliability in following directions, getting plans in on time, reporting promptly for teaching, preparing material, etc.
 17. Sincerity and loyalty as shown by earnestness in securing pupil progress and whole hearted participation in the school problems.
 18. Voice is clear and pleasantly toned, fairly even in general pitch, and well modulated.
 19. Personal appearance rated as to carriage, address, dignity, tidiness, taste in dress.
 20. Social rating—How would the average community rate the teacher—leadership, honesty, morals, etc.
 21. Final rating—find the average of ratings 1 to 20 and enter on graph. Write average for final grade.
- N. B.—No teacher shall be given a passing grade whose ratings on points 7, 8, 9, 10, and points 2, 5, have a central tendency less than D, even though the central tendency for all the combined ratings would make the final rating D, or above.

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

Registrar's Record.....19.....

Of the work of.....

1 Graduated from high school at.....in 19...with...units

2 Admitted to Ohio University 19... with.....hours' credit from.....

3 Has now.....hours' credit in the.....course

4 Credit and grades are distributed as follows:

GRADE	NUMBER OF GRADES	TOTAL HOURS
-------	------------------	-------------

5 Psychological test.....Form.....Score.....Percentile Rank.....

6 Subjects in which twelve or more hours were taken:

7 Three subjects in which highest grades were obtained:

8 Three subjects in which lowest grades were obtained:

(The above data have been secured by the Bureau from the Registrar's Office)

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

ESTIMATE OF QUALIFICATIONS

Name _____

Answer only those you feel capable to answer

	A	B	C	D	E		A	B	C	D	E
Scholarship						Attitude toward work					
Probable Growth						Health and Vitality					
Adaptability						Social Quality					
Judgment						Use of English					
Tact						Probable Success in other Occupations					
Leadership						Probable Success in Teaching					
Personal Appearance						Willingness to Cooperate					
						Voice					

A—Excellent.

B—Very Good.

C—Medium.

D—Fair.

E—Poor.

marks:

Name _____

Date _____

Ohio University

The Bureau of Appointments

Date.....

One of these blanks with **the heading filled in** is to be handed **by the applicant** to three instructors in **Ohio University** with whom he has had at least 6 hours of work. To be returned **by the professor** to the Bureau of Appointments.

Applicant's name Address

Ohio University Instructor (To whom this is handed)

Courses taken with this Instructor

CONFIDENTIAL

Will the Instructor kindly give below a statement concerning this applicant's scholarship, personal qualities, and promise for success in his chosen field which may be quoted to school officers or employers, but which is in no case to be shown or given to the applicant or used as a general testimonial. This statement should be 10 to 15 lines in length. The Instructor may henceforth refer all inquiries to the Secretary of the Bureau

Use this side only for such statements as may be manifolded and sent to employers. Use the other side for additional private advice to the Secretary

Name of Instructor.....

Department.....

OHIO UNIVERSITY
THE BUREAU OF APPOINTMENTS
ATHENS, OHIO

Date

Ohio University and the student will greatly appreciate your
CONFIDENTIAL statements concerning..... who
taught under your supervision during the year.....

Please return directly to the Bureau of Appointments.

1 Education:

a Did the teacher have sufficient knowledge of the subject
matter to obtain results.....

b How did he rank in:

- 1 Choice of aims and methods.....
- 2 Selection and organization of content.....
- 3 Preparation and use of material.....
- 4 Ability to direct pupil study.....
- 5 Use of English.....

2 General ability:

a How did he rank in:

- 1 Class room management.....
- 2 Professional interests and relations.....
- 3 Ability to cooperate.....
- 4 Willingness to accept criticism.....

3 Personal qualities:

a How did he rank in:

- 1 Community interests and leadership.....
- 2 Reliability.....
- 3 Enthusiasm.....
- 4 Appearance.....
- 5 Adaptability.....

4 Add a personal word:

Note: Are you willing to have these statements used in the
confidential papers of this teacher.....

Signed.....

Position.....

Address.....

TEACHER'S APPLICATION, DAY SCHOOLS

MINNEAPOLIS PUBLIC SCHOOLS

READ ACCOMPANYING SUPPLEMENT BEFORE MAKING APPLICATION

1. NAME: SURNAME _____ FIRST NAME _____ MIDDLE NAME _____

2. ADDRESS: TEMPORARY, UNTIL WHAT DATE _____

PERMANENT _____

MINNEAPOLIS _____ TELEPHONE _____

3. BIRTHPLACE _____ NATIONALITY OF FATHER _____ OF MOTHER _____

4. PERSONAL CHARACTERISTICS: SINGLE OR MARRIED _____ MAIDEN NAME _____

DATE OF BIRTH _____ AGE _____ HEIGHT _____ WEIGHT _____
(MONTH, DAY, YEAR)

5. POSITION DESIRED:

TEACHER

ELEMENTARY GRADES, IN ORDER OF PREFERENCE _____
(KINDERGARTEN THROUGH 6)

ARE YOU PREPARED TO TEACH THE FOLLOWING SUBJECTS IN GRADES FOR WHICH YOU APPLY? MUSIC _____ DRAWING _____

JUNIOR HIGH SCHOOL SUBJECTS, IN ORDER OF PREFERENCE _____
(GRADES 7 AND 8 OF ELEMENTARY SCHOOL OR GRADES 7, 8, AND 9 OF JUNIOR HIGH SCHOOL)

SENIOR HIGH SCHOOL SUBJECTS, IN ORDER OF PREFERENCE _____
(GRADES 9, 10, 11, AND 12)

HIGH SCHOOL ACTIVITIES YOU CAN CONDUCT _____

PRINCIPAL

ELEMENTARY, JUNIOR HIGH, SENIOR HIGH _____

VISITING TEACHER, COUNSELOR, LIBRARIAN, OR OTHER POSITION _____

6. EDUCATION. FULL INFORMATION AND DATES ARE REQUIRED

a. To be filled out by all applicants

SCHOOLS ATTENDED	NAME AND LOCATION	PUBLIC OR PRIVATE	COURSE	LENGTH OF COURSE	CREDITS OR DEGREES	DATES	WHEN GRADUATED
ELEMENTARY _____							
HIGH _____ NORMAL SCHOOL OR TEACHERS COLLEGE							
COLLEGE OR UNIVERSITY							
OTHER SCHOOLS							
POSTGRADUATE							

b. Applicants with college or university degrees will give the following information in addition to that which is asked for in 6a

NAME OF INSTITUTION	MAJOR SUBJECT	*NO. QUARTER HOURS COMPLETED IN MAJOR SUBJECT	MINOR SUBJECT	*NO. QUARTER HOURS COMPLETED IN MINOR SUBJECT	*NO. QUARTER HOURS COMPLETED IN EDUCATIONAL SUBJECTS
TEACHERS COLLEGE					
COLLEGE OR UNIVERSITY					
POSTGRADUATE					

*ONE QUARTER HOUR IS ONE HOUR OF CLASS WORK PER WEEK FOR TWELVE WEEKS. TWO SEMESTER HOURS ARE EQUIVALENT TO THREE QUARTER HOURS

7. TEACHING EXPERIENCE

{ _____ YEARS BEFORE RECEIVING DIPLOMA
_____ YEARS SINCE RECEIVING DIPLOMA }

ADVANCED NORMAL, UNIVERSITY, OR COLLEGE

8. REASON FOR LEAVING PRESENT OR LAST POSITION _____

9. DO YOU HOLD A MINNESOTA STATE CERTIFICATE TO TEACH SUBJECT OR GRADE FOR WHICH YOU ARE APPLYING?

10. WHEN CAN YOU BEGIN SERVICE? _____

APPLICANT IS REQUIRED TO COMPLETE 11, 12, AND 13 ON REVERSE SIDE OF THIS BLANK

11. NAME: SURNAME _____ FIRST NAME _____ MIDDLE NAME _____

12. REFERENCES. INCLUDE SUPERINTENDENT AND PRINCIPAL UNDER WHOM YOU ARE TEACHING OR HAVE TAUGHT

NAME	PRESENT ADDRESS	RELATION TO YOUR WORK	
		POSITION	LOCATION

13. COMPLETE HISTORY OF EXPERIENCE

INDICATE BELOW, BY YEARS, YOUR EXPERIENCE (TEACHING, PRACTICAL, OR BUSINESS). STATE DEFINITELY RURAL TEACHING EXPERIENCE. IF YOUR TEACHING EXPERIENCE HAS NOT BEEN CONTINUOUS, INDICATE IN DETAIL WHAT YOUR OCCUPATION WAS DURING THE TIME YOU WERE NOT TEACHING; I. E. STUDY, BUSINESS, TRAVEL, REST. TEACHING DONE WHILE IN ATTENDANCE AT NORMAL SCHOOL OR COLLEGE IS CONSIDERED AS PREPARATION ONLY AND SHOULD NOT BE LISTED AS EXPERIENCE.

FULL AND COMPLETE INFORMATION IS REQUIRED

SCHOOL YEAR	WHERE LOCATED	NO. OF TEACHERS IN SYSTEM	KIND OF SCHOOL, BUSINESS, ETC.	GIVE TIME IN MONTHS	SALARY PER MONTH	GRADE, SUBJECTS, OR POSITION
1910-1						
1911-2						
1912-3						
1913-4						
1914-5						
1915-6						
1916-7						
1917-8						
1918-9						
1919-20						
1920-1						
1921-2						
1922-3						
1923-4						
1924-5						
1925-6						
1926-7						
1927-8						
1928-9						
1929-30						
1930-1						

14. REMARKS: _____

TEACHER'S APPLICATION

Shaker Heights, Cleveland, Ohio

Shaker Heights is a residential suburb of Cleveland, with a high type of citizenship and schools to which only professionally trained and proved teachers can be considered for appointment. A personal interview is required and a recent photograph should accompany this application. In general we shall prefer in all levels, elementary as well as high school, college graduates with at least one, and preferably two years of normal training, and five years of experience. Clearly, all experience is not of equal worth and even that in thoroughly good schools is not fully equivalent to proved success in Shaker Heights. Teachers coming to us may ordinarily expect to receive a reasonable rise in salary to recognize promotion and possible differences in living costs. Beyond this the rate of rise, the unusual maxima and the reputation of the schools offer inducements which have proved sufficient to attract superior teachers from coast to coast. The salary schedule for all grades is based upon training and experience with supermaxima for merit, and allowance for growth in preparation by years of 30 semester hours each. Class room salaries run from \$1,500 to \$4,000. Ordinarily, married women will be employed only five years or more after marriage, and teachers who expect to marry during the school year are expected not to sign a contract.

1. Name ----- 2. Present Address ----- Telephone -----
3. Permanent Address ----- Telephone -----
4. Position Sought ----- 5. Present Position -----
6. Present Annual Salary \$ ----- 7. Annual Increase \$ ----- 8. Certificate Date -----

9. EDUCATIONAL AND PROFESSIONAL TRAINING

NAME OF SCHOOL OR INSTITUTION	COURSE	DEGREES OR HONORS	MAJORS AND NO. HRS IN	NO. OF YEARS SPENT	DATE OF GRAD.	SEMESTER HOURS CREDIT
High School						(One class per week for 18 weeks = 1 semester hour)
Normal						
College						
University						
Graduate Work						
Special						

10. TEACHING EXPERIENCE

CITY OR TOWN	POPULATION	GRADES OR SUBJECTS	NO. OF YEARS	DATES	PRINCIPAL OR SUPERINTENDENT

11. References:—Give at least five references, including especially superintendents and principals under whom you have taught, who have first-hand knowledge of your character, personality, scholarship and teaching ability.

NAME	ADDRESS	OFFICIAL POSITION
1.		
2.		
3.		
4.		
5.		
6.		

12. Add by letter any additional information that will give a more complete estimate of your training, experience, character and ability, particularly courses in your subject or in Education which help to qualify you or objective evidences of successful performances of children you have taught. If an elementary teacher, indicate the subjects you teach most and least successfully.

13. Age..... 14. Height.....ft.....in. 15. Weight.....lbs. 16. Any defects of body or health.....

17. Are you married?..... 18. Divorced..... 19. A widow..... 20. No. of children.....

21. Husband's occupation 22. Business Address

23. Are you a Church member?.....What Church?

24. If not a Church member what Church do you most often attend?

25. Give full account of experience, if any, in other occupations

26. Indicate the extent of your travel

27. Of what professional organizations are you a member?

28. Indicate the character and extent of your professional reading and study during the past year.....

29. If you are not now teaching, give the date and cause of discontinuance

30. Date of this application

UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

Will you send to this office such a statement as will enable us to act most wisely in recommending _____ for an educational position. As a public institution we are obligated to endeavor to secure for no candidate a better position than he deserves. We therefore solicit the utmost frankness on your part. The statements made are absolutely confidential so far as this office is concerned, and can never come to the knowledge of the person described except when employers disregard our positive instructions printed on each set of credentials.

Your reply may be as full as you care to make it, but we suggest the following points for attention:

1. When, where, and in what capacity did this candidate work under your supervision, or otherwise associate with you?
2. Why was the relation of (1) terminated?
3. How would you estimate
 - A. His scholarship with respect to general culture, command of English, and demands of instruction in specific fields?
 - B. His ability to instruct with reference to specific subjects and grades?
 - C. His ability to govern pupils without unnecessary friction?
 - D. His relation of harmony and cooperation with colleagues and administration?
4. What physical or mental peculiarities or defects militate against his full success?
5. Were his extra-mural conduct and standing in the community creditable?

If you wish to make any statement with the understanding that it will not be employed over your name, please so indicate, and your wish will be respected.

Very truly yours,

WM. A. COOK

Director of Placement

WAC-MLF

WESTERN STATE TEACHERS COLLEGE
KALAMAZOO, MICHIGAN
OFFICE OF APPOINTMENT COMMITTEE

DEPARTMENTAL RECOMMENDATION

Miss _____ has registered with the Appointment Bureau
with major work in _____ and minor work in _____
Will your department please give a written recommendation of this candidate?

Department _____
Name _____
Date _____

..... has applied for a position in the Trumbull County Schools. We trust that your interest in school children, more than your desire to serve the candidate, inspires your reply. Will you, at your earliest convenience, give the information requested? Your reply will be considered entirely confidential. We appreciate your courtesy.

Respectively yours,

JOHN C. BERG,

County Superintendent.

RATING

Each of the thirty factors listed below is to be rated on a five-point scale, on which points 1, 3, and 5 have been briefly defined for your convenience. Unless you desire to rate in half-steps, place an "X" directly beneath the number which, in your judgment, best represents the truth.

I. Personal Characteristics

	A	B	C	D	E	
1. PERSONAL APPEARANCE	Unusually attractive; neat; wholesome		Ordinary; not conspicuous	Unkempt; slovenly		.85
2. SPEECH	Voice unusually pleasant; excellent enunciation; fluent		Ordinary; sufficient; upholds own end of conversation	Voice thin, high, harsh; enunciation indistinct; speech defect		.74
3. HEALTH	Unusually vigorous; never absent for illness		Fair health; absent occasionally	Frail; absent 15 or more days per year		.79
4. PERSONALITY	Impressive; attractive		Ordinary; would not attract special attention	Repellant; generally disliked		.91
5. DISPOSITION	Unusually optimistic; animated; cheerful		Ordinary; generally in good humor	Dejected; melancholic		.84
6. FORCE	Very marked; makes things move; has convictions		Average; sufficient for ordinary needs	Helpless; follows rather than leads; no opinions to defend		.84
7. CHARACTER	Irreproachable; highest ideals and conduct		Conforms; no special strength or weakness	Weak; unstable		.87
8. MENTALITY	Brilliant; unusual		Average; sufficient for ordinary needs	Stupid; dull		.76
9. TACT	Meets difficult situations frankly, adequately, and without offense		Meets ordinary situations satisfactorily	Cannot get along; many antagonisms		.76

*Coefficient of reliability follows each individual item. Reliability of blank as a whole is + .93 + or - .008.

II. Teaching Ability

10. LEADERSHIP	Gains confidence of timid and shy; pupils certain of her sympathy and help	Pupils generally follow her lead; some ask her aid; a few need coercion	Tries to force; pupils uncertain of her attitude; avoid asking her help	.82
11. CONDUCT AND DISCIPLINE	Group disciplines the individual; teacher control unnecessary; finest conduct	Teacher attempts to lead; must interpose authority frequently; pupils usually respect her	Ideals of conduct almost unknown; pupils resist control; teacher shows dislike for some pupils	.80
12. TEACHING TYPE	Leads, inspires, motivates; encourages pupil activity	Ordinary; combines motivation and compulsion	Compulsion type; does all judging, initiating, instructing, etc.	.78
13. INDIVIDUAL DIFFERENCE	Knows strength and limitations of every pupil; treats them accordingly	Knows portion of her class; does not understand others; provides special materials for some of the bright pupils	Does not recognize individual differences; teaches at the class; uses mass instruction	.74
14. AIMS	Knows objectives of each phase of education; utilizes methods to attain most desirable outcomes	Conscious of many aims of education, but they do not always function	No knowledge of aims; blunders; may accidentally attain some objectives	.76
15. MOTIVATION	Inspiring; makes pupils conscious of objectives; uses graphic aids; praises	Gives many directions; repeats; reminds pupils of consequences of failure	Inspires fear; threatens punishment for slight offenses; threatens failure	.74
16. SKILL	Expert; resourceful; utilizes instinctive tendencies; makes objectives attractive; maximum results	Average; pupils make some contribution; many work independently with fair success	No pupil participation; teacher conducts and controls; work mechanical; pupils helpless; no results	.81
17. BALANCE	Excellent; knows exactly when development, drill, review, etc., should end and begin	Generally shows ability to adapt activities to objectives	Activities unrelated to objectives; relationship of class exercises confused	.87
18. RESPONSE	Usually spontaneous and natural; shows excellent thinking; pupils take initiative	Many pupils take some initiative for progress of class	No response; pupils maintain dull silence; disorderly	.72
19. TEACHING TO STUDY	Makes careful and comprehensive assignments; teaches pupils most effective study methods	Generally makes some attempts to guide study	Unaware of study techniques; gives pupils no help; assigns by pages	.76

III. Professional Ideals and Attitudes

20. CO-OPERATION	Genuine; intelligent; effective	Fair; reciprocates in ordinary routine	Lacking; unwilling or unable to co-operate	.79
21. ATTITUDE TOWARD SUPERVISION	Excellent; shows initiative; welcomes and profits from suggestions	Attitude fair; works out some suggestions	Opinionated; set; always on defensive	.72
22. RELATION TO CO-WORKERS	Unusually tactful, truthful, sincere, reliable, helpful	Usually gets along fairly well; no outstanding strength or weakness	A trouble maker; gossips; exaggerates; prevaricates	.58
23. RELATION TO COMMUNITY	Unusually popular; always "present"; interprets and sells school policies to patrons	Usually attends school functions; fairly active in bringing about mutual understanding	No interest in community; no aids to profession; shirks community responsibilities	.70
24. PROFESSIONAL GROWTH	Constantly improving self; attends many classes, lectures, etc.	Reads an occasional book; attends summer school once in three or four years	Static; no interest or effort in growth	.70
25. PROFESSIONAL KNOWLEDGE	Exceptional; knows newest and best	Average; knows generally accepted things	Deficient; never reads or attends professional classes	.79
26. PROFESSIONAL INTEREST IN SCHOOL WORK	Engrossing; attentive to every interest of school	Ordinary; responds to regular duties	Interests outside; shirks special assignments	.69

IV. Routine

27. PUPIL HYGIENE	Seating, light, temperature, ventilation, etc., always right	Teacher usually attends to hygiene considerations	Teacher utterly unconscious of seating, light, heat, ventilation, etc.	.58
28. CLASS ROUTINE	Organized; all class and teacher movement positive and effective	Generally satisfactory; some evidence of organization	No organization; useless movement; much time wasted	.66
29. ECONOMY	Very careful of books, materials, and equipment; teaches care of all property	Books frequently torn or marred; desks occasionally scratched	Pupils destructive; cut seats; daub them with ink; dirty books	.73
30. REPORTS	Reports always in on time and always correct in every detail	Reports usually in on time; fairly accurate	Reports never accurate nor on time	.80

- 31. What grade or subject did the applicant teach in your system?
- 32. What grade or subject is applicant best fitted to teach?
- 33. Dates between which candidate was under your supervision
- 34. Why did applicant leave position under your supervision?
- 35. Would you unhesitatingly employ her for this position?
- 36. Any reason why Trumbull County might not wish to employ her?
- 37. Is this teacher married?..... Has she any dependents? If so, who are they?
- 38. Does the applicant use tobacco?.....Do you or did you ever suspect the applicant of using intoxicating liquor?

REMARKS:

Date

Signed

Official Position

Present Address

Forms Used for Teacher Placement

With the questionnaires returned by teacher training institutions, placement officials of bureaus in state departments and state associations, and private agencies, and by superintendents came sample blanks used for teacher placement purposes. The following list is an attempt at organization of the uses of these various blanks.

I. Registration

1. Request to register
2. Registration blank
3. Blank for registration
4. Instruction to registrants
5. General explanations about placement service

II. Rating and Reference Blanks

6. Observation report (or check list)
7. Rating of student teaching
8. Rating by instructor
9. Rating on experience
10. Reference blanks
11. Follow-up reports
 - a. by superintendent
 - b. by teacher

III. Folder of Credentials

(Made up largely of forms and data from I and II)

IV. Vacancy Reports

13. By superintendent
14. By school board
15. By college or university
16. General blank for listing

V. Application Blanks

VI. Office Files for Placement Procedure

18. Index or blanks in condensed form from registration
19. Summary data of teachers - where recommended
20. Summary data of positions open - whom recommended
21. Teacher's daily schedule
22. Teacher's report on action he takes regarding a vacancy reported to him
23. Teacher's report on type of position accepted
24. Notice to teacher of vacancy having been filled
25. Call to teacher to report at office
26. Request to prospective employer to return credentials
27. Notice to employer that teacher is not registered
28. Employer's report of action taken regarding candidates
29. Employer's report on position filled (name, salary)
30. Request for confidential statement or rating