

A STUDY OF TEACHER PLACEMENT IN KANSAS

A THESIS

**SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE**

By

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May 1938

UNIVERSITY OF KANSAS
EMPORIA
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ACKNOWLEDGMENT

Much credit for this study is due to the following people who so kindly gave helpful suggestions, and valuable assistance: Professor R. C. Maul, Dr. E. J. Brown, State Superintendent George Allen, Jr., and Grace P. Jeffery.

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TABLE OF CONTENTS

	Page
List of Tables.....	i
List of Diagrams.....	ii
Chapter:	
I. INTRODUCTION.....	1
The Importance of Teacher Placement.....	1
The Problem.....	2
The Technique of the Study.....	3
The History of Teacher Placement.....	5
II. A GENERAL DISCUSSION OF TEACHER PLACEMENT.....	8
The Turnover in the Teaching Profession	
in the United States.....	9
Causes of Mobility in the Teaching	
Profession.....	13
How New Teachers Are Located.....	13
The Employing Official an Important	
Factor in Teacher Placement.....	23
III. TEACHER PLACEMENT AND TEACHER REGISTRATION	
BUREAUS IN STATE DEPARTMENTS OF EDUCATION	
AND IN STATE TEACHERS' ASSOCIATIONS.....	26
Teacher Placement Bureaus and Teacher	
Registration Bureaus in State Departments	
of Education.....	26
Advantages and Disadvantages of Prof-	
essional Appointment Bureaus.....	30
Teacher Placement Bureaus and Teacher	
Registration Bureaus in State Teachers'	
Associations.....	32
IV. COMMERCIAL TEACHERS' AGENCIES.....	36
Commercial Teachers' Agencies and	
Teacher Placement.....	36
The National Association of Teachers'	
Agencies.....	42
The Committee on the Equity of	
Teacher Placement.....	44

TABLE OF CONTENTS (Continued)

Page

Chapter:

V.	TEACHER PLACEMENT IN KANSAS.....	80
	The Status of Teacher Placement in Kansas.....	80
VI.	RECOMMENDATIONS, SUMMARY AND CONCLUSIONS.....	79
	Recommendations for Improving Teacher	
	Placement in Kansas.....	79
	General Summary.....	81
	Conclusions.....	85
	Further Studies Suggested by This Study.....	86
	BIBLIOGRAPHY.....	87
	APPENDIX:	
	A. Remarks of Teachers Concerning Placement.....	93
	B. Inquiry Letter to State Superintendents.....	93
	C. Names and Address of State Superintendents of Public Instruction.....	94
	D. Inquiry Letter to Teachers' Associations.....	95
	E. Names and Addresses of State Teachers' Associations and Secretaries.....	98
	F. Name, Location, Enrollment Fee, and Rate of Commission Charged by the Twenty-one Commercial Teachers' Agencies Studied.....	100
	G. Work Sheet Used for Gathering Data from the State Superintendent's Office.....	103
	H. Inquiry Letter to High School Teachers.....	104
	I. Inquiry Blanks to High School Teachers.....	105
	J. Follow-up Letter Sent to Teachers.....	106
	K. Inquiry Letter to College Placement Bureaus.....	107
	L. Enrollment Fees and Rates of Commission Charged by Eighteen Kansas Senior Four-year Colleges for Placement Service.....	109
	M. Code of Ethics of the National Association of Teachers' Agencies.....	110

LIST OF TABLES

Page

Table:

1. SHOWING SOURCES FROM WHICH DATA WERE GATHERED.....5

2. THE AVERAGE NUMBER OF NEW TEACHERS EMPLOYED IN SCHOOL SYSTEMS OF THE UNITED STATES DURING THE SCHOOL YEAR 1929-30.....9

3. THE PER CENT OF THE TEACHING STAFFS MADE UP OF NEW APPOINTEES FOR SCHOOL SYSTEMS REPORTING DURING THE SCHOOL YEAR 1929-30.....9

4. THE PER CENT OF TEACHER FIRST LOCATED BY VARIOUS AGENCIES ACCORDING TO GROUPS.....17

5. SHOWING TEACHER PLACEMENT BUREAUS AND TEACHER REGISTRATION BUREAUS IN STATE DEPARTMENTS OF EDUCATION.....29

6. SHOWING TEACHER PLACEMENT BUREAUS AND TEACHER REGISTRATION BUREAUS IN STATE TEACHERS' ASSOCIATIONS.....33

7. SHOWING MEMBERSHIP FEES CHARGED BY TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES.....36

8. SHOWING RATES OF COMMISSION CHARGED BY TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES.....41

9. SHOWING MEMBERSHIP STATUS OF THE TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES STUDIED IN THE NATIONAL ASSOCIATION OF TEACHERS' AGENCIES.....43

10. SHOWING FEES AND COMMISSIONS PAID COMMERCIAL TEACHERS' AGENCIES FOR FORTY-THREE PLACEMENTS TO KANSAS FOUR-YEAR HIGH SCHOOLS.....48

11. SHOWING DISTRIBUTION OF THREE HUNDRED FORTY-THREE HIGH SCHOOL PLACEMENTS ACCORDING TO METHOD OF PLACEMENT.....51

12. SHOWING DISTRIBUTION OF ONE HUNDRED SEVENTY-ONE PLACEMENTS TO KANSAS FOUR-YEAR HIGH SCHOOLS BY ORGANIZED PLACEMENT BUREAUS.....56

LIST OF TABLES (Continued)

	Page
Table:	
13. SHOWING ENROLLMENT FEES AND RATES OF COMMISSION CHARGED BY EIGHTEEN KANSAS SENIOR FOUR-YEAR COLLEGES.....	59
14. SHOWING DISTRIBUTION OF THREE HUNDRED TWENTY-FOUR PLACEMENTS IN KANSAS FOUR-YEAR HIGH SCHOOLS ACCORDING TO THE SIZE OF THE SCHOOLS.....	61
15. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY ONE HUNDRED SEVENTY-THREE WOMEN HIGH SCHOOL TEACHERS.....	65
16. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY ONE HUNDRED NINE MEN HIGH SCHOOL TEACHERS.....	70
17. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY THIRTY-ONE HIGH SCHOOL ADMINISTRATORS.....	74

LIST OF DIAGRAMS

Page

Diagram:

- I. SHOWING THE GROWTH OF PRIVATE OR PROFESSIONAL TEACHERS' AGENCIES FROM 1885 TO 1931.....7
- II. SHOWING DISTRIBUTION OF PLACEMENT METHODS USED BY TEACHERS IN THE SEVEN POPULATION GROUPS.....22
- III. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY THREE HUNDRED FORTY-THREE KANSAS HIGH SCHOOL TEACHERS IN SECURING POSITIONS.....55
- IV. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY ONE HUNDRED SEVENTY-THREE WOMEN HIGH SCHOOL TEACHERS IN SECURING POSITIONS.....60
- V. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY ONE HUNDRED NINE MEN HIGH SCHOOL TEACHERS IN SECURING POSITIONS.....73
- VI. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY THIRTY-ONE ADMINISTRATORS IN SECURING POSITIONS.....78

CHAPTER I

INTRODUCTION

The Importance of Teacher Placement

It has been estimated that one out of every four persons in the United States attends a school of some sort. It can be readily seen from this that if one-fourth of the population of this country is attending school it calls for a vast army of trained teachers to teach this student population. This means that there must be a large number of colleges, universities, and teachers' colleges that are fully equipped to train teachers professionally so that these teachers in turn may train the youth of today in such a way that there will be an enlightened adult population tomorrow. But to train teachers is not enough. This vast army of teachers must be placed in the right positions, and in the right schools and communities. It is a recognized fact that the teachers who are prepared for the specific work they are doing and who are happy and contented in their work are the most efficient teachers. Allen¹ tells us in his thesis:

"After all is said concerning school support, equipment, administration, and supervision, we must come back to the teacher as the cornerstone of our educational system. Of course we need support; equipment is necessary; proper administration and supervision are essential. Yet each of these is important and necessary in order that the instruction which is given to the child may be better fitted to his needs, and this instruction is immediately dependent upon the teacher."

Hollis F. Allen: A Study of Teacher Placement in California
Master's Thesis, Leland Stanford U., p 1

The importance of having the right teachers in the right positions is again pointed out in the following quotation taken from a recent article by Toothaker:²

"The most vital agency in bringing to the highest point of efficiency the adult generation of tomorrow is an improved teacher personnel of today. Better school buildings, higher salaries, better health programs, more efficient administration, better functioning curricula, redirection of educational objectives, and less of politics, prejudice and tradition--all of these are important. But they may all go for naught unless in every schoolroom in the land may be found the teacher who of all those available is the best fitted by natural endowment and by academic, professional and social training, to do the specific job called for within those four school-room walls."

Since from 65 to 80 per cent of the money expended for all school purposes is paid to teachers as salaries³ it is plain from the above statements that the best way to improve our educational institutions is to improve the teaching personnel. This can be materially aided by careful and wise selection so that maladjustments between teachers and their positions will be reduced to a minimum.

The Problem

Because of the fact that Kansas does not have a state operated teachers' placement bureau, operated for the purpose of supervising the placement of teachers, and for keeping accurate records and statistics pertaining to placement, this study was undertaken with the following purposes in view:

- ² O. H. Toothaker: "Basic Principles in Teacher Placement Work"; in EDUCATION, Vol. 47: pp 472-82, (Apr. '27).
³ E. W. Tieg: "How Shall We Select Our Teachers?"; in AMERICAN SCHOOL BOARD JOURNAL, Vol. 70, pp 37-50, (June 1925).

- (1) to inquire into the literature of the field with a view to bringing to light information that may be utilized by teachers and employing officials.
- (2) to show the status of teacher placement in state departments of education and in state teachers' associations.
- (3) to inquire into the literature of commercial teachers' agencies with a view to showing facts that may be of importance in teacher placement.
- (4) to inquire into the methods used by Kansas four-year high school teachers in securing their positions for the 1931-32 school year.
- (5) to show costs to teachers for services rendered by college and university placement bureaus, commercial teachers' agencies, and The Kansas Teacher Placement Bureau.
- (6) to make suggestions that may lead to improved methods of teacher placement in the future.

The Technique of the Study

Personal letters and inquiry sheets were used to collect a major portion of the data presented. It was thought that the question sheets would afford the best means for collecting data from those who are directly in contact with teacher placement service of some sort.

Personal letters asking for information regarding teacher placement and teacher registration bureaus in the state departments of education were sent to each of the forty-eight superintendents of public instruction.⁴ Replies were received from each of the letters sent. This is a 100 per cent response.

Personal letters asking for information regarding teacher placement and teacher registration bureaus in the state teachers' associations were sent to the secretary of each state teachers'

⁴Appendix B, p. 93

association.⁵ Replies were received from all but three of those secretaries. This is a response of 93.75 per cent.

Twenty-one letters were sent to commercial teachers' agencies operating between Chicago, Illinois, and Denver, Colorado. Each of the twenty-one agencies sent enrollment blanks and enrollment information. This was a response of 100 per cent.

The names of the teachers, principals, and superintendents new to their positions in the four-year high schools of Kansas for the school year 1931-32 were obtained from the office of the State Superintendent of Public Instruction.⁶ A letter and an inquiry sheet were sent to 419 teachers, principals, and superintendents whose names were gathered from this source.⁷ Two hundred forty-two replies were received. A follow-up letter⁸ together with another copy of the question sheet was sent to those who had not responded to the first letter. Returns from the follow-up letters brought the total number of replies up to 543. This is a response of 81.62 per cent.

A personal letter was sent to each of the 18 accredited senior four-year colleges of Kansas.⁹ Eighteen replies were received. This is a response of 100 per cent.

⁵Appendix D, p. 95

⁶Appendix G, p. 103

⁷Appendix H, p. 104, Appendix I, p. 105

⁸Appendix J, p. 106

⁹Appendix K, p. 107

TABLE 1. SHOWING SOURCES FROM WHICH DATA WERE GATHERED

Source	No. of inquiry letters sent	No. of replies	Per cent of response
State departments of education	48	48	100
State teachers' associations	49	45	93.75
Commercial teachers' agencies	21	21	100
Four-year high school teachers of Kansas	419	343	81.62
Accredited senior four-year colleges of Kansas	18	18	100

Read table thus: Forty-eight inquiry letters were sent to state departments of education and forty-eight replies were received. This is a 100 per cent response.

The History of Teacher Placement

There has been a recognized need for some form of teacher placement since April 13, 1636.

"When the people of Boston, in town meeting assembled, requested 'Brother Philemon Furment to become school-master for the teaching and nurteuring of children.'" 10

The following is taken from a recent publication by Fickett: 11

"John Winthrop...in 1645 says 'divers free schools were erected at Roxbury...and at Boston, where they made an order to allow forever fifty pounds to the master...the early records abound with similar references to the employment of school-masters...but no mention is made of the source of supply...the Massachusetts law of 1647 provided for a school-master to be chosen from...the inhabitants of the town in which the school was situated...one Johathan Boucher, Rector at Annapolis, says in 1678, 'Not a ship arrives with either redemptionists or convicts in which school-masters are not regularly advertised for sale'...in New York the Dutch West India Com-

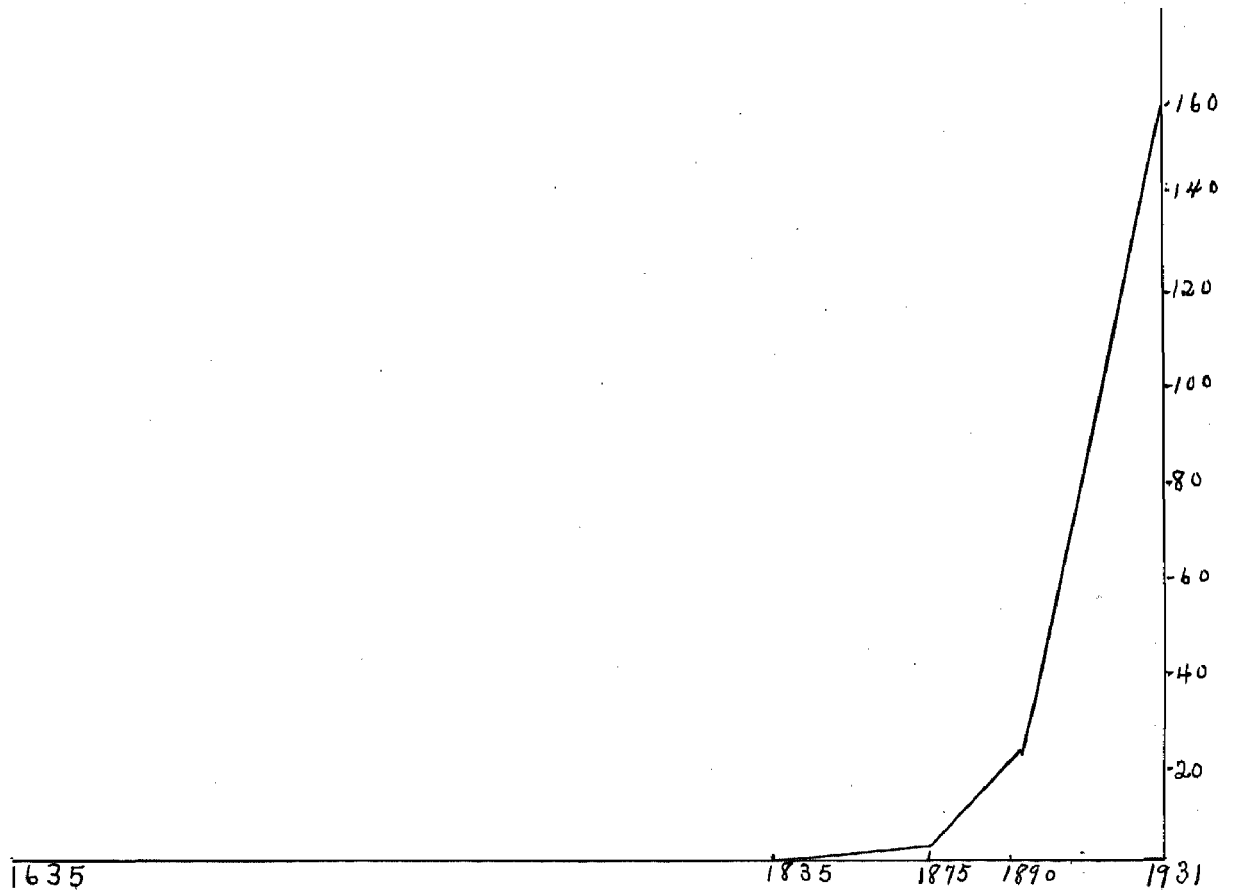
10 Edward W. Fickett; The History of Teacher Placement Prepared by the National Association of Teachers' Agencies, 1931, p 5.

11 Ibid: pp 5-11

pany sent with its first military force a minister and a school-master...during the first half of the nineteenth century the expansion and growth of the country required the services of a constantly increasing number of teachers, both men and women, and although we find evidence in this period that the problem of supply and distribution of teachers was beginning to be considered, very little progress was made toward its solution. Teachers were still selected from the local population and movement from one community to another was practically unknown...perhaps the first break from the practice of hiring only local teachers came when college students, finding it necessary to earn money to pay college expenses, would teach a part of the year...by 1860 it had become fairly common practice for school boards to advertise for teachers in the daily papers...since communication at this time was slow and uncertain the teacher had little chance of hearing of a position that was twenty or thirty miles away. Thus...the teacher as a rule became a fixture in whatever place he happened to locate...out of conditions like these it is only natural that someone should have conceived the idea of bringing teachers and positions together...in 1835 The American Association For The Supply of Teachers was established in Philadelphia...the teacher was to pay a commission of 2½ per cent of the first year's salary and the family to whom the teacher was supplied was to pay a similar amount ...in 1846 Samuel Whitecomb, Jr. of Boston, announced that he was prepared to furnish teachers of either sex, and with any required qualifications, to schools, seminaries, and colleges in any part of the United States...we next hear of the movement in 1855 when J. W. Schornerhorn established in New York City what was undoubtedly the first American Teachers' Agency to survive the experimental stage...by 1890 twenty-one agencies had been established...growth from 1890 on was phenomenal...at the present time there are some one hundred sixty-four agencies in active operation in this country alone...along with the development of the private or professional agencies came the organization of the so-called free bureaus, conducted by colleges, normal schools, teachers' associations, and state departments of education ...teachers' registration bureaus, conducted by state departments of education, began to function in 1912."

The rapid increase in the number of schools and the rapid increase in pupil enrollment have caused the growth of commercial teachers' agencies to be abnormal since 1890. These agencies, although operating for financial gain, have made contributions to education by pointing out the need for this important type of service.

DIAGRAM I. SHOWING THE GROWTH OF PRIVATE OR PROFESSIONAL TEACHERS' AGENCIES FROM 1635 TO 1931



Read diagram thus: In 1635 there were no organized teachers' placement bureaus in the United States. In 1875 there were 3; in 1890 there were 21; and in 1931 there were 164.

CHAPTER II

A GENERAL DISCUSSION OF TEACHER PLACEMENT

The Turnover in the Teaching Profession

The turnover in the teaching profession in the United States causes the problem of teacher selection and placement each year to be one of great magnitude. Deffenbaugh and Zeigel¹ made an investigation which deals with the number of new teachers employed each year in elementary schools, junior high schools, and senior and four-year high schools in seven different classifications:

- Group I, Cities over 100,000 population
- Group II, cities between 30,000 and 100,000 population
- Group III, cities between 10,000 and 30,000 population
- Group IV, cities between 2,500 and 10,000 population
- Group V, towns under 2,500 population
- Group VI, independent secondary schools
- Group VII, county systems

They found the average number of new teachers appointed to the various groups for the school year 1929-30 to be as follows: Group I, 125; Group II, 54; Group III, 16; Group IV, 9; Group V, 5; Group VI, 3; Group VII, 28. As may be expected the number of new appointees increase uniformly with the population of the groups. Thus it can be seen that the average number of new teachers appointed each year is about 5 in the towns under 2,500 and increases to 125 in cities of over 100,000 population.

¹ Walter S. Deffenbaugh and William H. Zeigel:

"How Teachers are Selected," in SCHOOL LIFE, Vol. XVI, No. 6, (Feb. 1931), pp 112-13.

TABLE 2. THE AVERAGE NUMBER OF NEW TEACHERS EMPLOYED IN SCHOOL SYSTEMS OF THE UNITED STATES DURING THE SCHOOL YEAR 1929-30

Group ²	Average number of new teachers appointed
I	125
II	34
III.....	16
IV	9
V	5
VI	3
VII.....	28

Read table thus: In Group I, which is for cities having a population of over 100,000, the average number of teachers appointed to the school system for the year 1929-30 was 125.

TABLE 3. THE PER CENT OF THE TEACHING STAFFS MADE UP OF NEW APPOINTEES FOR SCHOOL SYSTEMS REPORTING DURING THE SCHOOL YEAR 1929-30

Group ³	Per cent of staff made up of new appointees in			
	Elementary schools	Junior high schools	Senior or 4-year schools	All systems reporting
I	3.5	5.7	4.6	4.0
II	10.0	10.4	9.3	9.9
III	12.3	13.6	13.9	13.0
IV	16.2	17.6	19.3	17.4
V	21.8	26.3	22.5	24.6
VI	29.4	29.4
VII	23.1	24.1	26.7	23.7

Read table thus: In the elementary schools of Group I, the new appointees constitute 3.5 per cent of the teaching staff; in the junior high schools, 5.7 per cent; and so on.

² Ibid, p 112
³ Ibid, pp 112-13

The per cent of new teachers appointed in school systems varies from 4 per cent of the teaching force in large cities to 29.4 per cent of the staff of independent secondary schools. Although the average number of new teachers appointed increases as does the population of the group, the proportion of the teaching staff made up of newly appointed teachers decreases as the size of the group increase. Thus, comparatively speaking the smaller school systems have perhaps a more important problem in selecting new teachers than have the larger systems because a larger proportion of their teaching staff is made up of new teachers.

The desire to change from place to place tends to be more pronounced for the teaching profession than for other professions. Proper selection and placement of teachers may help to decrease the percentage of turnover, but, on the other hand, no matter how much attention is given to the selection of teachers the percentage of turnover will be high until such other factors as salary schedules, teaching schedules, and social conditions of school communities are improved. It stands to reason that as long as teachers can find "richer pasture across the fence" the turnover will be high.

Schaffle⁴ sent out 301 questionnaires to teachers whose names were found in the local appointment bureau. Among the questions on the questionnaire were the following:

1. When were you appointed?

⁴ Albert B. F. Schaffie: "Restless Teachers," in JOURNAL OF EDUCATION, Vol. 111, pp 121-23, (Feb. 3, 1930).

2. Confidentially, are you perfectly satisfied with your position?
3. If not, why not?
4. Would you be willing to accept another position?
5. Why?

From the 170 returns received, he drew the following conclusions:

- I Evidently teachers as a whole are not a settled group of workers. In fact their lack of stability seems rather alarming.
- II The very small percentage of teachers in this study, with two exceptions, who are perfectly satisfied with their positions and who would accept no other position, have served where they are for such a short time that they know little about it.
- III With two exceptions every teacher who has served for some time in one place is ready to jump into another place.
- IV If teachers in this highly favored metropolitan area (the harvest field of the teaching profession) are so unsettled, what must conditions be in the less favored areas?
- V In spite of our conception of teachers as idealists they are practical enough and human enough usually to give money first consideration. This is learned particularly well when they are asked to speak very confidentially and honestly and quietly.
- VI Many teachers are restless because some one has placed them in wrong grades for them to teach.
- VII Many teachers are unhappy over their teaching schedules.
- VIII A sizable percentage of teachers are suffering from "wanderlust." When they are here they want to be there, and when they are there they want to be somewhere else.
- IX A relatively few teachers seem to be looking forward to supervisory or administrative work.

X A few teachers seem to be nervous and easily upset. They allow factors outside of their work to "get their goat."

"Here are 118 teachers and 110 of them are ready to to jump from their jobs tomorrow if they could be released and other positions available which suited their fancies."⁵

When it comes to being restless because of unsatisfactory teaching conditions Kansas teachers seem to be no exception as is evident from the following news item taken from the July 15, 1931, issue of the Topeka Daily Capital:

"Council Grove, Kansas, July 15, 1931, Changing jobs seems to be a fad among high school teachers. A vacancy in the faculty of the Council Grove High School resulted in a deluge of applications for the job. Practically all of the applicants have already signed contracts to teach elsewhere but want to make a change."

Any superintendent or employing official who has been in his position any length of time will vouch for the truth of this news item. It is not at all uncommon to get from 50 to 100 applications for a single position that is vacant. Out of this number of applications there are usually only 3 or 4 that qualify to fill the vacancy.

Lewis⁶ gives five suggestions for decreasing the turnover in the teaching profession and for increasing tenure:

1. Hire only teachers of high professional training, ability, interest, and experience.
2. Pay the teachers progressively so long as they continue to improve in service.

⁵ Ibid: pp 121-23

⁶ E. E. Lewis: Personnel Problems of the Teaching Staff Quoted in A Study of Teacher Placement in Calif., pp 17-18.

3. Improve local living and social conditions.
4. Obtain a tenure law protecting good teachers, but protecting the children and taxpayers against inefficient teachers.
5. Better organize and standardize the service of placement agencies.

Causes of Mobility in the Teaching Profession

The causes or ~~factore~~ factors leading to dissatisfaction, desire for change, and ultimately mobility in the teaching profession may be divided into three main classes. One of these might be called social, another personal, and still another professional.

Under the heading of social the cause of mobility may be directly chargeable to the teacher as in the case of the teacher leaving the profession in order to marry, or it may be chargeable to social maladjustment between the teacher and the teaching environment. In the latter case either the teacher voluntarily leaves the community because the social conditions are not what she desires, or she is dismissed because she can not, or will not, adjust herself to the community that employed her. The following factors have been given as causes for leaving the profession, or for changing positions.

1. Marriage. Marriage ranks first in cities,⁷ and second in villages. This is probably because many women go to the cities because of the greater chance to marry. The average age at which women teachers marry is about twenty-six.

2. To obtain a position nearer home. Many teachers who

⁷ Willard S. Elsbree: "Teacher Turnover in Villages and Cities of New York," in *ELEMENTARY SCHOOL J.*, Vol. 30, pp 243-4, (Dec. '29).

find it necessary to go a distance away from home in order to get a position will leave the position at the first opportunity in order to get a position nearer home.

3. Living conditions in the community. Often teachers desire a change and will leave at the first opportunity because suitable living conditions are not available in the teaching community.

4. Social standards of the community as measured by the teacher. If the social standards of the community are below the standards of the teacher she will be inclined to look for a position where the conditions are better rather than to attempt to raise the standards of the community against great odds.

5. Frowning upon Church and Sunday School. Many teachers are not re-elected because they fail to attend or take some active part in the activities of the Churches of the community.

6. Failure to be identified with the community. Leaving the community on Friday evening and returning Monday morning is not looked upon with much favor in most teaching communities.

7. Interest in town "shicks". Most communities will not tolerate this for any length of time.

8. Immoral conduct. This is usually found near the bottom of the list when causes of failures are listed, but nevertheless it is one of the reasons that is sometimes given for failure of re-election.

9. Lack of sympathy with children. Lack of sympathy for children always cause parents to be dissatisfied with the work of teachers.

10. Deficiency in social qualities as measured by the community. Most communities expect the teacher's social qualities to be at least equal to those of the most respected residents of the community. Many communities look to the teacher to set the pace and to determine, at least for the young of the community, the proper social standards.

Under the heading of personal the following causes of nobility may be listed:

1. Ill health.
2. Retirement.
3. Lack of the ability for hard work or to work at the job.
4. Laziness.
5. Weakness of discipline.
6. Lack of judgment. (Common sense)
7. Insufficient daily preparation of lessons.
8. Personal unattractiveness. This may mean personal unattractiveness in dress, or it may mean unpleasant mannerisms.

Under the heading of professional the following causes of nobility may be listed:

1. To undertake professional study. In many cases the better teachers leave the community to continue their education.
2. Called to a better position. Wide-awake communities are always on the look-out for first-class teachers and administrators. There is no shortage of first-class teachers.

3. Did not know subject taught. The tenure for teachers who do not know their subjects is very short. Society in general is not willing to pay out money for this type of service.

4. Poor teaching methods. Again the tenure is short for those teachers who lack professional training, and for those who do not keep up on what is new in the profession.

5. Unprofessional conduct. This may mean lack of loyalty to, or cooperation with, the administration, coworkers, and community. The teachers who are lacking in professional ethics are soon ostracised by the teaching profession as a whole.

There is still another cause of mobility in the teaching profession that has not been listed as yet. That cause is due to the unprofessional activities of certain teachers' placement agencies. These agencies tempt or induce teachers to leave present positions for other positions in order that the agencies may gain financially.

TABLE 4. PER CENT OF TEACHERS FIRST LOCATED BY VARIOUS AGENCIES ACCORDING TO GROUPS⁸

Agency for locating teachers	Population groups ⁹						
	I	II	III	IV	V	VI	VII
1. Placement bureaus of higher institutions	4.9	13.2	13.2	25.2	28.3	29.8	15.7
2. Applications by individual teachers	63.0	66.3	58.3	45.0	41.2	35.3	60.4
3. Private teachers' agencies	4.3	9.0	16.2	18.8	19.9	22.5	3.8
4. Visits to other schools or systems	1.1	2.5	3.1	2.3	2.7	1.1	2.3
5. State appointment bureaus	0.	.2	.9	1.5	1.8	.4	.5
6. State teachers' associations	.2	1.0	.3	1.2	1.2	5.6	.4
7. Visits to higher institutions to interview department heads	1.8	2.5	2.9	2.9	1.3	1.6	6.3
8. Visits to higher institutions to observe practice teachers	0.	1.1	1.0	1.3	.5	.2	.1
9. Lists from higher institutions of candidates available	0.	1.5	0.	.4	1.5	.7	4.2
10. City teacher-training schools	20.4	2.3	0.	0.	0.	0.	0.
11. Other agencies	4.3	.5	2.2	1.5	1.1	2.7	6.4

Read table thus: In cities of Group I, the per cent of teachers first located through placement bureaus of higher institutions constituted 4.9 per cent of the total; through applications from individual teachers 63 per cent; and so on.

⁸Deffenbaugh and Zeigel: op. cit. pp 112-113.

⁹Groups given on page 8.

How New Teachers are Located

The data given in table 4 are for the same population groups as are given on page 8. In Group I, which is for cities having a population of over 100,000, 4.9 per cent of the teachers were located through placement bureaus of higher institutions; 63.0 per cent were located through applications by individual teachers; 4.3 per cent were located through private teachers agencies; 1.1 per cent were located through visits to other schools or systems; no teachers were located through state appointment bureaus; .2 per cent were located through state teachers' associations; 1.8 per cent were located by visits to higher institutions to interview department heads; no teachers were located through visits to higher institutions to observe practice teachers; no teachers were located through lists from higher institutions showing candidates available for teaching positions; 20.4 per cent were located through city teacher-training schools; and 4.3 per cent were located through all other agencies.

In Group II, which is for cities having a population of from 30,000 to 100,000, 13.2 per cent of the teachers were located through placement bureaus of higher institutions; 66.3 per cent were located through applications by individual teachers; 9.0 per cent were located through private teachers' agencies; 2.5 per cent were located through visits to other schools or systems; .2 per cent were located through state appointment bureaus; 1.0 per cent were located through state

teachers' associations; 2.5 per cent were located through visits to higher institutions to interview department heads; 1.1 per cent were located through visits to higher institutions to observe practice teachers; 1.5 per cent were located through lists from higher institutions of candidates available; 2.3 per cent were located through city teacher-training schools; and .5 per cent were located through other agencies.

In Group III, which is for cities having a population of from 10,000 to 30,000, 13.2 per cent of the teachers were located through placement bureaus of higher institutions; 53.5 per cent were located through applications by individual teachers; 16.2 per cent were located through private teachers' agencies; 5.1 per cent were located through visits to other schools or systems; .9 per cent were located through state appointment bureaus; .3 per cent were located through state teachers' associations; 2.9 per cent were located through visits to higher institutions to interview department heads; 1.0 per cent were located through visits to higher institutions to observe practice teachers; 0. per cent were located through lists from higher institutions of candidates available; 0. per cent were located through city teacher-training schools; and 2.2 per cent were located through other agencies.

In cities of Group IV, which is for cities having a population of from 2,500 to 10,000; 25.2 per cent of the teachers were located through placement bureaus of higher institutions; 45.0 per cent were located through applications by individual teachers; 18.8 per cent were located through

private teachers agencies; 2.3 per cent were located through visits to other schools or systems; 1.5 per cent were located through state appointment bureaus; 1.2 per cent were located through state teachers' associations; 2.9 per cent were located through visits to higher institutions to interview department heads; 1.3 per cent were located through visits to higher institutions to observe practice teachers; .4 per cent were located through lists from higher institutions of candidates available; 0. per cent were located through city teacher-training schools; and 1.5 per cent were located through other agencies.

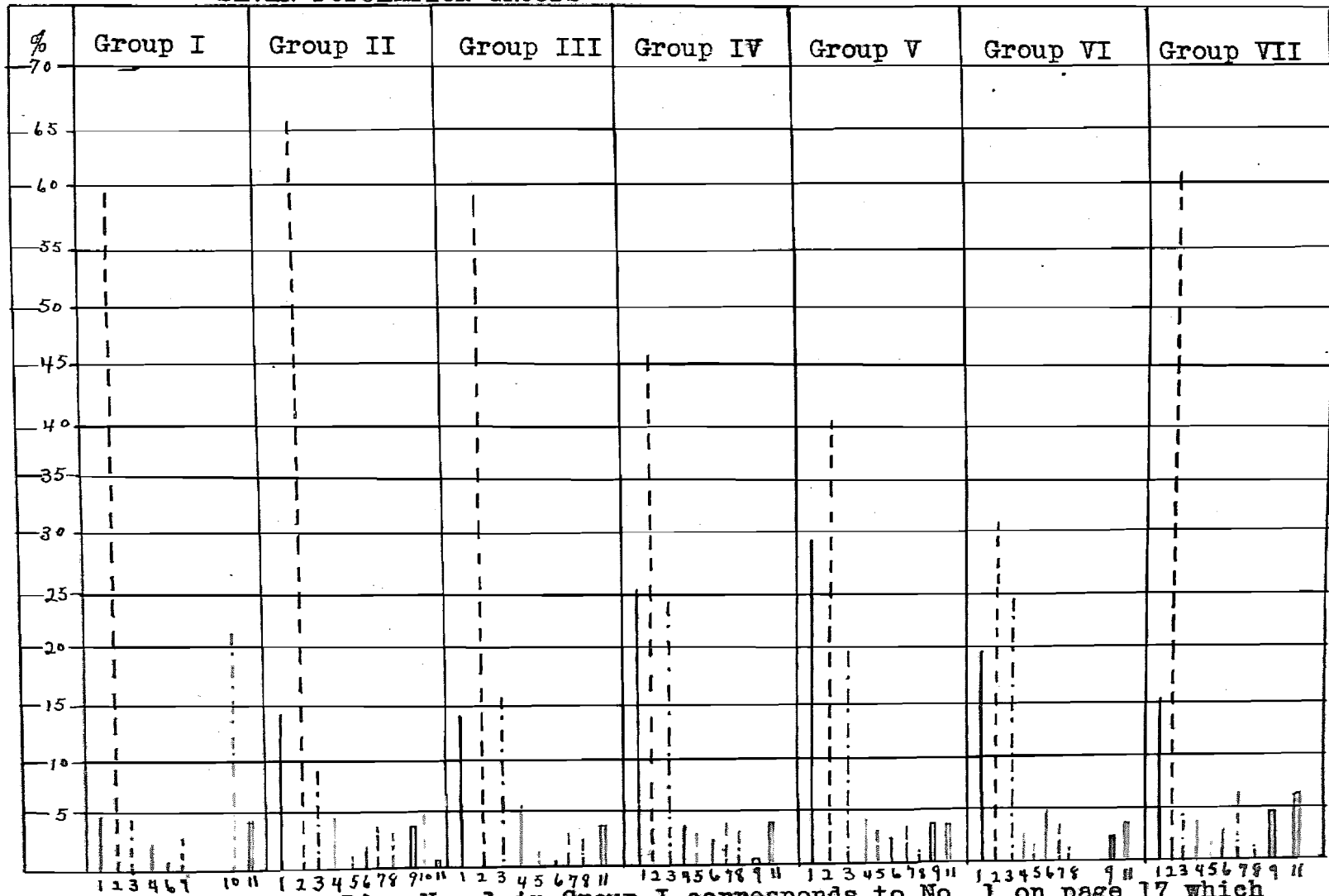
In Group V, which is for towns under 2,500 population 23.3 per cent of the teachers were located through placement bureaus of higher institutions; 41.2 per cent were located through applications by individual teachers; 19.9 per cent were located through private teachers' agencies; 2.7 per cent were located through visits to other schools or systems; 1.8 per cent were located through state appointment bureaus; 1.2 per cent were located through state teachers' associations; 1.8 per cent were located through visits to higher institutions to interview department heads; .5 per cent were located through visits to higher institutions to observe practice teachers; 1.5 per cent were located through lists from higher institutions of candidates available; 0. per cent were located through city teacher-training institutions; and 1.1 per cent were located through other agencies.

In cities of Group VI, which is for independent second-

ary schools 29.8 per cent of the teachers were located through placement bureaus of higher institutions; 35.3 per cent were located through applications by individual teachers; 22.5 per cent were located through private teachers' agencies; 1.1 per cent were located through visits to other schools or systems; .4 per cent were located through state appointment bureaus; 5.6 per cent were located through state teachers' associations; 1.6 per cent were located through visits to higher institutions to interview department heads; .2 per cent were located through visits to higher institutions to observe practice teachers; .7 per cent were located through lists from higher institutions of candidates available; 0. per cent were located through city teacher-training schools; 2.7 per cent were located through other agencies.

In Group VII, which is for county systems 15.7 per cent of the teachers were located through placement bureaus of higher institutions; 60.4 per cent were located through applications by individual teachers; 5.8 per cent were located through private teachers' agencies; 2.5 per cent were located through visits to other schools or systems; .5 per cent were located through state appointment bureaus; .4 per cent were located through state teacher's associations; 6.3 per cent were located through visits to higher institutions to interview department heads; .1 per cent were located through visits to higher institutions to observe practice teachers; 4.2 per cent were located through lists from higher institutions of candidates available; 0. per cent were located through city teacher-training schools; and 6.4 per cent through other agencies.

DIAGRAM II. SHOWING DISTRIBUTION OF PLACEMENT METHODS USED BY TEACHERS IN THE SEVEN POPULATION GROUPS



Read diagram thus: Line No. 1 in Group I corresponds to No. 1 on page 17 which shows that 4.9% of teachers in Group I were located by placement bureaus of higher institutions. Line No. 2 shows 63% of teachers were located by applications by individual teachers, and so on.

The Employing Official an Important Factor in Teacher Placement

The employing official of the school system, who in most cases is the superintendent of schools, has a very important part to play in building up the efficiency of the teaching staff. The efficient superintendent must be systematic in all of his work. This means that he must have a system that he follows in employing teachers. He must not wait for a vacancy to occur before he begins his search for a teacher to fill the vacancy. If he does not know of a candidate that is prepared to fill the position when it is vacated he probably will use any means of locating a teacher that he finds available at the moment. In many cases this means calling upon a commercial agency.

Since the average cost to teachers for the services of commercial agencies (as found by this study) is \$65.75 the superintendent could make the education dollar go further for his community if he was familiar with the candidates that were available through the college bureaus of the state. The average cost per placement for these bureaus is only \$7.07. Locating a teacher through a college bureau would thus make an average saving of \$58.68 per placement. This saving is, in many cases, one-half of a month's salary. If the teacher did not have to pay an agency such an amount it would be the equivalent to the community raising her salary.

A very good method for a superintendent to follow in filling vacancies was outlined in a recent magazine article by Kirk.¹⁰

JOH. H. KIRK: "Common Sense in Employing the Teacher," in AMER. SCHOOL BOARD J., Vol. 62, p 46, (May '31).

This method is one that any superintendent can use and is one that would be of invaluable assistance to the superintendent in time of emergency. The article is quoted as follows:

"The applications are not read as they come in. The superintendent's secretary merely underscores the words which describe the position sought and promptly forwards an application blank to the person applying. When the application blank is returned, it is examined with several objects in view. The blank makes clear at a glance the important details of the applicant's record. Many applications are discarded at this point; some because of the poor standing of the applicant's college; others because the persons given as references do not inspire confidence; others because the applicants have pursued no course to fit themselves for the position applied for. Others fail at this point because of the lack of proper certificate; others again because of insufficient courses in educational subjects. Up to this point the original letter of application has scarcely received a glance.

"The next step consists in sending out inquiry blanks to the references given by those whose applications have not been discarded. Occasionally, other references are consulted in addition to those named by the applicant. These reference blanks are returned, and as they appear each one is marked by the superintendent, with the letter A, B, C, or D, according as the blank is satisfactory. Still the original letter of application is not read: With a thousand applications, it would be a waste to read an application until there is a good reason for so doing.

"The blanks are next filed with the applications, and the ratings are entered in an index which contains the names of all persons who have applied for positions. In this index.....the applicants for each type of vacancy are listed together. Every entry includes the applicant's address, the number of years' experience, and the ratings given in the returns of the inquiries. To illustrate: An entry for a first grade may read,--

Mary Jones.....Janesville, Montana
2 years experience ABAA

"This means that Mary Jones has been recommended very highly by four different persons...at this point there is sufficient evidence to warrant the reading of certain applications. The superintendent selects from the index the relatively small number of applications

which show evidence of superior ratings.

"The original letters are studied for the purpose of learning as much as possible regarding the teacher's general culture as is evidenced by her spelling and composition."

CHAPTER III

TEACHER PLACEMENT AND TEACHER REGISTRATION BUREAUS IN STATE DEPARTMENTS OF EDUCATION AND IN STATE TEACHERS' ASSOCIATIONS

Teacher Placement Bureaus and Teacher Registration Bureaus in State Departments of Education

Teacher placement and teacher registration bureaus began to function in state departments of education in 1912 and are now in operation in 18 states. A few of these bureaus are conducted along the same lines as commercial agencies but in most cases the work is confined to the maintaining of lists of available candidates.

In some states (Minnesota, as an example) placement and registration service in state-operated bureaus has met with excellent results. However, such service is still in the experimental stage.

The vacancies in Indiana are taken care of by colleges offering teacher-training courses, and by the commercial teachers' agencies. In Wisconsin the state department does not operate a placement bureau, but the board of regents of the normal schools maintains a placement bureau for its schools. Each state institution in the State of Washington operates a placement bureau for graduates of the school. The Delaware State Department of Education assists both boards of educa-

tion and teachers in making teaching contracts, but this is only incidental and there is no particular division to which this work is assigned.

The teachers' registration bureau conducted by the State of Vermont is for the mutual benefit of teachers and school officials. Any teacher who is eligible for Vermont certification may join. In New Mexico the placement service rendered by the state department of education is for residents of the state only. Washington D. C. operates a teacher placement bureau. Applications for positions are sent to the chief examiner for filing. The credential secretary in the state department of education of Maryland keeps a file of persons wanting positions and sends their names to county superintendents who are seeking teachers to fill vacancies. The placement service of the state department of education in Louisiana consists of sending circular letters, giving names and qualifications of teachers available for teaching positions, to parish superintendents.

TABLE 5. SHOWING TEACHER PLACEMENT BUREAUS AND TEACHER REGISTRATION BUREAUS IN STATE DEPARTMENTS OF EDUCATION

Placement bureau only	Registration bureau only	Both placement and registration bureau
Idaho Louisiana Massachusetts New Mexico Oklahoma Texas Virginia Washington West Virginia Wyoming	Arizona Maryland	Alabama Maine Minnesota New Hampshire Pennsylvania Vermont

Read table thus: Idaho operates a placement bureau for the placement of teachers, but does not operate a registration bureau for the placement of teachers; Arizona operates a registration bureau only, while Alabama operates both a placement and a registration bureau for the placement of teachers.

Minnesota organized a placement bureau in the state department of Education in 1913. This bureau is perhaps the best known and most successful bureau of its kind in the United States. It is often cited as an example of a teachers' employment bureau under state control. The substance of a radio address given about two years ago by Mr. H. E. White, Director, of the Minnesota State Teachers' Employment Bureau, gives a very good idea of the work done by the bureau:

"The Act creating the Minnesota Teachers' Employment Bureau was passed by the legislature in 1913...the enactment of this law was urged by members of the School Board Division of the Minnesota Educational Association. They felt that the placement of teachers was necessary and as properly a function of State Government as was teacher-training and certification. Large and well-to-do districts in favorably located communities found themselves flooded with applicants, many of whom were unfitted for

their work, while smaller and rather isolated schools had few and less satisfactory candidates for their vacancies. School boards were of the opinion that the cost of placement service would ultimately be paid by the tax payers themselves. Hence, they felt justified in asking that the placement of teachers be made a part of the general educational program of the State. However, no attempt was made to make this service exclusive, just as the district may secure teachers trained by any accredited institution, so they may secure teachers in any manner and through any agency they wish.

"The bureau is a division of the State Department of Education and under the direction of the State Board of Education, through its executive officer, the Commissioner of Education.

"The Law provides that any qualified teacher may enroll in and be entitled to the privileges of the bureau upon the payment of an annual fee of three dollars; that its purposes is to furnish information to the proper school authorities on request regarding teachers and to furnish teachers enrolled in the bureau with information regarding vacancies in the schools...so far, the nominal fee has met the expenses so that the operation of the bureau has been practically without cost to the State.

"When teachers enroll, information is asked covering personal data such as age, condition of health, schools attended, degrees received...the matter of certification is investigated carefully and if doubt exists, the record is submitted to the Certificate Division...about March 1, each year, forms are sent to the school boards and superintendents of the state upon which vacancies are reported.....the data as to vacancies is secured through replies to these inquiries, letters, telephone calls...this information covers grade or subject to be taught, various activities required, experience, the salary...and the personal qualities desired by that particular school. With this information at hand several candidates....are notified of the vacancy. When those notified indicate their intention to apply, a brief synopsis of their record is sent to the school board or superintendent...while at present there appears to be more teachers than positions there is little doubt that the teacher supply is overestimated, and is probably by no means as large as it appears to be. Teachers show more and more a tendency to remain longer in the same school. This is undoubtedly better

in most cases for all concerned. Most school boards have taken advantage of the rather plentiful supply to secure better and stronger teachers and few have been disposed to reduce salaries...during the fifteen years of its existence the bureau has registered in round numbers, 24,500 teachers and placed 12,700. Their salaries for the first-year of placement amount to \$13,700,000. This placement service at the usual charge of 5 per cent made by commercial agencies would have cost them \$785,000. Hence, after deducting the \$75,500 paid as registration fees there remains a net saving of \$611,500 to the teachers, and indirectly to the tax payers."

There are many educators who believe that all state departments of education should have well organized placement bureaus. It is argued that the commercial agencies are vendors of information and that there would be no place for this kind of service if the state was properly organized. It is also argued that uncertainty about advancement causes teachers to be tempted by offers made by commercial teachers' agencies and thus it makes the teaching profession a restless body of adventurers.

Advantages and Disadvantages of Professional Appointment Bureaus

The argument is not all one-sided in favor of public agencies, however. A good many criticisms have been addressed to them. The favorable and unfavorable comments on public and private agencies may be summarized as follows:¹

1. State agencies excel because the managers know personally both the teachers and the positions.

¹ John C. Almack, and Problems of the Teaching Profession, Albert R. Lang: Houghton Mifflin Co., Boston, 1925, p 52.

2. A state bureau has the confidence of both teachers and school boards.
3. They are a great saving to the teachers directly and to the state indirectly. Teachers' salaries are meager enough, at best, without their being required to pay an enormous profit to private individuals for obtaining notices of vacancies.
4. They can be held accountable to the public for careful and honest management of their affairs.
5. They have been found very successful where tried out, especially those under the management of professional organizations.
6. The movement for public agencies is in accord with the general movement for democracy and efficiency in education.
7. Private agencies create vacancies in order to reap profits.
8. They recommend incompetent teachers, encourage applications for positions where no vacancies exist, solicit teachers under contract to apply for positions, and share commissions with superintendents and appointing authorities.
9. Political control is a likely danger in public agencies.
10. Private agencies must do good work in order to exist. They must recommend candidates whom they believe will

make good.

11. Teachers are not required to pay a commission to the private agencies until they are placed. They have the privilege of considering positions, without the obligation of accepting those that are offered.

12. The principle is generally accepted that it is the duty of the state to train teachers. When this principle is pushed to its final conclusion, it means that the state has the further duty of providing school authorities with reliable information and means of procuring efficient teachers, and to help teachers find the field of service for which they are best fitted. In general, this should be done without cost to either the school or the teacher.

Teacher Placement Bureaus and Teacher Registration Bureaus in State Teachers' Associations

Eleven state teachers' associations operate teachers' placement bureaus or teachers' registration bureaus for the purpose of assisting teachers in finding positions, and for the purpose of aiding superintendents and school boards in filling vacancies.

Three states (Arkansas, Iowa, and Nevada) did not return the question sheets and, therefore, are not included in the following table.

TABLE 6. SHOWING TEACHER PLACEMENT BUREAUS AND TEACHER REGISTRATION BUREAUS IN STATE TEACHERS' ASSOCIATIONS

Placement bureau only	Registration bureau only
California Teachers' Ass'n. Kansas State Teachers' Ass'n. Michigan Education Ass'n. Montana Education Nebraska State Teachers' Ass'n. South Carolina Teachers' Ass'n. Utah Education Association	Mississippi Education Ass'n. North Carolina Education Ass'n. North Dakota Education Ass'n. Oklahoma Education Ass'n.

Read table thus: The California Teachers' Association operates a placement bureau for the placing of teachers, but it does not operate a registration bureau. The Mississippi Education Association operates a teachers' registration bureau to assist teachers in making teaching contacts, but it does not operate a placement bureau.

The placement bureau of the North Carolina Education Association would probably come under the heading of registration, but is called a placement bureau. It is what might be called a reference bureau. The bureau has a great many calls and puts teachers in touch with the superintendents. After the teacher is notified of the vacancy the service of the bureau is ended. The bureau furnishes all blanks for teachers and superintendents who use the bureau. Only North Carolina teachers are eligible for membership in the association.

The Oklahoma Education Association operates a registration bureau in a limited capacity and not for profit. The laws of the state do not permit teachers' agencies to

operate within its borders for profit. The state department of education has a placement bureau operating in connection with the high school inspection department.

The Washington Education Association has a committee making a study to determine the advisability of the association operating a placement bureau.

Like the placement and registration bureaus in the state departments of education, placement and registration bureaus in the state teachers' associations are assisting the school officials in finding teachers, but they are of recent origin and in many cases they are still in the experimental stage. If these organizations are to become strong and render valuable service to our schools they must stand the test of competition of private organizations and they must show growth and progress comparable to the growth of our schools.

Summary

Teacher placement and teacher registration bureaus in state departments of education began to function in 1912, and are now in operation in 18 states. Some of these bureaus (Minnesota, as an example) have met with excellent results, but this type of service is still in the experimental stage. There are many arguments, both for and against the placement of teachers by public placement agencies. It is argued by some that politics would enter into placement by public placement bureaus, and by others that placement of teachers is a function of the state department of education.

Eleven state teachers' associations operate teacher placement bureaus. Like the state departments of education these bureaus are still in the experimental stage. If some plan could be formulated whereby the state departments of education and the state teachers' associations would have charge of the placement of teachers it would mean a big saving financially both to the teachers and to the communities in which the teachers are placed. It would also increase the efficiency of the schools by decreasing the teacher turnover caused by unprofessional and unethical methods of placement which are employed by some so-called teachers' agencies.

CHAPTER IV

COMMERCIAL TEACHERS' AGENCIES

Commercial Teachers' Agencies and Teacher Placement

There are approximately 21 commercial teachers' agencies in operation in this section of the United States.¹ The amounts charged by these agencies for placement services vary widely. For instance, the amount charged for enrollment fees varies all the way from \$.00 up to \$10.00, and the rate of commission varies from .00% up to 7½% of the first year's salary.

In placing a high school teacher into a \$1600. position the cost of placement service varies from \$10.00 to \$120.00. The average amount paid per placement for services rendered 43 Kansas high school teachers (as found in this study) is \$65.75 per placement.

Sixty-five dollars and seventy-five cents seems to be a pretty large sum of money to pay for the kind of service that is rendered by most of the agencies, but, on the other hand, the cost of placement service is not given very serious consideration when a teacher is in need of a position. It seems in most cases that a teacher will use any method of securing a position that she thinks will be successful regardless of the tariff imposed. Because of this condition commercial teachers' agencies are able to stand the test of competition and at the same time charge high rates for the services rendered.

¹Appendix F, p. 100

Although teachers' agencies may have made some contributions in the field of education they are also criticised for causing a loss to education in the form of a high rate of turnover in the teaching profession. It has been held that some agencies will tempt teachers to leave positions, even when it will be detrimental to the schools and to themselves, in order that the agencies may profit thereby. The sentiment against teachers' agencies has been so strong at times as to crystalize into the form of state laws such as the "Ten Per Cent Law" of California. These laws culminated into a series of United States Supreme Court decisions and they have been declared unconstitutional on the grounds that they invalidate rights, privileges, and immunities guaranteed by the constitution of the United States. It was also held that it is beyond the power of state or national governing bodies to say what agencies shall or shall not charge for their services.

The final decision of the Court in the "Ten Per Cent Law" case of California is quoted in part:

"It is not compulsory upon anyone to employ him (the agency) and who seeks to avail himself of his services is at liberty to reject them if the terms of the contract for compensation are not satisfactory."

Since the state legislature is powerless to say what the teachers' agencies shall or shall not charge for their services, it is up to the teachers and employing officials of Kansas to improve the placement status within the state.

This can be done by patronizing only such agencies as operate on a strictly ethical basis, and by refusing to recognize those agencies that practice unethical methods in order to make financial gains.

TABLE 7. SHOWING MEMBERSHIP FEES CHARGED BY TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES

Charge for membership in agency	Number	Per cent of total
No charge	2	9.52
\$.50	5	23.8
1.00	13	61.9
2.00	9	42.8
3.00	1	4.76
10.00	2	9.52

Head table thus: Two agencies (9.52 per cent of the commercial agencies studied) permit teachers to enroll without paying any membership fee.

Two agencies (9.52 per cent of the total number studied) do not require that an enrollment or membership fee be paid. However, in one of these cases if the regular enrollment fee is not paid a higher rate of commission must be paid if a position is secured through the agency. In the other case no fee is charged for membership in the agency, but there is a charge of ten cents for each reference furnished the agency.

Five of the agencies (23.8 per cent) allow teachers to enroll in their agencies for as little as fifty cents. When this amount is paid by the teachers enrolling it means that the enrollment is for one of the following classes of service:

(1) Seasonal. This means enrollment for one season only.

(2) Renewal. This is to bring a former enrollment up to date and have it placed in the active file. (3) Special. This is not the regular enrollment or membership fee but a special fee granted to the candidate. In consideration of paying this lesser fee the candidate agrees to pay a rate of commission that is higher than the regular rate of commission in case he secures a position through the agency. This form of enrollment benefits the teacher if he does not secure a position, but he pays dearly for it in case a position is secured. For example one agency offers two methods of registration:

- (1) A fee of two dollars when candidate makes an application for membership in the agency, and a commission of five per cent on the first year's salary.
- (2) A fee of fifty cents when candidate makes an application for membership in the agency and a commission of six per cent on the first year's salary.

In the first case a teacher securing a \$1300.00 position would be required to pay \$2.00 for membership in the agency and 5% of \$1300.00 (\$65.00) as commission. This makes a total cost of \$67.00. In the second case a teacher securing a \$1300.00 position would be required to pay fifty cents as an enrollment fee and 6% of \$1300.00 (\$78.00) as commission. This makes a total of \$78.50. Thus, a teacher using the second method of registration would save \$1.50 in case a position was not secured, but would be required to pay the difference between \$67.00 and \$78.50, or \$11.50 in case a position was secured through the agency. In this case fifty cents is paid for the chance of saving \$1.50 or of

paying \$11.50 as an extra commission.

Thirteen agencies (61.9 per cent) charge \$1.00 for each enrollment. When only \$1.00 is paid as an enrollment or registration fee it means that the candidate is to receive one of the following classes of service: (1) Seasonal enrollment in one or more offices of the same agency. (2) In two cases the candidate must pay 6% of the first year's salary, if a position is located, instead of the usual 3%. (3) In eight agencies it is the regular enrollment fee for the regular enrollment fee for the regular kind of service.

Nine agencies (42.3 per cent) charge \$2.00 for each enrollment. This \$2.00 fee includes the following classes of service: (1) In five cases permanent enrollment in one or more of the offices of the agency. (2) In four cases it is the regular enrollment fee for the regular class of service.

One agency (4.76 per cent) charges \$3.00 for permanent registration in all of the offices of the agency.

Two agencies (9.52 per cent) charge an initial enrollment fee of \$10.00. In one case the fee is for permanent enrollment in the agency. In the other case it is a deposit in a cooperative teachers' agency.

TABLE 8. SHOWING RATES OF COMMISSION CHARGED BY TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES

Rate of commission	Number	Per cent of total
Flat rate (commission not given in per cent)	2	9.52
4% of first year's salary	1	4.76
4½% of first year's salary	1	4.76
5% of first year's salary	17	80.9
6% of first year's salary	4	19.04
7½% of first year's salary	1	4.76

Head table thus: Of the twenty-one commercial teachers' agencies studied, 2 (9.52 per cent) charge a fixed amount for placement service regardless of the salary received by the teacher.

Of the two agencies charging a flat rate for placement services, one is a cooperative teachers' agency and requires that a deposit of ten dollars be made at the time of enrollment. The other agency charges \$45.00 for placements to grade positions, \$65.00 for placements to high school positions, and \$90.00 for placements to administrative positions.

One agency charges an amount equal to 4% of the first year's salary for the regular placement service, and another agency charges 4½% for the same kind of service.

Seventeen agencies (80.9 per cent of the total number studied) charge an amount equal to 5% of the first year's salary for making placements. Although every agency in this country has a perfect right to say what rate of commission it will charge, 5% seems to be the rate of commission that is pretty generally settled upon by the majority of the agencies when the regular type of service is to be rendered. It seems

as though 5% has been the prevailing charge ever since the beginning of this type of commercial enterprise. Five per cent has been so uniformly accepted that the courts have ruled, in many cases where the amount to be paid as commission was in dispute, that this rate is the one to be charged in the absence of a specific agreement between teachers and agencies.

Four teachers' agencies (19.04 per cent) charge an amount equal to 6% of the first year's salary for placement service. However, this is not the regular commission charge, but the charge that is made when the full enrollment or membership fee is not paid, i. e. in one of these cases if the candidates pay \$2.00 as enrollment fees the rate of commission is 5%, while if only \$1.00 is paid for enrollment fees the rate of commission is 6%.

One agency (4.76 per cent) charges an amount equal to 7½% of the first year's salary for placement services; provided, that no enrollment fee is paid at the time the teacher enrolls in the agency.

The National Association of Teachers' Agencies

The National Association of Teachers' Agencies was organized in 1914. The association is composed of some 65 member agencies. The aims of the association, as stated in its platform, are as follows:

"The purpose of the National Association of Teachers' Agencies is to enhance the value of the service of teachers' agencies to educational institutions and to teachers.

"Teachers' agencies are an educational necessity as a means of bringing into contact the purchasers of teaching qualifications and those who have such qualifications to sell.

"This Association stands for the idea of recommendation, based on fact and interpreted in the light of judgment and experience. Our constant effort is for the positive furtherance of the cause of education.

"Our very existence depends on the value of our work to the educational public. When we cease to be of service we shall cease to exist. Our entire aim is, therefore, to render increasingly valuable service in every way, in amount, in quality, and in professional value."

Membership in the Association is open to all well-established agencies whose methods will stand rigid investigation, and who will agree to conform to the code of ethics.²

TABLE 9. SHOWING MEMBERSHIP STATUS OF THE TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES STUDIED IN THE NATIONAL ASSOCIATION OF TEACHERS' AGENCIES

	Number	Per cent of total
Member	10	47.61
Non-member	11	52.39

Note table thus: Of the twenty-one commercial teachers' agencies studied, 10 (47.61 per cent) held memberships in the National Association, while 11 (52.39 per cent) do not hold memberships in the Association.

²Appendix M, p. 110

The Committee on the Equity of Teacher Placement

Very often complaints arise between teachers and teachers' agencies. These complaints have become so frequent, and departments of schools of education have been asked to give assistance in helping settle the conflicts so often, that the members of the National Society of College Teachers of Education has thought it wise to appoint a committee to make an investigation.

J. B. Edmonson, of the University of Michigan, J. W. Withers, of New York University, and F. N. Freeman, of the University of Chicago, were appointed as members of the committee. The committee conceives its function to be:

1. "To receive complaints concerning alleged unfair treatment on the part of teachers' agencies from teachers, superintendents, supervisors, principals, or other school officers, or complaints from teachers' agencies concerning alleged violations of contracts by teachers.
2. "To investigate such complaints and to ascertain the facts by obtaining statements from parties to the controversy or from first hand observers.
3. "To formulate, if possible, opinions on the equity of the cases in the light of professional ethics.
4. "To report the findings to the society with a view to their publication."

"The members of the Committee on the Equity of Teacher Placement are prepared to receive and investigate complaints from teachers or other school officers or from teachers' agencies regarding alleged unfair treatment. Correspondence may be addressed to the chairman, or to one of the other members of the committee. A blank will then be sent on which a formal statement may be made."

TABLE 10. SHOWING FEES AND COMMISSIONS PAID COMMERCIAL TEACHERS' AGENCIES FOR FORTY-THREE PLACEMENTS TO KANSAS FOUR-YEAR HIGH SCHOOLS

Agency	Number of placements	Total amount paid as fees and commissions	Average charge per placement made
1. Albert Teachers' Agency	1	\$ 66.25	\$ 66.25
2. Boulder Teachers' Exchange	1	57.50	57.50
3. Clark-Brewer	5	386.00	77.20
4. Clinton Teachers' Agency	6	514.73	84.54
5. Fisk Teachers' Agency	4	374.25	93.56
6. Gate City Teachers' Agency	6	351.60	58.60
7. Midwest Teachers' Bureau	2	115.36	57.68
8. Missouri Valley Teachers' Agency	2	129.25	64.63
9. Nebraska Teachers' Exchange	1	50.50	50.50
10. Rocky Mountain Teachers' Agency	2	155.00	77.50
11. Teachers' Service Bureau	7	525.00	75.00
12. Specialists Educational Bureau	1	62.75	62.75
13. Western Reference and Bond Ass'n.	3	180.75	60.25
Totals	43	\$2827.14	\$65.75

Read table thus: The Albert Teachers' Agency made one placement and received \$66.25 for services rendered.

Forty-three of the 419 placements to Kansas four-year high schools were made through commercial teachers' agencies. The Albert Teachers' Agency made one placement and charged \$66.25 for its services. The Boulder Teachers' Exchange made one placement and charged \$57.50 for services rendered. The Clark-Brewer Teachers' Agency received \$386.00 for five place-

ments or an average of \$77.20 per placement. The Clinton Teachers' Agency made eight placements and received \$614.75, or an average of \$64.34 per placement. The Fisk Teachers' Agency made four placements and received \$274.25, or an average of \$68.56 per placement. The Gate City Teachers' Agency made six placements and received \$331.20 or an average of \$55.20 per placement. The Midwest Teachers' Bureau, one of the two Kansas agencies, made two placements and received \$113.36, or an average of \$56.68 per placement. The Missouri Valley Teachers' Agency placed two teachers and received \$129.25 for services rendered. The Nebraska Teachers' Exchange received \$50.50 for one placement. The Rocky Mountain Teachers' Agency made two placements and received \$135.00, or an average of \$67.50 per placement. The Teachers' Service Bureau made seven placements and received \$525.00, or an average of \$75.00 per placement. The Specialists Educational Bureau received \$62.75 for one placement. The Western Reference and Bond Association made three placements and received \$180.75 for services rendered or an average of \$60.25 per placement.

The highest average amount paid to any agency is \$77.20, and the lowest \$30.50. The average charge per placement for all agencies is \$65.75. The total amount paid by the 43 teachers for the services they received is \$2227.14.

It is a deplorable fact that teachers, and indirectly the tax payers of Kansas should need to pay such a large sum

for the kind of services rendered by many of the teachers' agencies.

It should not be necessary in this day and age for any group of people in a democratic society such as ours to pay tribute, or to have a tariff imposed upon them in order that the members of the group might obtain employment. The teaching profession, of all professions, should be made up of people who are free from tariffs that will hamper them in their very important work of educating the young. No so-called teachers' agency should be allowed to exist that does not prove its worth in terms of social values. Superintendents and teachers should take cognizance of such figures as are found in this study. Higher wages means little to the teacher if a per cent of the wages is to be paid to the company, or agency, that sent a superintendent's address and requested that an application be made immediately.

Often superintendents give little attention to the tariff imposed upon teachers they hire. The superintendents are anxious to get the teachers and the teachers are anxious to get the positions. Taking advantage of this situation the commercial teachers' agencies step in and establish themselves as necessary factors in our educational system.

Summary

There are 21 well-known commercial teachers' agencies operating in this section of the United States. The charges made by these agencies for enrollment in the agencies vary

all the way from nothing up to \$10.00, and the rates of commission charged vary all the way from nothing (in the case of cooperative teachers' agencies, where the commission is paid in the initial enrollment fee) up to an amount equal to 7½% of the first year's salary. The average charge for services rendered by commercial teachers' agencies was found in this study to be \$65.75.

The better class of commercial teachers' agencies in the United States have joined together and formed what is known as the National Association of Teachers' Agencies. Only 10 of the 21 agencies studied held memberships in the National Association.

Commercial teachers' agencies have been able to survive because teachers, for want of better methods of securing positions, have been willing to use any method of locating positions that they thought would be successful. A series of Supreme Court decisions shows that it is unconstitutional for governing bodies to say what teachers' agencies shall or shall not charge for placement services.

There has been a committee appointed by the National Association of College Teachers of Education for the purpose of investigating controversies arising between teachers and teachers' agencies. The committee plans to make investigations and to formulate, if possible, opinions on the equity of the cases in the light of professional ethics. The committee also plans to report the findings to the Society with a view to publishing.

Forty-three of the 419 placements to Kansas four-year high schools were made through commercial teachers' agencies.

Teachers' agencies should not be organized for financial gains alone, but for the purpose of serving teachers and schools, and no so-called teachers' agencies should be allowed to operate within the state that do not prove their worth in terms of these social values.

CHAPTER V

TEACHER PLACEMENT IN KANSAS

The Status of Teacher Placement in Kansas

It is the purpose of this part of the study to inquire into the methods of placement the teachers new to their positions, in the four-year high schools of Kansas, used in securing their positions. Data for the school year 1951-52 were used for this study.

The methods used by Kansas teachers in securing high school positions, as found by this study, may be divided into three parts: (1) Organized Placement, (2) Combination of organized and unorganized placement, and (3) Unorganized placement.

I. Organized Methods of Placement:

1. College and university placement bureaus
2. Commercial teachers' agencies
3. Teacher association placement bureau

II. Combination of Organized and Unorganized Placement:

4. Help of a friend and of commercial teachers' agency
5. Written application and personal interview with the help of a college or university placement bureau
6. Help of a friend and of a college or university placement bureau.
7. Personal interview and help of college or university placement bureau
8. Written application and help of college or university placement bureau

III. Unorganized Methods of Placement:

9. Written application only
10. Personal application only (interview)
11. Received position through a friend

12. Written application and personal interview, but without the help of a friend or agency
13. Personal interview, written application and help of a friend
14. Personal interview and help of a friend
15. Written application and help of a friend

TABLE 11. SHOWING DISTRIBUTION OF THREE HUNDRED FORTY-THREE HIGH SCHOOL PLACEMENTS ACCORDING TO METHOD OF PLACEMENT

Method of placement	No. placed	Total placed	Per cent of total	per cent of all
I. Organized methods:				
1. Col. and university bureaus	44		12.62	
2. Com'l. teachers' agencies	42		12.24	
3. Kan. Teacher Placem't Bureau	20		5.85	
All org'd. methods		106		30.90
II. Combination methods:				
4. Help of friend and com'l. agency	2		.58	
5. Written application interview and help of col. bureau	29		8.45	
6. Help of fr. and of col. bureau	4		1.16	
7. Interview and help of col. bureau	26		7.58	
8. Wr. application and help of col. bureau	3		1.74	
All comb'n. methods		67		19.53
III. Unorganized methods:				
9. Wr. appli'n. only	6		1.74	
10. Interview only	35		10.20	
11. Rec'd position through a friend	14		4.03	
12. Wr. appli'n and interview	77		23.45	

(Table continued on next page)

TABLE 11. SHOWING DISTRIBUTION OF THREE HUNDRED FORTY-THREE HIGH SCHOOL PLACEMENTS ACCORDING TO METHOD OF PLACEMENT (CONCLUDED)

Method of placement	No. placed	Total placed	Per cent of total	Per cent of all
13. Interview, wr. appli'n. and help of friend	15		4.66	
14. Interview and help of friend	19		5.54	
15. Wr. appli'n. and help of friend	4		1.16	
all unorganized placements		170		49.56
All placements		343		100

Read table thus: Forty-four high school teachers (12.82 per cent of the 343 reporting) were placed in their present positions by college or university placement bureaus.

Of the 343 placements on which reports were secured 166 (48.39 per cent) were placed by organized methods. Included in this group are: forty-four placements (12.82 per cent of the total placements) made by college and university bureaus; forty-two placements (12.24 per cent) made by commercial teachers' agencies; and twenty placements (5.83 per cent) made by The Kansas Teacher Placement Bureau.

From the above it is encouraging to note that for this year the largest number of placements were made by the institutions that trained the teachers. However, the commercial teachers' agencies are a close second. The Kansas Teacher Placement Bureau placed about one-half the number that was placed by the commercial agencies. This is possible due to the fact

that this bureau operates on a strictly ethical basis and does not use "high-pressure" or unprofessional methods of making placements.

Sixty-seven placements (19.53 per cent) were made by methods that are combinations of the organized and unorganized methods. Two teachers (.59 per cent) located positions through the help of a friend and a commercial teachers' agency. Twenty-nine teachers (8.45 per cent) came into contact with their present positions by making a written application, a personal interview, and having in addition the help and support of a college or university placement bureau. Four teachers (1.16 per cent) had the help of a friend, and of a college or university placement bureau in locating positions. Twenty-six teachers (7.55 per cent) made personal interviews and were assisted by their college or university bureaus. Six teachers (1.74 per cent) received their positions by the assistance of their college or university placement bureaus and letters of application written directly to the employing officials of the schools.

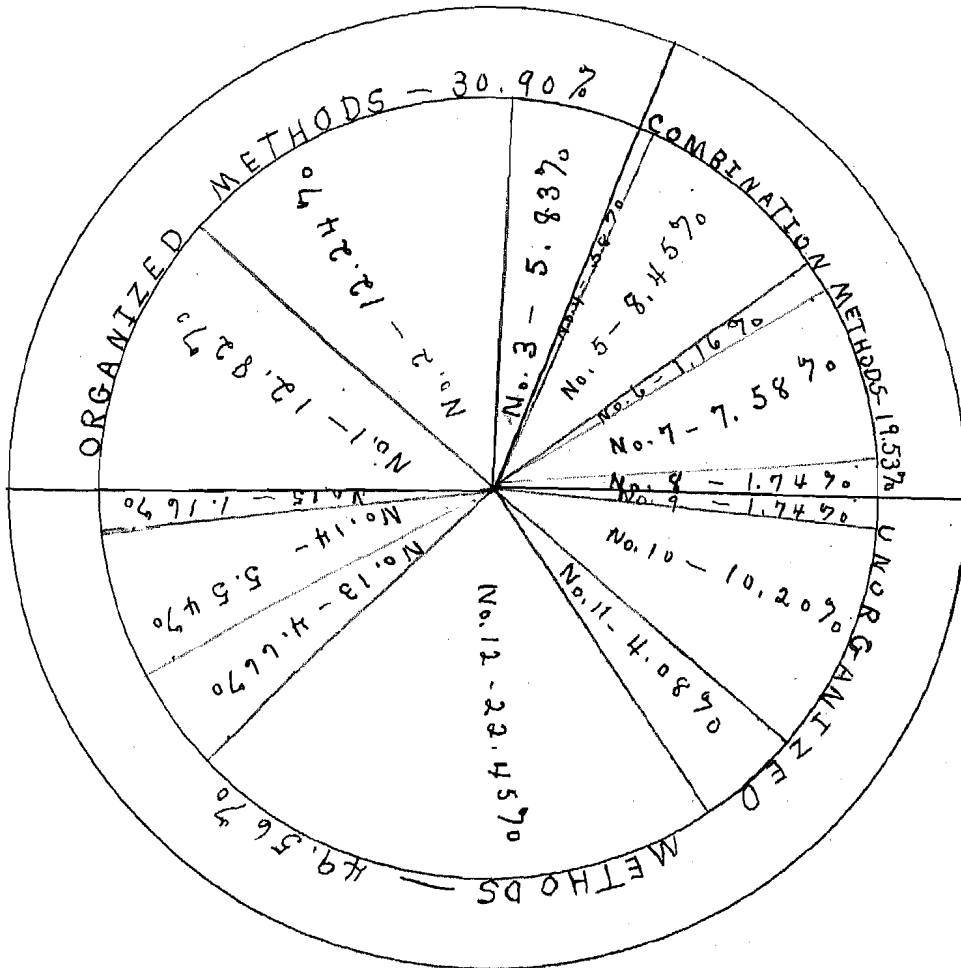
One hundred seventy teachers (49.56 per cent) preferred, or had the opportunity of coming into contact with their present positions without the assistance of any organized methods of placement. Of this number 6 (1.74 per cent) received their positions by merely writing letters of application. One teacher commented that she usually writes about 50 letters of application. Out of this number she says there are usually two or three different places she can have. Thirty-five

teachers (10.20 per cent) received their positions by personal interviews. Fourteen teachers (4.03 per cent) received their positions through the aid and assistance of a friend. In several cases the friend was another teacher who was leaving the school system. Seventy-seven teachers (22.45 per cent) found their positions by following their written applications up with a personal interview.

Fifteen teachers (4.66 per cent) made written applications, personal interviews, and had in addition the help of one or more friends. Nineteen teachers (5.54 per cent) located their positions through personal interviews and the help of friends. Four teachers (1.16 per cent) received their positions through written applications and the help of friends.

Since 49.56 per cent of the four-year high school teachers used unorganized methods of placement one is led to believe that about one-half of the teachers are not in favor of paying one-half the first month's salary for the names and addresses of places to apply for positions.

DIAGRAM III. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY THREE HUNDRED FORTY-THREE KANSAS HIGH SCHOOL TEACHERS IN SECURING POSITIONS



Read diagram thus: No. 1 on this diagram corresponds to placement method No. 1 shown in table No. 11 and shows that 12.82% of the teachers secured their positions through college and university placement bureaus.

Note: In the above diagram black ink indicates the three major placement method groups and red ink indicates the minor divisions of these groups.

TABLE 12. SHOWING DISTRIBUTION OF ONE HUNDRED SEVENTY-ONE PLACEMENTS TO KANSAS FOUR-YEAR HIGH SCHOOLS BY ORGANIZED PLACEMENT BUREAUS

Organization	No. Placed	Total paid as fees and commissions	Average cost per placement
1. College and university placement bureaus	109	\$ 770.64	\$ 7.07
2. Commercial teachers' agencies	43	2227.14	51.75
3. The Kansas Teacher Placement Bureau	19	876.71	46.14
Totals	171	3874.49	22.67

Head table thus: The college and university placement bureaus placed 109 teachers and received \$770.64 as fees and commissions, or an average of \$7.07 per placement.

One hundred seventy-one placements in Kansas four-year high schools were made through or by the assistance of placement bureaus of some sort. Of this number 109 placements were made directly, or by the assistance of, the college or university placement bureaus. This number (109) is the sum of numbers 1, 5, 6, 7, and 8 which are given on page 51. Although the average charge per placement made by the college or university bureau is given as \$7.07 per placement it does not mean that each teacher paid that amount to get a position. The \$770.64 paid by the teachers to the college or university bureaus was paid by 60 of the 109 teachers placed. Thus, 49 of the 109 received the service of the bureaus without even paying a registration or enrollment fee.

Forty-three placements were made directly, or with the

assistance of, the commercial teachers' agencies. This number is the sum of numbers 3 and 4 which are given on page 51 less one placement which could not be identified as to agency or commission paid. The 43 placements made by the commercial teachers' agencies cost the teachers \$2,827.14, or an average of \$65.75 per placement.

Nineteen placements were made by or with the assistance of The Kansas Teacher Placement Bureau. This number is given as number 3 on page 51, less one placement which could not be identified as to individual or salary. The 19 placements cost the teachers \$876.71, or an average of \$46.14 per placement.

It cost \$4,474.49 to place 171 teachers into their positions, or an average of \$26.17 per placement.

TABLE 13. SHOWING ENROLLMENT FEES AND RATES OF COMMISSION CHARGED BY EIGHTEEN KANSAS SENIOR FOUR-YEAR COLLEGES¹

Number	Enrollment fees	Rate of commission (%)
7	\$ 0	0
1	0	1
1	.50	0
1	1.00	0
1	1.00	2 1/2
1	1.50	1
3	2.00	0
1	3.00	0
1	5.00	4
1	10.00	0

Read table thus: Seven Kansas senior four-year colleges do not charge for either enrollment in the placement bureaus or for placement service. One college does not charge an enrollment fee, but does charge 1% of the first year's salary for placements.

¹Appendix L, p. 108

Seven Kansas four-year senior colleges, (K. S. T. C. of Emporia; Kansas State College, Manhattan; K. S. T. C. of Pittsburg; Kansas University; Kansas Wesleyan; Sterling College; and Washburn College), do not charge either for enrollment in the placement bureaus or for placement services. One college, (College of Emporia) does not charge for enrollment in the placement bureau but does charge $1\frac{1}{2}\%$ of the first year's salary for placement service. Tabor College charges \$.50 for enrollment in the bureau, but makes no charge for placement services. K. S. T. C. of Hays charges \$1.00 for enrollment in the bureau but does not charge for placement services. Southwestern College charges \$1.00 for enrollment in the placement bureau, and $2\frac{1}{2}\%$ of the first year's salary for placement services. Bethel College charges \$1.50 for enrollment in the bureau and $1\frac{1}{2}\%$ of the first year's salary for placements to high school positions and $\frac{1}{2}$ of $1\frac{1}{2}\%$ for placements to grade positions. Three colleges (Baker, Bethany, and McPherson) charge \$2.00 for enrollment in the bureaus but make no charges for placement services. Wichita University charges \$5.00 for enrollment in the bureau but does not charge for placement services. Ottawa University charges \$5.00 for enrollment in the bureau and $4\frac{1}{2}\%$ of the first year's salary for placements to high school positions if the bureau finds the position and sends the candidate out. If the candidate finds the position and asks for the aid of the bureau, then the commission if the candidate is elected is $2\frac{1}{2}\%$ of the first year's salary. Friends University makes a flat charge of \$10.00

for placements to high school positions and \$7.00 for placements to grade school positions.

From Table 13 we see that Kansas has 18 college and university placement bureaus ready and willing to render placement services to the school people of Kansas. Table 12 shows that the cost per placement made by these bureaus is very small as compared to the charges made by the other organized methods of placement. In most cases if a charge is made at all by the college or university bureaus it is nominal and not imposed for the purpose of making profit.

In addition to the fact that the services rendered by the placement bureaus in the educational institutions are the cheapest, as far as dollars and cents are concerned, there are several other advantages that these bureaus have over other organized methods of placement. In the first place, the educational institution has a personal record of the candidate while he is in college. It knows the candidate's strong points, and weak points, and endeavors to place him in the position where he is most likely to be successful. In the second place, since, if any fee is charged it is nominal, there is no object in using unethical methods of placement in placing the candidate, and, in the third place, placing the candidate in the right position is such an important phase of educational work today that to train teachers during the time they are in college and then turn them free to be placed by unethical methods of placement is not sound educational practice. When the college places a

teacher it can follow up the teacher from year to year and can give at a moment's notice a complete and accurate record of the work of the teacher. One Kansas college sends personal letters to the school superintendents who have employed one or more of its graduates and asks for comments concerning the weak points, and the strong points, of the graduates. This college also offers to help the graduates by writing them personal letters if the superintendents think this is necessary or advisable. The other colleges of Kansas will assist superintendents and graduates in a like manner although they do not all write letters concerning the graduates. Such service can only be rendered by educational institutions; it cannot be given by agencies having for its files only isolated facts concerning the qualifications of the teachers enrolled.

TABLE 14. SEPARATE DISTRIBUTION OF THIRTEEN HUNDRED TWENTY-FOUR PLACEMENTS IN KANSAS FOUR-TIME HIGH SCHOOLS ACCORDING TO THE SIZE OF THE SCHOOLS

Method of placement	(Size of the schools given in terms of pupil enrollment)										
	1 - 49 No.	50 - 99 No.	100 - 149 No.	150 - 199 No.	200 - up No.	All Plac't. No.	%				
I. Organized methods:											
1. College bureaus	10	5.09	16	4.24	12	3.70	0	.51	39	12.04	
2. Com'l. agencies	10	3.09	16	4.24	7	2.16	6	1.85	2	41	12.65
3. Kan. T. P. Bureau	4	1.24	9	2.78	4	1.24	0	0	2	19	5.87
Totals Group I	24	7.41	41	12.65	23	6	1.85	5	1.54	99	30.55
II. Combination methods:											
4. Help of fr. and of com'l. ag'cy.	0	0	2	.62	0	0	0	0	0	2	.62
5. Fr. application, interview and help of col. bur.	7	2.16	15	4.01	4	1.24	1	.31	2	27	8.53
6. Help of fr. and of col. bureau	1	.31	2	.62	1	.31	1	.31	0	5	1.54
7. Interview and help of col. bur.	6	1.85	17	5.25	2	.62	0	0	0	25	7.72
8. Fr. application and help of col. bureau	0	0	2	.62	1	.31	0	0	1	4	1.24
Totals Group II	14	4.32	36	11.11	7	2.16	2	.62	3	63	19.44

(Table continued on next page)

TABLE 14. (CONTINUED) SHOWING DISTRIBUTION OF THREE HUNDRED TWENTY-FOUR PLACEMENTS IN KANSAS FOUR-YEAR HIGH SCHOOLS ACCORDING TO THE SIZE OF THE SCHOOLS

Method of placement	(Size of the schools given in terms of pupil enrollment)											
	1 - 49		50 - 99		100 - 149		150 - 199		200 - up		All Place't	
	No.	\$	No.	\$	No.	\$	No.	\$	No.	\$	No.	\$
III. Unorganized methods:												
9. Wr. application	1	.31	3	.92	1	.31	0	0	1	.31	6	1.85
10. Interview only	5	1.54	13	4.01	9	2.78	4	1.24	1	.31	32	9.63
11. Rec'd petition through a fr.	3	.93	2	.62	2	.62	1	.31	4	1.24	12	3.70
12. Wr. application, interview, but without help of friend or ag'y.	14	4.32	26	8.03	16	4.94	8	2.47	11	3.40	75	23.15
13. Wr. application, interview, and help of friend	2	.62	6	1.85	4	1.24	2	.62	0	0	14	4.32
14. Interview and help of friend	6	1.85	5	1.54	7	2.16	1	.31	0	0	19	5.86
15. Wr. application and help of fr.	3	.93	1	.31	0	0	0	0	0	0	4	1.24
Totals group III	34	10.49	56	17.23	39	12.14	16	4.94	17	5.25	162	50.00
Totals	72	22.22	133	41.05	70	21.70	24	6.40	25	7.71	524	100.00

Head table thus: Of the 524 placements in the four-year high schools of Kansas 10 (3.09 per cent of the total placements) were made by college and university placement bureaus in schools having enrollments of from 1 to 49 pupils. Sixteen (4.94 per cent) were made in schools having enrollments of from 50 to 99 pupils, and so on. (Fourteen of the blanks that were returned could not be identified as to the name of the schools, and the enrollments for five of the schools were not given; hence these nineteen returns could not be included in this table).

In schools having enrollments of from 1 to 49 pupils teachers using the organized methods of placement received 24 positions, (7.41 per cent of the total number of positions received by the 324 teachers reporting). Those using the combination of organized and unorganized methods received 14 positions (4.32 per cent), and those using the unorganized methods of placement received 34 positions (10.49 per cent).

In the second group which is for schools having enrollments of from 50 to 99 pupils the teachers using organized methods of placement received 41 positions (12.65 per cent). Those using the combination of organized and unorganized methods received 36 positions (11.11 per cent), and those using the unorganized methods received 56 positions (17.28 per cent).

In the third group which is for schools having enrollments of from 100 to 149 pupils the teachers using organized methods of placement received 23 positions (8.00 per cent). Those using the combination of organized and unorganized methods received 8 positions (2.47 per cent), and those using only the unorganized methods received 39 positions (12.14 per cent).

In the fourth group which is for schools having enrollments of from 150 to 199 pupils the teachers using the organized methods of placement received 8 positions (1.85 per cent). Those using the combination of organized and unorganized methods received 2 positions (.62 per cent), and those using the unorganized methods of placement received 16 posi-

tions (4.94 per cent).

In the fifth group, which is for schools having more than 200 pupils enrolled, the teachers using organized methods of placement received 5 positions (1.54 per cent). Those using combinations of organized and unorganized methods of placement received 3 positions (.93 per cent), and those using unorganized methods received 17 positions (5.25 per cent).

From Table 14 it is evident that the teachers using unorganized methods of placement received more positions in each school group than did either the teachers using the organized or the combination of organized and unorganized methods. Hence, it may be concluded for this year at least, that the unorganized method of placement has been the most successful method as far as placing the largest number of teachers in each school group is concerned.

TABLE 15. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY ONE HUNDRED SEVENTY-THREE WOMEN HIGH SCHOOL TEACHERS

Method of placement	No. of place'ts	Average salary	Average salary for group
I. Organized methods:			
1. College bureaus	20	1219.46	
2. Com'l agencies	17	1222.06	
3. Kansas T. P. Bureau	13	1225.07	
All organized methods	50		1221.56
II. Combination methods:			
4. Help of friend and com'l agency	2	1260.00	
5. Wr. application, interview and help of col. bureau	20	1250.25	
6. Help of friend and of college bureau	3	1260.00	
7. Interview and help of college bureau	10	1157.75	
8. Wr. application and help of col. bureau	5	1195.00	
All combination methods	40		1224.01
III. Unorganized methods:			
9. Wr. appli'n only	5	1215.00	
10. Interview only	12	1241.67	
11. Rec'd position through a friend	7	1234.85	
12. Wr. appli'n and interview, but without help of friend or agency	32	1241.09	
13. Wr. appli'n, interview, help of fr.	10	1174.50	
14. Interview and help of friend	9	1255.55	
15. Wr. appli'n, help of friend	2	1260.00	
All Unorg'd methods	77		1236.74
All placements	173	1221.07	

TABLE 15. (CONTINUED) SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY ONE HUNDRED SEVENTY-THREE WOMEN HIGH SCHOOL TEACHERS

Head table thus: the colleges and universities placed 26 women teachers in their present positions. These teachers received an average salary of \$1,219.43 per placement. There were 179 blanks returned from women teachers. Four of these teachers were part-time teachers and two did not have their salaries given on the principal's report; hence, these six were not included in this table. There were 17 blanks returned which were not identified or salary given; hence, could not be included in tables 15, 16, and 17.

Of the 173 women teachers returning blanks 36 found their positions by using organized methods of placement. The average salary per teacher for this group is \$1,221.55. Twenty-six of the 36 teachers received their positions through college or university placement bureaus. The average salary for these teachers is \$1,219.46. Seventeen teachers received their positions through commercial teachers' agencies and the average salary per teacher for this group is \$1,222.06. Thirteen teachers were placed by The Kansas Teacher Placement Bureau at an average salary of \$1,225.07.

Forty teachers received their positions by using combinations of organized and unorganized methods of placement. The average salary for this group is \$1,224.01. Two teachers were placed by the help of a friend and a commercial agency. Their average salary is \$1,260.00. Twenty teachers made written applications, personal interviews and had in addition

the assistance of college or university placement bureaus.

The average salary for these 20 teachers is \$1,230.23. Three teachers had the help of a friend and of the college or university bureaus in locating positions that pay an average salary of \$1,260.00. Ten teachers located their positions by making personal interviews and having the assistance of their college bureaus. The average salary for the 10 is \$1,167.75.

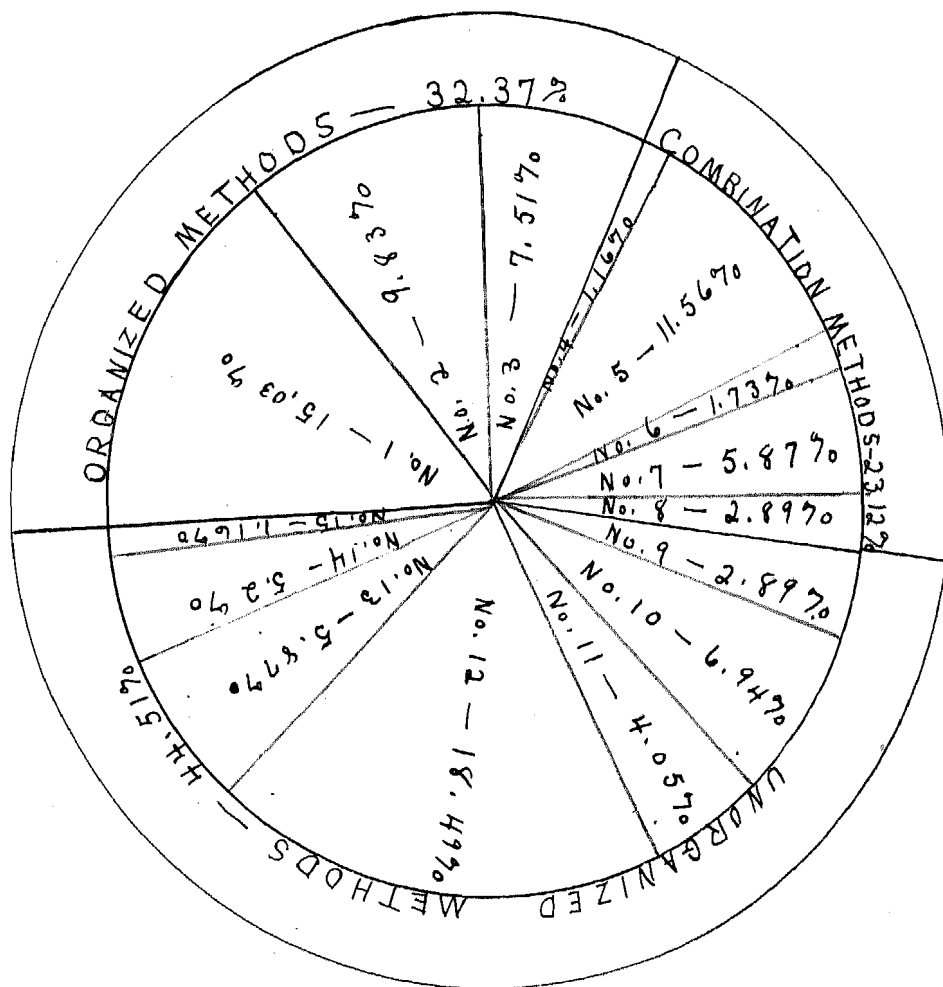
Five teachers received their positions by making written applications and having the assistance of college and university placement bureaus. The average salary for this group is \$1,195.60.

Seventy-seven teachers received their positions by using unorganized methods of placement. The average salary per placement for the 77 is \$1,236.74. Five of the 77 located their positions by making written applications only. The average salary per placement for this group is \$1,213.00. Twelve teachers received their positions by making personal interviews only. The average salary for the 12 is \$1,241.07. Seven teachers received their positions through the assistance of friends. The average salary for the 7 is \$1,234.55. Thirty-two received their positions by making written applications and personal interviews. The average salary for the 32 is \$1,241.09. Ten teachers received their positions through written applications, personal interviews, and having the assistance of friends. The average salary for the 10 is \$1,174.50. Nine teachers received their positions by making personal interviews and having the assistance of friends. The average salary for the 9 is \$1,255.33. Two teachers re-

ceived their positions through written applications and having the assistance of friends. The average salary for the two is \$1,260.00.

Table 15 shows that the largest per cent of the women teachers new to their positions this school year received their positions by using unorganized methods of placement. This group also received the highest average salary per placement. The largest number placed by any one method as shown by the table is 32. This is for teachers making written applications, and following these up with personal interviews, but without the help of any friend or agency.

DIAGRAM IV. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY ONE HUNDRED SEVENTY-THREE WOMEN HIGH SCHOOL TEACHERS IN SECURING POSITIONS



Read diagram thus: No. 1 on this diagram corresponds to placement method No. 1 shown in table No. 15 and shows that 15.03% of the women teachers secured their positions through college and university placement bureaus.

Note: In the above diagram black ink indicates the three major placement method groups and red ink indicates the minor divisions of these groups.

TABLE 16. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT
USED BY ONE HUNDRED NINE MEN HIGH SCHOOL TEACHERS

Method of placement	No. of place'ts	Average salary	Average salary for group
I. Organized methods:			
1. College bureaus	10	\$1500.00	
2. Com'l. agencies	10	1510.83	
3. Kansas T. P. Bureau	7	1530.29	
All organized methods	35		\$1509.72
II. Combination methods:			
4. Help of friend and com'l. agency	0	0	
5. Wr. application, interview and help of col. bureau	3	1600.00	
6. Help of friend and of col. bureau	1	1350.00	
7. Interview and help of college bureau	2	1505.00	
8. Wr. application and help of col. bureau	11	1225.18	
All combination methods	22		1327.95
III. Unorganized methods:			
9. Wr. appli'n. only	1	2500.00	
10. Interview only	10	1392.55	
11. Rec'd. position through a friend	5	1523.00	
12. Wr. appli'n. and interview, but without help of friend or agency	27	1540.59	
13. Wr. appli'n. interview, and help of friend	3	1356.07	
14. Interview and help of friend	5	1260.00	
15. Wr. appli'n. and help of friend	1	1305.00	
All unorg'd. methods	52		1408.57
All placements	109	1407.09	

TABLE 16. (CONTINUED) SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY ONE HUNDRED NINE MEN HIGH SCHOOL TEACHERS

Read table thus: The colleges and universities placed 10 men teachers in their present positions. These teachers received an average salary of \$1500.00 per placement. There were 110 blanks returned from men teachers. One of this number was a part-time teacher, hence was not included in this table. There were 17 blanks returned which were not identified as to sex, hence these could not be included in tables 15, 16, and 17.

Thirty-five of the 109 men high school teachers now in their positions this year obtained their positions by using organized methods of placement. The average salary per placement for those using this method of placement is \$1,368.72.

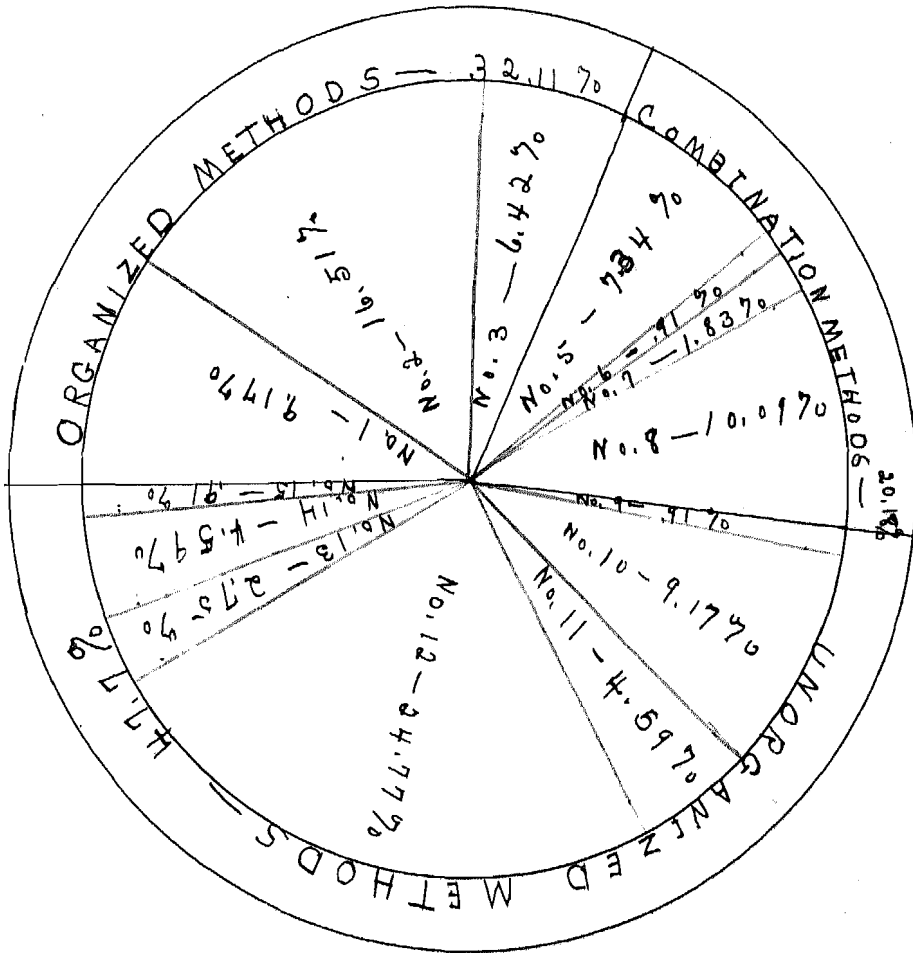
Ten of the 35 received their positions through the college and university placement bureaus. The average salary for this group is \$1,500. Eighteen of the 35 obtained positions through commercial teachers' agencies and received an average salary of \$1,310.83. Seven of the 35 obtained positions through The Kansas Teacher Placement Bureau. The average salary for these seven is \$1,350.26.

Twenty-two men teachers were successful in locating positions by using a combination of organized and unorganized methods of placement. The average salary for the 22 men using the combination method is \$1,327.95. Eight of the 22 men using the combination method received their positions by making written applications, personal interviews, and having the support and assistance of college or university bureaus. The average salary for these 8 is \$1,600. One man obtained a

position by having the help of a friend and of a college bureau. His salary is \$1,340.00. Two men received positions by making personal interviews and having the assistance of the college placement bureaus. The average salary for the two is \$1,305.00. Eleven men received positions by making written applications and having in addition the assistance of the college placement bureaus.

Fifty-two men received positions by using unorganized methods of placement. The average salary for this group is \$1466.37. One man obtained his position by means of a written application only. His salary is \$2500.00. Ten men received positions by making personal interviews. The average salary for these men is \$1,392.55. Five men received positions through friends and received an average salary of \$1,323.00. Twenty-seven men obtained positions by means of written applications and personal interviews. The average salary for these 27 men is \$1,540.59. Three men teachers received positions through written applications, personal interviews, and the assistance of friends. The average salary for these three is \$1,336.67. Five men obtained positions through personal interviews and the help of friends. Their average salary is \$1,200.00. One man received his position through a written application and the help of a friend. His salary is \$1,305.00.

DEAGRAM V SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY ONE HUNDRED NINE MEN HIGH SCHOOL TEACHERS IN SECURING POSITIONS



Read diagram thus: No. 1 on this diagram corresponds to placement method No. 1 in table No. 16 and shows that 9.17% of the men teachers secured their positions through college and university placement bureaus.

Note: In the above diagram black ink indicates the three major placement method groups and red ink indicates the minor divisions of these groups.

TABLE 17. SHOWING DISTRIBUTION OF METHODS OF PLACEMENT USED BY THIRTY-ONE HIGH SCHOOL ADMINISTRATORS

Method of placement	No. of place'ts	Average salary	Average salary for group
I. Organized methods:			
1. College bureaus	3	\$1631.66	
2. Con'l. agencies	4	1541.25	
3. Kansas T. P. Bureau	0	0	
All organized methods	7		\$2579.99
II. Combination methods:			
4. Help of friend and of con'l. agency	0	0	
5. Wr. application, interview and help of col. bureau	0	0	
6. Help of friend and of col. bureau	0	0	
7. Interview and help of col. bureau	3	1500.00	
8. Wr. application and help of col. bureau	0	0	
All combination methods	3		1500.00
III. Unorganized methods:			
9. Wr. appli'n. only	0	0	
10. Interview only	6	2162.50	
11. Rec'd. position through a friend	0	0	
12. Wr. appli'n. and interview, but without help of fr. or agency	10	1749.00	
13. Wr. appli'n. interview, and help of friend	1	2100.00	
14. Interview and help of friend	4	1661.25	
15. Wr. appli'n. and help of friend	0	0	
All unorganized methods	21		1867.14
	31		1070.00

Read table thus: The colleges placed 3 administrators in their positions. These administrators receive an average salary of \$1,631.66 per placement. There were 37 blanks returned. Six of these are not included in this table because salary was not given on the principal's high school report. There were 17 blanks returned which could not be used in tables 15, 16, and 17 because they could not be identified as to person or salary.

Table 17 shows that 7 of the 31 school administrators received their positions by using organized methods of placement. Three of the 7 were placed by college bureaus. Four were placed by commercial agencies, and none were placed by The Kansas Teacher Placement Bureau. The average salary for those placed by the colleges is \$1,631.66. This is \$90.41 higher than the average salary for those placed by the commercial agencies. The average salary for all organized placements is \$1,579.99.

Of the three administrators using the combination of organized and unorganized methods of placement all three found positions by making personal interviews and having in addition the help of college bureaus.

Twenty-one administrators found positions by using unorganized methods of placement. Of this number six received positions by making personal applications. The average salary for the six is \$2,103.50. Ten administrators received positions by making written applications and following these up with personal interviews. The average salary for the ten is \$1,749.00. One administrator found a position by writing an application, making a personal interview, and having in addition the assistance of a friend. His salary is \$2,100.00. Four administrators received positions by making personal applications and having in addition the assistance of friends. The average salary received by the four is \$1,661.25. The average salary for the twenty-one administrators using the unorganized methods

of placement is \$1,867.14.

Since twenty-one of the thirty-one administrators received positions by using unorganized methods, the facts tend to show that administrators are inclined to go out and get their positions. In many cases administrators probably hesitate to relinquish positions until they are fairly certain they will come into better positions.

Summary

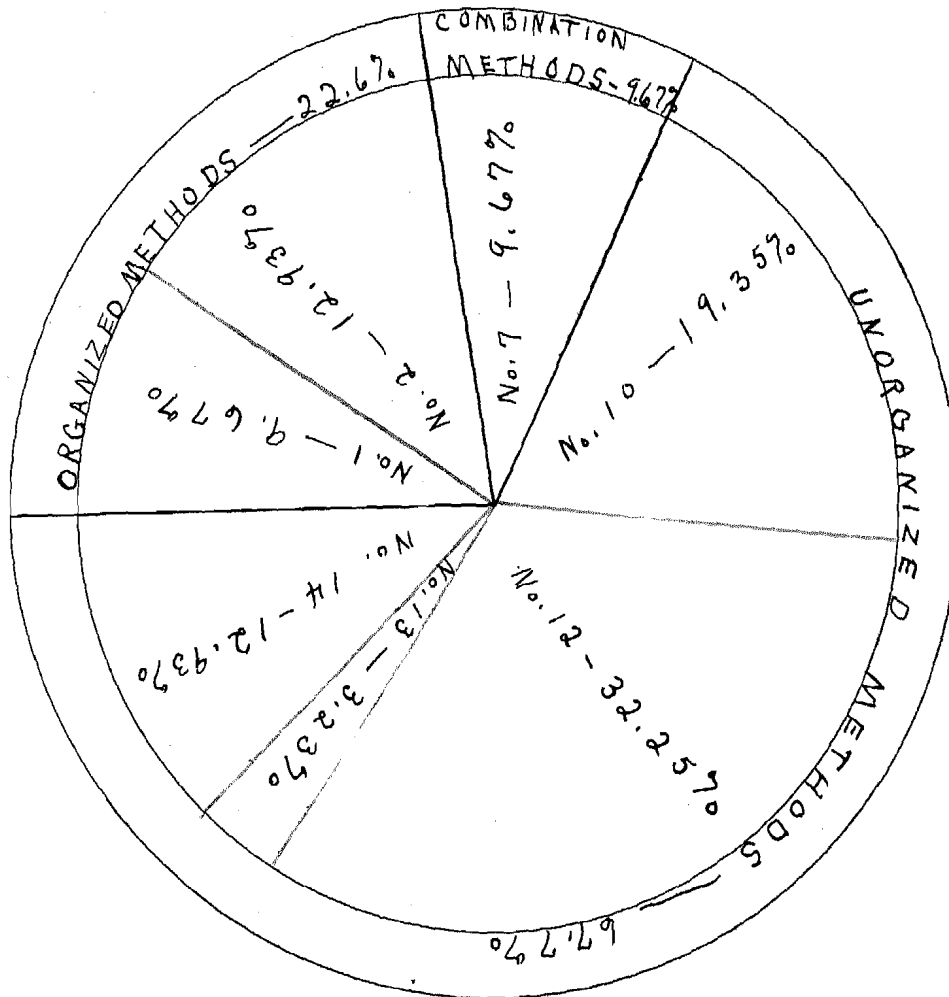
Three hundred forty-three Kansas high school teachers used 15 methods of placement in securing their present positions in the high schools of Kansas. The 15 methods may be divided into 3 general placement groups: (1) placement by organized methods, which means the placements were made directly by some organized placement bureau; (2) placement by a combination of organized and unorganized methods, which means the use of an unorganized method and having in addition the assistance of an organized bureau; (3) placement by independent or unorganized placement methods, which means that the teachers using this method secured their positions independently of any organized placement bureaus.

Of the 343 placements 30.90 per cent used organized placement methods. Nineteen and fifty-three hundredth per cent used a combination of organized and unorganized placement methods, and 49.56 per cent used unorganized methods. Thus, we see for the 343 placements one-half of the teachers placed used organized methods to some extent, and one-half found positions independently of organized placement bureaus.

The average charge per placement for teachers using organized methods was found to be \$26.17. The average for college and university bureaus is the lowest (\$7.07). The average charge per placement for The Kansas Teacher Placement Bureau is next to the lowest (\$48.14). The average charge per placement for the commercial teachers' agencies is the highest for the organized placement group (\$65.75).

Teachers using unorganized methods of placement secured the largest number of positions in each of the school groups this year. Men and women teachers were inclined to use organized and combination methods to a greater extent than were the administrators who are new to their positions this school year.

DIAGRAM VI. SHOWING DISTRIBUTION (IN PER CENT) OF METHODS OF PLACEMENT USED BY THIRTY-ONE ADMINISTRATORS IN SECURING POSITIONS



Read diagram thus: No. 1 on this diagram corresponds to placement method No. 1 shown in table No. 17 and shows that 9.67% of the administrators secured their positions through college and university placement bureaus.

Note: In the above diagram black ink indicates the three major placement method groups and red ink indicates the minor divisions of these groups.

CHAPTER VI

RECOMMENDATIONS, SUMMARY AND CONCLUSIONS

Recommendations for Improving Teacher Placement in Kansas

The selection and placement of teachers is one of the most important responsibilities confronting the school administrators today.... In order to have efficient teachers who are well qualified for their positions, and who are happy and contented in their positions, placement service should be provided so that school executives may locate good teachers, and good teachers may locate good positions without being preyed upon by so-called teachers' agencies rendering unprofessional service.

Some form of organized placement service is necessary for efficiency in placing the right teacher in the right position. But placement organizations should serve the schools, and the teacher, and should not be organized for excessive profits, or to render unprofessional service.

The following are some suggestions:

1. All teachers' agencies operating in the state should be required by law to submit at least once a year a full report showing placements made, profits earned, and methods used.
2. All teachers' agencies operating in the state should be required to adhere strictly to a professional code of ethics. The professional code of ethics should be one adopted by the department of education.

3. For the school year 1930-31 there were approximately 438 senior high school teachers new in their positions. The average charge made by commercial teachers' agencies for services rendered was found in this study to be \$45.78. Had the commercial teachers' agencies made all of the placements the senior high school teachers of Kansas would have paid as commissions and fees \$38,086.00. This is \$28,638.84 more than the college and university bureaus would have charged, and \$9,567.68 more than The Kansas Teacher Placement Bureau would have charged. If the amounts paid by junior high school, grade, and rural school teachers were added to the \$38,086.00 it would be clear that an enormous amount would be involved if all teachers were placed by commercial agencies.

In view of these figures it might be well for Kansas to make a complete study of the placement bureaus in operation in the 16 state departments of education with the view in mind of adopting a state operated placement system in Kansas.

"We already have well-organized state departments of education. The purpose of the state department of education is to improve the schools of the state. Since the best way to improve the schools is to train and employ the best teachers, these state departments can serve schools in no better way than to act as employment agencies for teachers." 1

4. Each superintendent of schools in the state should be required by the state department of education to submit a bulletin giving fairly definitely the qualifications needed to teach in his particular community. These bulletins should be submitted to teachers' agencies that are approved by the state department before new teachers are hired through the agencies. This would tend to decrease teacher misplacement and help raise the efficiency of the schools.

5. Colleges and universities should encourage teachers, both new and experienced, to make use of the service they have to offer and school officials should endeavor to locate teachers through these bureaus. This service would save the teachers of the state an enormous amount of money and indirectly it would save money for the tax payers of the school communities since lower rates of commission for the teachers are equivalent to higher salaries for the teachers.

1 H. N. Lahlor: "New Plan of Teacher Employment; State Departments of Education as Employment Agencies"; in SCHOOL AND SOCIETY, Vol. 29, pp 331, (March 1929).

6. Superintendents of schools should refrain from the following practices in employing teachers and thereby increase the efficiency of the teaching personnel of the state:

- A. Nepotism. This refers to the employment of close friends or relatives without serious consideration as to qualifications needed to fill the positions.
- B. Patronage. This refers to the exercise of employing authority for the discharge of obligations, or for the building up of an obligated clientele.
- C. Partisanship. This means favoritism founded upon common membership in a group or party; it is the place where political connections determine the fitness of the candidate.
- D. Provincialism. This is showing preference to local candidates for teaching positions without serious consideration as to qualifications.

General Summary

This study has had as its main object the investigation of teacher placement in Kansas. It has been the purpose of the investigation to show:

1. Placement facts taken from the literature of the field, so that teachers, superintendents, and school boards may be better informed concerning practices and methods of teacher placement.
2. The status of teacher placement bureaus in state departments of education and in state teachers' associations.
3. Facts concerning teacher placement by commercial teachers' agencies.
4. The status of teacher placement in the four-year high schools of Kansas.
5. The cost to teachers for services rendered by college and university placement bureaus, commercial

teachers' agencies and The Kansas Teacher Placement Bureau.

6. Suggestions that may lead to improved methods of teacher placement in Kansas.

The scope of the study includes the available literature of the field; letters of inquiry to state departments of education, state teachers' associations, commercial teachers' agencies, college and university placement bureaus, and teachers new to their positions in the four year high schools of Kansas.

1 Sixteen state departments of education operate teachers' placement bureaus, and 8 operate teachers' registration bureaus. In some cases these bureaus have met with much success while in others they have not been considered successful. However, these bureaus are of recent origin and are still in the experimental stage.

2 Seven state teachers' associations operate teachers' placement bureaus, and 4 operate teachers' registration bureaus. Like the bureaus in the state departments of education these bureaus have been successful in some cases and not successful in others. They may also be considered as experiments.

3 One dollar or more is charged for enrollment fees in 97.1 per cent of the 21 commercial teachers' agencies studied. Five per cent of the first year's salary is the commission charged by 80.9 per cent of the commercial agencies for placement service. The average cost to teachers for the service rendered by commercial agencies is given in this study as \$65.75 per

placement. Of the 21 teachers' agencies studied 52.38 per cent do not hold membership in The National Association of Teachers' Agencies.

Eighteen Kansas four-year senior colleges and universities operate teacher placement bureaus for the purpose of placing their graduates in teaching positions. Thirteen of these institutions do not charge any commission for placement services. Eight of these institutions do not even charge an enrollment fee. In nearly every case if a charge for placement services is made it is nominal and not for financial gain. The average charge per placement made by the college and university bureaus is \$7.07 as against \$65.75, the amount charged by the commercial teachers' agencies.

Fifteen placement methods were used by 343 Kansas high school teachers in locating positions for the 1931-32 school year.

Thirty and nine-tenths per cent of the 343 teachers used organized methods of placement in locating positions. Nineteen and fifty-three hundredths per cent of the 343 teachers used a combination of organized and unorganized methods in securing positions. Forty-nine and fifty-six hundredths per cent of the 343 teachers used unorganized methods of placement in locating positions.

Teachers using unorganized methods of placement received more placements in each of the five school groups (groups according to the pupil enrollment of the schools) than did either the teachers using the organized or the combination

method.

One hundred nine out of 171 placements that were made directly by or with the assistance of organized bureaus, were made by college and university bureaus at an average cost to teachers of \$7.07 per placement. Forty-three of the placements were made by commercial teachers' agencies at an average charge of \$65.75 per placement, and 19 placements were made by The Kansas Teacher Placement Bureau at an average charge of \$46.14 per placement. The average cost to teachers per placement for all organized methods is \$36.17. The average charge made by commercial teachers' agencies is \$65.75.

The average salary for women high school teachers new to their positions this year was found to be \$1,228.37. Seventy-seven of the 173 women teachers reporting secured their positions by means of unorganized methods.

The average salary for women using organized methods of placement is \$1,221.53. This is \$2.46 less than for the combination method group and \$15.19 less than for the unorganized method group. Twenty-six of the 56 women teachers placed by organized bureaus were placed by college and university bureaus.

The average salary for men teachers was found to be \$1,407.09. Fifty-two of the 109 men high school teachers received their positions by means of unorganized methods. The average salary for this group is \$1,466.37. This is \$138.42 higher than for those using the combination methods and \$97.65 higher than for those using organized methods.

This is possibly due to the fact that those using this method of placement did not change positions until they were certain of an increase in salary. Eighteen of the 35 men teachers using the organized methods of placement were placed by commercial teachers' agencies.

Twenty-one of the 51 administrators new to their positions used unorganized methods of placement. The average salary for this group is \$1,867.14. This is \$367.14 higher than for those using the combination method, and \$227.15 higher than for those using organized methods of placement. There seems to be a tendency for administrators to locate their own positions.

Conclusions

Some form of organized placement service is necessary for efficiency in placing the right teacher in the right position, but all organized placement bureaus should be under the supervision of the state department of education. The teachers' agencies should be required to submit, at least once a year, a full report showing placements made, and profits earned. The state department of education should be well-informed as to the placement methods employed by each agency operating within the state. Any teachers' agency employing unethical methods in order to make financial gain should be refused permission to operate in the state.

School superintendents should prepare bulletins that give a fairly good idea of what the qualifications are for a teaching position in their particular schools. This should

have a tendency to decrease teacher misplacement and also increase the efficiency of the teaching personnel.

If teachers would seek positions through their college bureaus and superintendents would in turn seek teachers through these bureaus it would mean a big average saving for the teachers placed each year. It would also be the equivalent to a raise in salary for many teachers securing new positions, and it would also mean a saving to the tax-payers of the school communities.

The following practices should not enter into the employing of teachers: (1) nepotism, (2) patronage, (3) partisanship, and (4) provincialism.

Further studies suggested by this study

A study should be made of the exact methods employed in placing teachers by the 16 state departments of education that operate placement and registration bureaus, with a view to suggesting a uniform system for all states.

Similar studies to this one should be extended over a period of several years in order to determine some trends in teacher placement.

A similar study should also be made to inquire into the methods used by employing officials in locating teachers.

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The most vital agency in bringing to the highest point of efficiency the adult generation of tomorrow is an improved teaching personnel of today.

APPENDIX A REMARKS OF TEACHERS CONCERNING PLACEMENT

(Taken from remarks placed on the question sheet)

"I have always secured my positions by sending out fifty letters of inquiry to places I desire. Then from these letters I usually have at least two locations I can have."

"I was a member of one agency but did not get a notice of a vacancy. I was a member of another that sent two or three notices every other day."

"I am no booster for agencies; they serve mainly as mere sources of information as to vacancies. They seldom do anything to help the teacher in a constructive way."

"....I believe our state associations could do great work if they could list all vacancies and provide copies of this list for a nominal fee to cover cost. All that would be necessary is a little cooperation on the part of our school heads."

"I would like to know the best method of finding a new position or of changing a location after a few years of teaching experience. The college bureaus help the first year only. At least that is my observation of my college bureau."

"....personally I do not believe we can wait on any placement bureau. When they have it the school has hired or has hundreds of applications."

"Politics play a part. Qualifications often have no consideration. Is there justice in securing a position?"

"I am a strong believer in personal application with college or other credentials to follow-up."

"I feel that a written application is necessary to give officials something definite concerning your qualifications but that a personal interview is even more necessary."

"I think personal interview vastly important."

"Enrolled in five agencies--did not receive an address."

APPENDIX B. INQUIRY LETTERS TO STATE SUPERINTENDENTS
Corning Rural High School

A Class A Accredited High School
Gilbert Jeffery, Principal
Corning, Kansas

August 12, 1931

Mr. C. A. Howard,
State Superintendent of Public Instruction,
Salem, Oregon.

Dear Superintendent Howard:

We are making a study of "Teacher Placement" in Kansas, with the hope that we may be able to suggest ways of improving our methods of placing teachers.

Will you kindly help us by answering the four questions given below, and by sending us any literature you may have on the subject that is available for distribution?

Thank you very kindly for your attention to this letter.

Yours very truly,
Gilbert Jeffery

Please draw a circle around the correct answer.

1. Does your State Department of Education operate a Teachers' Placement Bureau?.....Yes No
2. Name of Secretary of State Department of Education Teachers' Placement Bureau?.....
Address.....
3. Does your State Department of Education operate a Teachers' Registration Bureau, but not a Placement Bureau?.....Yes No
4. Name of Secretary of State Department of Education Teachers' Registration Bureau.....
Address.....

APPENDIX C NAMES AND ADDRESSES OF STATE SUPERINTENDENTS
OF PUBLIC INSTRUCTION

State Superintendents	City	State
1. Mr. A. F. Harman	Montgomery	Alabama
2. Mr. C. O. Case	Phoenix	Arizona
3. Mr. C. M. Hirst	Little Rock	Arkansas
4. Mr. Vierling Kersey	Sacramento	California
5. Miss Inez Johnson Lewis	Denver	Colorado
6. Mr. Ernest W. Butterfield	Hartford	Connecticut
7. Mr. H. V. Holloway	Dover	Delaware
8. Mr. W. S. Cawthon	Tallahassee	Florida
9. Mr. M. L. Duggan	Atlanta	Georgia
10. Mrs. Myrtle R. Davis	Boise	Idaho
11. Mr. Francis G. Blair	Springfield	Illinois
12. Mr. Roy P. Wisehart	Indianapolis	Indiana
13. Miss Agnes Samuelson	Des Moines	Iowa
14. Mr. George A. Allen, Jr.	Topeka	Kansas
15. Mr. W. C. Bull	Frankfort	Kentucky
16. Mr. T. H. Harris	Baton Rouge	Louisiana
17. Mr. Bertram E. Packard	Augusta	Maine
18. Mr. Albert S. Cook	Baltimore	Maryland
19. Mr. Payson Smith	Boston	Massachusetts
20. Mr. Webster N. Pearce	Lansing	Michigan
21. Mr. J. M. McConnell	St. Paul	Minnesota
22. Mr. W. F. Bond	Jackson	Mississippi
23. Mr. Charles A. Lee	Jefferson City	Missouri
24. Miss Elizabeth Ireland	Helena	Montana
25. Mr. Charles W. Taylor	Lincoln	Nebraska
26. Mr. Walter W. Anderson	Carson City	Nevada
27. Mr. James N. Pringle	Concord	New Hampshire
28. Mr. Charles H. Elliott	Trenton	New Jersey
29. Mrs. Georgia A. Lusk	Santa Fe	New Mexico
30. Mr. Frank P. Graves	Albany	New York
31. Mr. A. T. Allen	Raleigh	North Carolina
32. Miss Bertha R. Palmer	Bismarck	North Dakota
33. Mr. John L. Clifton	Columbus	Ohio
34. Mr. John Vaughn	Oklahoma City	Oklahoma
35. Mr. C. A. Howard	Salem	Oregon
36. Mr. John A. H. Keith	Harrisburg	Pennsylvania
37. Mr. Walter E. Ranger	Providence	Rhode Island
38. Mr. J. H. Hope	Columbia	South Carolina
39. Mr. E. C. Giffen	Pierre	South Dakota
40. Mr. P. L. Harned	Nashville	Tennessee
41. Mr. S. M. N. Marrs	Austin	Texas
42. Mr. C. N. Jensen	Salt Lake City	Utah
43. Mr. Clarence H. Dempsey	Montpelier	Vermont
44. Mr. Harris Hart	Richmond	Virginia
45. Mr. N. D. Showalter	Olympia	Washington
46. Mr. William C. Cook	Charleston	West Virginia
47. Mr. John Callahan	Madison	Wisconsin
48. Mrs. Katherine A. Morton	Cheyenne	Wyoming

APPENDIX D. INQUIRY LETTER TO TEACHERS' ASSOCIATIONS

Corning Rural High School

A Class A Accredited High School
Gilbert Jeffery, Principal
Corning, Kansas

August 12, 1931

Alabama Education Association
Mr. Frank L. Grove, Secretary,
Montgomery, Alabama

Dear Mr. Grove:

We are making a study of "Teacher Placement" in Kansas, with the hope that we may be able to suggest ways of improving our methods of placing teachers.

Will you kindly help us by answering the two questions given below, and by sending us any literature you may have on the subject that is available for distribution?

Thank you very kindly for your attention to this letter.

Yours very truly,

Gilbert Jeffery

Please draw a circle around the correct answer

1. Does your State Teachers' Association operate a Teachers' Placement Bureau?.....Yes No
2. Does your State Teachers' Association operate a Teachers' Registration Bureau but not a Placement Bureau?.....Yes No

APPENDIX E NAMES AND ADDRESSES OF STATE TEACHERS' ASSOCIATIONS
AND SECRETARIES

Association and Secretary	Address
1. Alabama Education Association Mr. Frank L. Grove, Secretary	Montgomery, Alabama
2. Arizona Education Association Mr. Nolan D. Pullium, Secretary	Phoenix, Arizona
3. Arkansas Education Association Mr. H. L. Lambert, Secretary	Little Rock, Arkansas
4. California Teachers' Association Mr. Roy W. Cloud, Secretary	San Francisco, California
5. Colorado Education Association Mr. William B. Mooney, Secretary	Denver, Colorado
6. Connecticut State Teachers' Association Mr. Gordon C. Swift, Secretary	Watertown, Connecticut
7. Delaware State Teachers' Association Mr. Robert Shilling, Secretary	Milford, Delaware
8. Florida Education Association James S. Rickards, Secretary 33 Centennial Building	Tallahassee, Florida
9. Georgia Education Association Mr. Kyle T. Alfriend, Secretary 400 Vineville Avenue	Macon, Georgia
10. Idaho Education Association Mr. John I. Hillman, Secretary 331 Sonna Building	Boise, Idaho
11. Illinois State Teachers' Association Mr. Robert C. Moore, Secretary	Carlinville, Illinois
12. Indiana State Teachers' Association Mr. Charles O. Williams, Secretary 205 Motel Lincoln	Indianapolis, Indiana
13. Iowa State Federation of Teachers' Clubs Miss Ruth Tumbleson, Secretary	Des Moines, Iowa
14. Kansas State Teachers' Association Mr. F. L. Pinet, Secretary	Topeka, Kansas

APPENDIX E NAMES AND ADDRESSES OF STATE TEACHERS' ASSOCIATIONS
AND SECRETARIES (Continued)

Association and Secretary	Address
15. Kentucky Educational Association Mr. R. B. Williams, Secretary 1317-1318 Heyburn Building	Louisville, Kentucky
16. Louisiana Teachers' Association Mr. P. M. Griffith, Secretary Box 541	Baton Rouge, Louisiana
17. Maine Teachers' Association Mr. Adelbert W. Gordon, Secretary State House	Augusta, Maine
18. Maryland State Teachers' Association Mr. Walter E. Davis, Secretary	Havre de Grace, Maryland
19. Massachusetts Teachers' Federation Mr. Hugh Nixon, Secretary 15 Ashburton Place	Boston, Massachusetts
20. Michigan Education Association Mr. E. I. Cameron, Secretary	Lansing, Michigan
21. Minnesota Education Association Mr. C. G. Schulz, Secretary 2643 University Avenue	St. Paul, Minnesota
22. Mississippi Education Association Mr. Walter H. Taylor, Secretary Box 823	Jackson, Mississippi
23. Missouri State Teachers' Association Mr. E. M. Carter, Secretary	Columbia, Missouri
24. Montana Education Mr. R. J. Cunningham, Secretary Box 217	Helena, Montana
25. Nebraska State Teachers' Association E. M. Hosman, Secretary	Lincoln, Nebraska
26. Nevada State Educational Association Miss Lillian Esden, Secretary Reno High School	Reno, Nevada
27. New Hampshire State Teachers' Association Mr. John W. Condon, Secretary R. F. D. No. 1	Derry, New Hampshire

APPENDIX E NAMES AND ADDRESSES OF STATE TEACHERS' ASSOCIATIONS
AND SECRETARIES (Continued)

Association and Secretary	Address
28. New Jersey State Teachers' Association Mr. Charles B. Dyke, Secretary	Short Hills, New Jersey
29. New Mexico Education Association Mr. John Milne, Secretary	Albuquerque, New Mexico
30. New York State Teachers' Association Mr. Carlos A. Flood, Secretary	Newelton, New York
31. North Carolina Education Association Mr. Jule B. Warren, Secretary	Raleigh, North Carolina
32. North Dakota Education Association Mr. M. E. McCurdy, Secretary	Fargo, North Dakota
33. Ohio Education Association Mr. F. L. Reynolds, Secretary 428 Chamber of Commerce	Columbus, Ohio
34. Oklahoma Education Association Mr. C. M. Howell, Secretary	Oklahoma City, Oklahoma
35. Oregon State Teachers' Association Mr. E. J. Carleton, Secretary 602 Studio Building	Portland, Oregon
36. Pennsylvania State Education Association Mr. J. Herbert Kelley, Secretary	Harrisburg, Pennsylvania
37. Rhode Island Institute of Instruction Mr. Clarence W. Bosworth, Secretary 77 Rolfe Street	Cranston, Rhode Island
38. South Carolina Teachers' Association Mr. J. P. Coates, Secretary 1218 Senate Street	Columbia, South Carolina
39. South Dakota Education Association Mr. N. E. Steele, Secretary 3 Perry Building	Sioux Falls, South Dakota
40. Tennessee State Teachers' Association Mr. P. L. Harned, Secretary	Nashville, Tennessee
41. Texas State Teachers' Association Mr. R. T. Ellis, Secretary 410 East Wetherford Street	Fort Worth, Texas

APPENDIX E NAMES AND ADDRESSES OF STATE TEACHERS' ASSOCIATION S
AND SECRETARIES (Concluded)

Association and Secretary	Address
42. Utah Education Association Mr. D. W. Parratt, Secretary 316 Vermont Building	Salt Lake City, Utah
43. Vermont State Teachers' Association Mr. Marion C. Parkhurst, Secretary 323 Pearl Street	Durlington, Vermont
44. Virginia Education Association Mr. C. J. Heatwole, Secretary 300 Lyric Building	Richmond, Virginia
45. Washington Education Association Mr. Arthur L. Marsh, Secretary 707 Lowman Building	Seattle, Washington
46. West Virginia State Education Association Mr. J. H. Hickman, Secretary 1816 Washington Street	Charleston, West Virginia
47. Wisconsin Teachers' Association Mr. Bert E. McCormick, Secretary 716 Beaver Building	Madison, Wisconsin
48. Wyoming State Teachers' Association Mr. H. H. Moyer, Secretary	Rawlins, Wyoming

APPENDIX F NAME, LOCATION, ENROLLMENT FEE, AND RATE OF COMMISSION CHARGED BY THE TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES STUDIED

Name of agency	Location	Enrollment fees	Rate of commission (%)
1. Albert Teachers' Agency ¹	Chicago	\$3.00 Permanent (all offices) \$2.00 Permanent (1 office) \$1.00 Seasonal (all offices) \$.50 Seasonal (1 office).	5
2. Boulder Teachers' Exchange ²	Boulder	No fee 10¢ for each reference	5
3. Clark-Brewer Teachers' Agency ¹	Kan. City, Missouri	\$2.00 Permanent \$.50 Postage	5 or 6
4. Clinton Teachers' Agency ²	Clinton	\$2.00 \$1.00 .00	5 or 6 or 7 ¹
5. Davis School Service, The ¹	Lincoln	\$1.00	5
6. Educator's Bureau ¹	Indianapolis	\$2.00 Permanent fee may be deferred until position is secured	5

7/7/73

APPENDIX F NAME, LOCATION, ENROLLMENT FEE, AND RATE OF COMMISSION CHARGED BY THE THIRTY-ONE COMMERCIAL TEACHERS' AGENCIES STUDIED (CONTINUED)

Name of agency	Location	Enrollment fees	Rate of commission (%)
7. Fisk Teachers' Agency ¹	Chicago	\$3.00 for 1 year in 1 agency \$1.00 each additional agency \$1.00 for Kan. City Missouri agency	5
8. Gate City Teachers' Agency ²	Kan. City, Missouri	\$1.00	4
9. Midland Schools Teachers' Agency ¹	Des Moines	\$1.00	5
10. Mid-West Teachers' Bureau ²	Kan. City, Kansas	\$2.00 life membership	4
11. Missouri Valley Teachers' Agency ²	Denver	\$.50	5
12. Mountain States Teachers' Agency ²	Denver	\$1.00	5
13. National Educational Service Inc. ²	Denver	\$.00	(\$10.00 deposit)
14. Rocky Mountain Teachers' Agency ¹	Denver	\$1.00	5

APPENDIX F NAME, LOCATION, ENROLLMENT FEE, AND RATE OF COMMISSION CHARGED BY THE TWENTY-ONE COMMERCIAL TEACHERS' AGENCIES STUDIED (CONCLUDED)

Name of agency	Location	Enrollment fees	Rate of commission (%)
15. Sabin's Educational Exchange ¹	Des Moines	\$1.00	5
.....			
16. Southwestern Teachers' Agency ²	Wichita	\$2.00 Permanent \$1.00 Seasonal \$.50 Re-nwal	5
.....			
17. Specialists Education Bureau ²	St. Louis	\$2.00 \$1.00	5 or 6
.....			
18. Teachers' Service Bureau ²	Emporia	\$10.00 life membership	Flat Rate
.....			
19. Western Reference and Bond Association ²	Kan. City Missouri	\$1.00	5
.....			
20. Western Teachers' Exchange ¹	Denver	\$1.00	5
.....			
21. Yates-Fisher Teachers' Agency ²	Chicago	\$2.00 \$.50	5 or 6

¹Member of National Association of Teachers' Agencies--1931

²Non member of National Association of Teachers' Agencies--1931

APPENDIX II. INQUIRY LETTER TO HIGH SCHOOL TEACHERS
 Corning Rural High School

A Class A Accredited High School
 Gilbert Jeffery, Principal
 Corning, Kansas

November 18, 1931

Miss Gladys Nordstrom
 Corning Rural High School
 Corning, Kansas

Dear Miss Nordstrom:

You, with many other Kansas Teachers, are interested in getting in touch with the right teaching position. I am interested in finding for you the most efficient and inexpensive method of locating the right position.

Here is how you can do something for our mutual benefit. Take your pen or pencil, and check the correct answers to the questions asked on the enclosed blank. Then put the blank in the mail immediately. A stamped envelop is enclosed for your convenience.

This is a part of a study on the placement of teachers. The value that will be derived from this part of the study will depend upon how accurately and how completely you answer the questions. This study is being made under the direction of Professor R. C. Maul, of the Kansas State Teachers College (Emporia).

The inclusion of your name on the enclosure is optional. All information received will be treated impersonally and in confidence. (Your name will not be used in connection with this study).

If you wish a copy of the findings of this study please so indicate on the question blank.

An immediate reply will be very much appreciated.

Yours very truly,

Gilbert Jeffery

Encl. Blank
 Stamped envelop

APPENDIX I. INQUIRY BLANK TO HIGH SCHOOL TEACHERS

(Please read the entire page before answering any of the questions)

Name (Optional).....

Teaching at what school? (Optional).....

KINDLY INDICATE WHICH OF THE FOLLOWING METHODS

YOU USED IN SECURING YOUR PRESENT POSITION

Please place a circle around the correct answer.

1. Written application only.....Yes No
2. Personal application only (interview).....Yes No
3. Received your position through a friend.....Yes No
4. Written application and personal interview,
but without the help of a friend or placement
agency.....Yes No
5. College or University Bureau.....Yes No
6. Commercial Teachers' Agency.....Yes No
7. Name of Commercial Agency.....
(This will be kept confidential)
8. The Kansas Teacher Placement Bureau.....Yes No
9. How much commission did you pay agency or bureau?...
\$ _____
or \$ _____
10. Enrollment fee paid agency or bureau.....\$ _____
11. Do you wish a copy of the findings of this study?...
Yes No

Remarks: _____

Corning Rural High School

A Class A Accredited High School
Gilbert Jeffery, Principal
Corning, Kansas

December 7, 1931.

Miss Gladys Nordstrum,
Corning Rural High School,
Corning, Kansas

Dear Miss Nordstrum:

A few days ago I mailed you a letter which had to deal with a part of a study on the placement of teachers. To date I have not received the blank which was inclosed,

Since each blank returned helps to make the study more complete, won't you kindly fill out the enclosed blank and return it today?

Thank you.

Yours very truly,
Gilbert Jeffery

P. S. If you have already returned the blank kindly disregard this follow-up letter.

Corning Rural High School

A Class A Accredited High School
 Gilbert Jeffery, Principal
 Corning, Kansas

Washburn College
 Teachers' Appointment Bureau
 Topeka, Kansas

Gentlemen:

I am making a study dealing with the placement of teachers. Will you please answer the following questions and return this sheet to me in the enclosed envelope?

Thank you very kindly.

Very truly yours,
Gilbert Jeffery

Please read the entire list of questions before answering any of the questions

Place a circle around the correct answer

1. Does Washburn College operate a placement or appointment bureau for teachers?.....Yes No
2. If an appointment or placement bureau is operated is there an enrollment fee charged for enrollment in the bureau?.....Yes No
3. How much is the enrollment fee?.....\$ _____
4. Is there a commission charged for placing a graduate in a teaching position?.....Yes No
5. How much commission is charged?....\$ _____ or % _____
6. If a commission is charged for placement services does this commission include a life membership in the alumni association?.....Yes No

Remarks: _____

APPENDIX I. ENROLLMENT FEES AND RATES OF COMMISSION
CHARGED BY EIGHTEEN KANSAS SENIOR FOUR-
YEAR COLLEGES FOR PLACEMENT SERVICE

College	Charge for enrollment	Rate of commission
1. Baker University	\$ 2.00 ^a	.00
2. Bethany College	2.00	.00
3. Bethel	1.50	$\frac{1}{2}\%$ & $\frac{1}{2}\%$ ^b
4. College of Emporia	.00 ^c	$\frac{1}{2}\%$
5. Friends University	10.00 ^d	.00
6. K. S. T. C. Emporia	.00	.00 ^e
7. K. S. T. C. Manhattan	.00 ^f	.00
8. K. S. T. C. Hays	1.00	.00
9. K. S. T. C. Pittsburg	.00	.00 ^g
10. Kansas University	.00	.00
11. Kansas Wesleyan	.00	.00 ^h
12. McPherson College	2.00	.00
13. Ottawa University	5.00 ⁱ	$\frac{4}{5}\%$ & $\frac{2}{5}\%$
14. Southwestern College	1.00	$\frac{2}{5}\%$
15. Sterling College	.00	.00
16. Washburn College	.00	.00 ^j
17. Tabor College	.50 or 25	.00
18. University of Wichita	5.00 ^k	.00

^aAfter the first payment of fee, there is a voluntary payment of \$2.00 fee.

^bOne-half of one percent for rural and grade teachers and one percent for high school positions.

^cCharge made for collecting and making up material.

^d\$10.00 is charged those who wish to teach in high school.
\$7.00 is charged those who wish to teach in grade school.

^eGraduates pay \$35 for life membership in the Alumni Association but the service of the appointment bureau is free.

^fThe free enrollment applies to former students and alumni of the Kansas State College.

^gOur placement bureau is operated at state expense for service to graduates of the college.

^hWe have never made any charge in connection with our placement bureau, although we have felt in recent years that such procedure would be entirely justifiable because of the amount of work and expense involved.

APPENDIX I. ENROLLMENT FEES AND RATES OF COMMISSION
CHARGED BY EIGHTEEN KANSAS SENIOR FOUR-
YEAR COLLEGES FOR PLACEMENT SERVICE
(CONTINUED)

i The enrollment fee once paid entitles the student to life membership in the placement bureau. If the student is elected the commission is two percent. If we find the vacancy, send the student out and the student is elected, the commission is four percent of the first year's salary.

j It might be reasonable to charge a fee sufficient to cover expenses, but Washburn College has never charged anything for this service.

k We refund \$2.00 to registrant if he does not secure a position by September 1, 1932.

APPENDIX II

CODE OF ETHICS OF THE NATIONAL ASSOCIATION
OF TEACHERS' AGENCIES

I. All advertising shall be absolutely honest, free from exaggeration or misleading statements.

II. All requests of employers as to the method of handling vacancies shall be respected.

III. All information concerning candidates, secured from references, shall be held in strict confidence and shall not, under any circumstances, be divulged to the candidate.

IV. No fee or commission shall be offered or paid to any employing official, including superintendents, principals and school-boards, nor to any person not actually in the employ of an agency.

V. No teacher shall be aided or encouraged to break a contract. No attempt shall be made to induce a teacher to leave a position during the school year unless an honorable release can be secured.

VI. Candidates known to be unfit shall not be recommended. Notices of vacancies shall not be sent without definite knowledge that such vacancies exist.

VII. It shall be the policy of the Association that no teacher shall be called upon to pay more than one commission upon a position unless he has deliberately or carelessly obligated himself to more than one agency. Should a case arise where a candidate, through no fault of his own, finds himself obligated to more than one agency belonging to the Association, the payment of one commission shall release the candidate from further obligation. Final adjustment of the commission shall be made in accordance with the by-laws of the Association.

VIII. This Association believes that in raising the placing of teachers to a professional plane it is rendering a distinct service to the cause of Education. In furtherance of this end it pledges the hearty co-operation of every member with all appointment offices--normal school, college or state--that are attempting to aid in solving the problems of teacher placement in a professional manner.