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EDWARD R. ELLOIS, JR.

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GRADUATE COLLEGE

TEACHER EMPLOYMENT SERVICES IN NEGRO COLLEGES AND UNIVERSITIES

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EDWARD R. ELLOIS, JR.

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TEACHER EMPLOYMENT SERVICES IN NEGRO

COLLEGES AND UNIVERSITIES

APPROVED BY

Claude Kelley

Robert E. Clem

Herbert R. Hengst

DISSERTATION COMMITTEE

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DEDICATION

This study is dedicated to the memory of my mother

Mrs. Delphone H. Ellois

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TEACHER EMPLOYMENT SERVICES IN NEGRO COLLEGES AND UNIVERSITIES

CHAPTER I

THE STUDY

A commonly accepted goal of higher education is that of returning the student to society better prepared to function in such a manner as to be of maximum benefit to both society and the individual. To achieve this ultimate goal, the colleges and universities must go beyond merely developing good programs and must provide services to facilitate the adequate employment of graduates.

Because the Negro meets intensified problems in the competitive field of job-seeking, the predominantly Negro colleges and universities have a major and unique responsibility for helping their students find employment. It is the premise of this study that the employment services for teacher-education graduates in predominantly Negro colleges and universities should be determined and evaluated.

The Need for the Study

The present study evolved out of the need for research concerned with the employment services of predominantly

Negro colleges and universities. This need was early sensed by George Gore, Jr., President of Florida Agricultural and Mechanical University, when he commented that:

> . . . We have difficulty selling students on other things besides teaching. But not all the blame falls on the student. The colleges generally lack placement services.[1]

J. Percy Bond put it very succinctly, when he said:

> The successful utilization of the greatly needed talents of all qualified college graduates, including the graduates of predominantly Negro colleges, requires the meticulous social engineering of local communities, colleges, and placement services. One of the key issues which has faced the placement officers of 17 predominantly Negro colleges has been unprecedented opportunities and requests for qualified Negro college graduates.[2]

In a major address given before a Washington conference in July, 1964, Martin D. Jenkins, President of Morgan State College, stated that there was an urgent need for placement offices to increase the quality of services to Negro students as well as the number of services provided.[3]

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[1] Robert Ramaker, staff reporter quoting George Gore, Jr., "Negro Colleges Train Too Many Teachers, Too Few Technicians - Job Openings for Grads Go Begging; Degree Holders Work as Mail Carriers," The Wall Street Journal (New York), July 15, 1959, p. 1.

[2] J. Percy Bond, "Changing Opportunities and Growing Needs," Journal of College Placement, XXIV (February, 1964), p. 71.

[3] Warren E. Kauffman, quoting Martin D. Jenkins, "The Changing Picture on Negro Campuses," Journal of College Placement, XXV (October, 1964), p. 100.

Andre G. Beaumont also reported a need for description and evaluation of such placement bureau services.[1]

An investigation of the literature shows that the whole area of placement services in the predominantly Negro colleges and universities has been almost completely ignored. There is, therefore, an unequivocal need for a study that will determine and evaluate the services available to their teacher-education graduates.

Statement of the Problem

The problem of this study was to determine and evaluate the employment services provided through college-placement offices of selected predominantly Negro colleges and universities for teacher-education graduates. More specifically, this study was broken down into three sub-problems:

1. To determine current placement-bureau practices of the eleven selected predominantly Negro colleges and universities.
2. To establish criteria for evaluating placement-bureau practices.
3. To evaluate the placement-bureau practices of the eleven colleges and universities.

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[1]Andre G. Beaumont, "Fruitful Year for CPS," Journal of College Placement, XXVII (October-November, 1966), p. 55.

Purpose of the Study

The purpose of the study was to meet the identified need for a study determining and evaluating employment services available to teacher-education graduates in eleven selected colleges and universities in eight states. Specifically it was the purpose of this study to gather and evaluate data and to make recommendations that could be used to improve the placement office policies and practices of these institutions.

Delimitations

This study was limited in the following ways:

1. To eleven selected predominantly Negro colleges and universities.
2. To those colleges and universities that were accredited in 1965 by the Southern Accreditation Association.
3. To those colleges and universities which had an enrollment of two thousand or more students as of August 1, 1965.[1]
4. To the services available to teacher-education graduates.
5. To a cross-sectional rather than longitudinal study.

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[1]American Council on Education, Accredited Institutions of Higher Education (Washington, D. C.: American Council on Education, 1965).

Definitions of Terms

For the purpose of this study the following operational definitions were used:[1]

Initial employment is the first employment as a teacher.

Teacher placement is that activity commonly associated with assisting graduating students toward initial employment, procuring correct information concerning position vacancies, informing qualified candidates of these position vacancies, collecting and servicing the student's credentials, and doing follow-up studies on student placement.

Centralized placement bureau is one where all the placement of an institution is confined to one central department.

Decentralized placement bureau is one where each college department controls the placement of graduates of the department, that is, the placement of all teacher education graduates handled by the department or college of education.

Registrant is a person meeting all of the requirements for employment set forth by the placement bureau and desiring the employment services of that bureau.

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[1]Unless otherwise indicated definitions are those used by Everett A. Teal and Robert F. Herrick, The Fundamentals of College Placement (Bethlehem, Pennsylvania: College Placement Council, 1962).

Credentials are those qualifications describing the employability of the registrant as set forth in forms maintained by each placement bureau for each registrant.

Reference rating is a confidential personal report regarding the strengths and weaknesses of a teacher. Rating scales, subjective statements, or both may be included in the reference rating.

Recommendation references are statements regarding the abilities and qualifications of the candidate secured from qualified faculty members and other reliable persons while the registrant is still enrolled in a course or courses.

Required registration is making it compulsory that all graduating seniors register with the placement office before graduation.

Follow-up is the effect of procuring evaluative data concerned with the employment of the student.

Interview schedule is an instrument used to gather survey information through personal interview.[1]

Predominantly Negro colleges and universities are those institutions where Negro students comprise from fifty to one hundred per cent of the full-time enrollment.[2]

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Rinehart and Winston, Incorporated, 1965), p. 395.

[2]Earl J. McGrath, The Predominantly Negro Colleges and Universities in Transition (New York: Teachers College, Columbia University, 1965), p. 12.

Procedure

The scheduled interview and evaluation methods of research were used in this study. These were appropriate methods for gathering survey information through personal interviews.[1]

The first step in this study was a thorough and extensive review of the literature pertaining to placement and placement bureaus. The second step was selecting the sample and securing the necessary cooperation. The participating institutions are listed in Appendix A. The third step was the development of evaluative criteria. The fourth step was the development of an instrument for structuring the interviews. The fifth step was the collection of data through interviews at each of the universities taking part in the study. The sixth step was the evaluation and analysis of the data and development of recommendations.

Establishment of Criteria

A review of the literature revealed no set of criteria for evaluating placement services. However, the literature did reveal seven major sources of information that could be used to develop evaluative criteria. These sources were:

1. The text The Fundamentals of College Placement, written by Everett A. Teal and Robert Herrick and published by College Placement Council in 1962.

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[1] Kerlinger, op. cit., p. 395.

2. Guidelines for Placement, prepared by the Association for School, College and University Staffing Communications and Service Center, Inc., available in mimeograph form from ASCUS.
3. Placement Budget, Salary, and Physical Space Survey, prepared by the College Placement Council, Bethlehem, Pennsylvania available in mimeograph form.
4. Placement Office Survey, published by College Placement Council, Bethlehem, Pennsylvania and available in printed form.
5. "A Yardstick for Your Placement Program," written by Max Berger and published in Occupations, Volume 23, December, 1944, p. 63.
6. ASCUS Newsletter, "Standards of Good Performance on the Part of Placement Offices in Teacher Training Institutions," Volume XIV, Number 4, October, 1966, p. 5.
7. Unpublished Ed. D. Dissertation, "A Critical Study of Institutional Teacher Placement Policies and Practices," by Irl A. Gladfelter, College of Education, University of Denver, 1954.

All statements in this literature with implications for evaluation were recorded. Similar items were combined, edited, and placed in major categories. In this way, sixty

usable items were identified, and criteria statements were developed based upon these items.

The five major categories used as a basis for organizing the criteria were:

1. Administrative Policies and Practices
2. Budget and Physical Space
3. Placement Policies and Practices
4. Teacher Placement Forms
5. Follow-up Policies and Practices

The criteria developed are presented in tabular form in Chapter III, and in summary form in Appendix C.

The Interviews

A questionnaire accompanied the form letter sent university personnel asking their cooperation. The purpose of this questionnaire was to gather basic information about the colleges and universities. A copy of this questionnaire is in Appendix B.

A form for use during structured interviews was developed. The items used in this instrument were selected from professional literature, especially the literature used in the development of criteria. These items were placed in the following categories: type and size of institution, placement director, administrative policies and practices, budget and physical space, placement policies and practices,

placement forms, discriminative items, and follow-up practices. A copy of this form is in Appendix D.

A two-day period was spent on each campus. The interview was conducted in such a manner as to require about an hour for administration, but the time spent during the interview was often extended to allow each director to give his rationale for his answers. Time was also given to study of facilities, informal visits with staff and students, and gathering pertinent background information.

Treatment of the Data

The placement office practices and policies of the eleven colleges and universities were descriptively evaluated through the use of the criteria that had been developed. The report of the evaluations does not identify specific institutions.

CHAPTER II

REVIEW OF RELATED LITERATURE

All literature relevant to the purpose of this study was reviewed. The limited literature concerned with the college placement bureaus in predominantly Negro colleges and universities clearly indicated a need for additional research and information to give such institutions a sound basis for effective operation of their placement bureaus.

Numerous studies have touched upon the evolution of placement services. Commercial Teachers' agencies became firmly established between 1800 and 1850 when teacher-training institutions would not take the responsibility for placement. Some two hundred commercial bureaus functioned between 1870 and 1890. Teacher-placement services were provided by state education departments and teachers' associations from 1898 to 1920 and by the United States Employment Bureau of Education in Washington, D. C., from 1918 to 1920. By 1920 seventy-five percent of all teacher-education institutions had teacher-placement bureaus.[1] Anderson and Litchen, in 1929,

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[1]Holles P. Allen, "A Study of Teacher Placement in California" (unpublished Master's thesis, University of California, 1920), p. 26.

saw the role of teacher-placement office as limited. They noted that "the functions of an appointment division or teacher-placement bureau in any university are to find desirable teachers for school officials and to collect and analyze information regarding all phases of supply and demand for teachers."[1] This view limited the placement office strictly to matching applicants with jobs.

Since 1929 the general placement service has retained job placement as its primary concern but has expanded its functions to supplying the student with information about available positions, areas needing workers, salaries, and effective methods of obtaining positions.[2]

The college's responsibility in the area of placement was indicated by Clothier back in 1930 when he stated:

> A university which does not have a well-developed placement service is comparable to an industrial concern which receives raw material of great value, spends four years in processing that raw material into a finished product, then with no sales organization, dumps their refined product into the street for anyone to pick up who chooses.[3]

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[1]Earl W. Anderson and Ruth E. Litchen, "Educational Research and Statistics--The Status of the State College Teacher Placement Bureau," School and Society, XXVII (June, 1929), p. 70.

[2]Ibid.

[3]Robert C. Clothier, "Are Placement and Personnel Work Inter-related? If So, How? Report of the Seventh Annual Meeting of the National Association of Placement and Personnel Officers (Bethlehem, Pennsylvania: The National Association of Placement and Personnel Officers, 1930), p. 50.

In 1931 eighty-six percent of all institutions of higher education had teacher-placement bureaus. J. G. Umstattd stated that teacher-placement had been definitely recognized and accepted as an essential service of institutions which prepared teachers. He reported that teacher-placement service in any educational institution was conducted solely for two purposes: the improvement of the educational structure of the region served and service to competent individuals seeking teaching positions for which they are well qualified.[1]

Ralph F. Strebel thought that the placement office should be concerned with the entire institutional program-admissions, guidance and counseling, curriculum, program selection, teacher-training, placement and follow-up.[2]

Bess Goodykoontz saw the placement office as a psychological necessity. She said:

> Placement is thought of as an integral part of the responsibility which the college should assume if the student is to become a happy, well-adjusted person with the ability to make a constructive contribution to society.[3]

Many placement offices have been organized with the appropriate and necessary facilities to serve both the needs

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[1] J. G. Umstattd, "Institutional Teacher Placement," School and Society, XXXIX (March 31, 1934), pp. 415-16.

[2] Ralph F. Strebel, "The Institutional Teacher Placement Bureau as an Integral Unit in Teacher Education," Institutional Teacher Placement, XIII (March, 1937), p. 156.

[3] Bess Goodykoontz (editor), "Placement Services in Colleges and Universities," United State Office of Education Bulletin, No. 12, 1940, p. v.

of students and the requirements of visiting recruiters. Goodykoontz believed that colleges and universities should not turn out graduates with degrees and assume that their obligation had been fulfilled.[1] Harold P. Hill considered the placement office as a part of the educational counseling function. He wrote:

> Placement bureaus occupy a key position in education. The new teacher, keenly sensitive, alert and eager to act in accordance with accepted procedures, comes to a bureau as the last step before becoming an active, full-fledged member of the profession.[2]

Anna K. Reed summed up clearly the direction that this widening scope has taken. She said, "placement is the final step in a series of guidance procedures."[3]

Speaking specifically of the Negro land-grant colleges, Boykin and Bowen reported that each of seventeen institutions studied carried on some type of placement service either for students or for individuals who had completed work in the institution. The pattern of organization for handling placement varied in each institution. In many cases the

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[1] Ibid.

[2] Harold P. Hill, "Ethics of Teacher Placement," The Phi Delta Kappan, XXIV (April, 1942), p. 360.

[3] Anna K. Reed, Guidance and Personnel Services in Education (Ithaca, New York: Cornell University Press, 1947), p. 309.

placement service was not coordinated, and one was not able to get a complete picture of the type of employment which students received.[1]

When the teacher-placement activities have been located within the broad structure of student-personnel work, they usually have been regarded as continuations of the overall guidance and counseling programs. N. A. Johnson stressed this concept when he stated that "placement and follow-up have been repeatedly listed in recent years as one of the basic or essential student personnel services on the college level."[2]

Irl Allen Gladfelter, in a doctoral dissertation, stated that the placement office should be organized on the centralized plan with the teacher-placement bureau in a separate department and that the director of the teacher-placement bureau should be an educator familiar with the total program of teacher education. He further recommended that the placement office should be financed by regular budgetary appropriation secured through administrative channels, should operate under a definite written policy, and should be open

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[1] Leander L. Boykin and H. A. Bowen, "Placement Services, Practices, and Responsibilities in American Colleges and Universities," Journal of College and University, XXIV (April, 1949), p. 354.

[2] N. A. Johnson, "Integrating Placement with the Students' Personnel Program," Educational and Psychological Measurement, IX (April, 1949), p. 602.

to alumni, graduate students, qualified undergraduates, as well as graduating seniors.[1]

Recent writers have indicated a need to quicken efforts in placement as an essential service to the student and the community. As late as July 15, 1959, Thomas D. Jarrett, Dean of Atlanta University, was quoted in The Wall Street Journal as having said:

> We have no placement office, and so some of these offers for positions don't get proper attention. Somebody loses out.[2]

The Encyclopedia of Educational Research carried the statement that placement was a service function oriented toward student, institution, employer and community. Responsible placement officials have recognized that all four must be served, that intimate knowledge of each is necessary, that relations with students and employers are of immediate concern, and that the institutions and community also profit when students are served effectively.[3]

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[1] Irl Allen Gladfelter, "A Critical Study of Institutional Teacher Placement Policies and Practices" (unpublished Ed. D. dissertation, University of Denver, 1954).

[2] Robert Ramaker, staff reporter quoting Thomas D. Jarrett, "Negro Colleges Train Too Many Teachers, Too Few Technicians--Job Openings for Grads Go Begging; Degree Holders Work as Mail Carriers," The Wall Street Journal (New York), July 15, 1959, p. 1.

[3] Chester W. Harris, Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), p. 933.

The placement director has been in a good position to influence the students and some writers desired even broader functions. Frederick L. Redefer declared:

> The idea of counseling students in professional career planning is not a novel suggestion. The best of placement officials operating in one of their better moments do exactly this . . . Many graduates depend on the placement office in college or university to obtain for them their first or their next position.[1]

Redefer also stated that the educational purpose of a placement bureau was far from clear. He asked two significant questions: "If the college accepts no responsibility for employment for graduates, what should be its responsibility?" "Yet on the other hand, do colleges overstretch their abilities and power if they assume responsibility for full employment for graduates and attach a guarantee clause to the diploma?"[2]

Follow-up has been recognized as a means whereby the placement office evaluates itself. The Encyclopedia of Educational Research provided this information:

> Present status of evaluation in placement and suggestion for its improvement are reported by Clifford. He found that placement and follow-up are inseparable in both theory and practice. Follow-up is the evaluative phase of placement and all the other services involved in the guidance and instructional program of a given institution. Placement service may be evaluated as satisfactory when graduates obtain a job,

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[1]Frederick L. Redefer, "Professional Career Planning for Teacher Placement," School and College Placement, XI (April, 1960), p. 24.

[2]Ibid., p. 60.

> vocation, or profession which: (a) is consonant with interests, (b) is on a level with mental abilities, (c) makes use of achievement and skills, (d) makes no physical demands that cannot be satisfied, (e) is personally satisfying or rewarding and (f) makes a significant contribution to the improvement of the social order.[1]

Similar thinking was expressed by the College Placement Council as it explained its follow-up with the statement:

> An important phase of the placement office operation begins, paradoxically enough, after the student has been placed. Only at graduation does the institution begin to determine what success it has achieved in the long educational process which began with the selectivity of the admissions office and concluded with the conferring of the baccalaureate degree. After four years of mutual effort the final hallmark identifies the individual with the institution and the institution with the individual. What follows, of course, is of the most vital interest to all of the departments cooperating in the preparation of the "product," for elements contributing to his ultimate success or failure--together with those of thousands of other graduates of the college--establish the image of the graduate and his Alma Mater.[2]

Chester B. Peters, President of College Placement Council in 1963, reported that the college placement offices had not sought or utilized the maximum support by business and industry in accomplishing the best job for the educated manpower graduating from our many colleges and universities. Furthermore, he recognized the necessity to work continuously at improving the quality of placement officers and their professional staff. He implied that the primary need was not

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[1] Harris, op. cit., p. 934.

[2] Everett A. Teal and Robert Herrick, The Fundamentals of College Placement (Bethlehem, Pennsylvania: College Placement Council, 1962), p. 211.

that placement offices be installed, but that existing offices be upgraded.[1] Peters also believed that everyone in the placement field should work for the improvement of three things: (1) facilities, (2) a more adequate staff, and (3) the financial resources to perform in a manner that will furnish a more efficient operation. He reported great strides had been made in these areas but there was always room for improvement.[2]

College placement offices in recent years have been expanding and increasing their services. The conference held at Morgan State College with the presidents and placement directors of seventeen predominantly Negro institutions studied the changing opportunities and growing needs. The conference theme centered around the "New Demands on the Placement Office" with particular emphasis on "Changing Opportunities and Changing Needs." Participants gave special consideration to problems of identifying and meeting the unprecedented opportunities and requests for qualified Negro college graduates.[3]

So important has been the concern for upgrading of placement at predominantly Negro colleges that the Ford Foundation made a grant of $310,000 to college placement

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[1] Chester E. Peters, "A Dynamic Decade--Keystone for the Future," Journal of College Placement, XXIII (April, 1963), p. 15.

[2] Ibid., p. 15.

[3] Bond, op. cit., pp. 71-72.

services. The chief factor which has promoted interest in such college placement services has been the continuing efforts of the College Placement Council. The College Placement Services Organization, a committee of this council, has accepted as a major project helping college students in predominantly Negro institutions to prepare for greatly expanded career opportunities.[1]

Bond saw the complexity of the problem and made the following observation:

> The successful utilization of the greatly needed talents of all qualified college graduates, including the graduates of predominantly Negro colleges, requires the meticulous social engineering of local communities, colleges, and placement services. Concomitantly required is the impartial but painstaking understanding and complete cooperation of government, industry, and business.[2]

The literature in the field indicates a growing need to expand placement services and to expand the role of the placement office staff. Gradually, the placement office has come to be considered as an integral part of the educational experience. Although the Negro college has been slow to expand its placement functions, it has responded. The employment of Negro college graduates in the United States had undergone significant changes during the last century. There is no doubt that opportunities for employment exist for the

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[1] William J. VanPelt, "Upgrading of Placement at Negro Colleges," Journal of College Placement, XXV (April, 1965), p. 124.

[2] Bond, op. cit., p. 71.

qualified Negro college graduate. This factor along with others has made the role and function of the college placement office a most significant one.

CHAPTER III

PRESENTATION AND DISCUSSION OF DATA

The presentation of data is both descriptive and analytical. The first section presents data related to the organization of placement services and individuals served by the placement offices. The second section presents data describing policies and practices of the placement offices related to administration, budget and physical space, placement policies, teacher placement policies, and follow-up practices. The third section is an evaluation of the eleven placement offices. The fourth section is concerned with two questions: What are the relationships between placement office variables and the number of affirmative answers to criteria by categories? What are the relationships between number of affirmative answers to criteria in different categories?

The Placement Services

The information obtained during the structured interviews with the directors of placement was summarized and tabulated, and the results are reported in Table 1. Details furnished in this table include: (1) type of school,

TABLE 1

THE INSTITUTIONS AND TEACHER PLACEMENT SERVICES

School	Type of School[a]		Highest Degree Granted[b]			Total		Teacher Education Graduates 1965			No. of School Systems Recruiting 1965
	P	S	B	M	D	Enrollment 1965[c]	Graduates 1965	Total	Registered	Placed	
1	X			X		2,612	435	206	127	52	35
2		X		X		3,365	650	386	291	18	18
3		X	X			3,634	463	257	252	20	20
4		X		X		9,556	945	733	160	55	55
5		X		X		2,012	372	313	313	20	20
6		X		X		3,079	326	160	160	44	44
7		X		X	X	2,651	265	88	88	16	16
8		X		X		2,519	170	132	132	24	24
9		X		X		5,901	600	410	292	20	20
10		X		X		3,786	465	440	215	14	14
11		X		X		4,216	454	246	127	9	9

[a]P--Private, S--State. [b]B--Bachelor's, M--Master's, D--Doctorate.

[c]Figures reported in American Council on Education, Accredited Institutions of Higher Education (Washington, D. C.: American Council on Education, 1965).

(2) highest degree granted, (3) total enrollment 1965, (4) total graduates 1965, (5) teacher-education graduates 1965, and (6) number of school systems recruiting 1965.

All institutions cooperating in this study had more than a fifty per cent Negro student population. All eleven of these schools were accredited with the Southern Accreditation Association and had a student enrollment in 1965 of at least 2,000. Only one school had an enrollment of less than 2,499 students; the actual enrollment was 2,015. Nine schools had enrollments between 2,500 and 4,999 students. The largest school had an enrollment of 9,556. Only one of these institutions was privately operated.

All eleven institutions studied offered the Baccalaureate degree, ten offered the Master's degree, but only one offered the Doctorate. These schools, with a combined enrollment of 43,000 students in 1965, graduated twelve per cent of that enrollment or 5,145 students in June and August of 1965. Sixty-five per cent, or 3,358, of these were teacher-education graduates. Of the students graduating in teacher education, fifty-nine per cent, or 1,997, registered with the placement bureau; and thirty-nine per cent, or 1,308, students graduating in teacher-education were placed through the placement bureau.

It is generally recommended that registration with placement bureaus be compulsory. However, five of the eleven institutions studied did not have such a requirement. This

accounts for the discrepancy between the total number of graduates and the total number registered.

During 1965 there were 275 recruiters who visited the eleven schools studied for the purpose of interviewing teacher-education graduates. The placement office was the primary available resource for these recruiters when on-campus visitations were conducted.

Any realistic consideration of the efficiency of placement services must take into consideration the supply of and demand for teachers in specific teaching fields. The overproduction of graduates in some fields resulting in a decrease in per cent of graduates placed and the underproduction in other fields are both indications of an institution's failure to serve adequately graduates and society. Table 2 summarizes the academic majors of all teacher-education graduates of the eleven schools in 1965 and clearly indicates imbalances in the number of graduates in different fields. The fact that 711 of the graduates had majored in elementary education and 2,647 of the graduates had majored in secondary education is one example of imbalance. An examination of the teaching fields of secondary education graduates reveals other imbalances; for example, 205 students majored in social sciences and only 126 majored in sciences with a single major in physics.

The quality of teacher-placement services is dependent upon the size and quality of the placement office staff.

TABLE 2

ACADEMIC MAJORS OF TEACHER-EDUCATION GRADUATES

Majors	Schools										
	1	2	3	4	5	6	7	8	9	10	11
Elementary Education	30	92	125	52	126	0	0	26	130	76	54
Secondary Education											
Art	0	4	1	6	5	3	0	0	6	4	5
Business Education	13	13	14	13	0	18	15	4	11	7	12
English and Speech	17	24	31	10	56	14	6	15	12	4	5
Foreign Language	0	0	4	8	3	6	11	4	7	13	0
Health & Physical Educ.	22	13	17	12	43	24	9	14	18	10	21
Library Science	0	5	0	0	0	0	10	6	10	0	0
Mathematics	2	19	6	23	6	10	0	16	19	11	5
Music	0	25	7	23	0	7	7	9	13	0	12
Science	6	14	1	12	23	13	7	13	11	15	11
Social Studies	14	22	23	10	33	42	8	9	23	21	0
Special Education	0	0	0	12	5	0	3	0	6	0	12
Vocational Education	36	32	21	14	12	17	4	22	30	4	3

However large or small the staff of the placement office, the most important member of the staff is the director. The College Placement Council in the book Fundamentals of College Placement has suggested that the evaluation of the directorship breaks into three categories: the director's relationship with the institution, the director's academic achievement, and his staff.[1]

Almost as important as the director is his staff, whether it be a large one in a large institution or consists of only one other person besides himself. Generally, the personnel of a placement office may be divided into two categories: professional and clerical, or secretarial.[2]

Table 3 summarizes information about the placement office staff. There were six full-time directors, three three-fourths-time directors, one half-time director, and one one-fourth-time director. Although several of these universities did not have full-time placement directors, studies have indicated that the director of placement should be of full-time status. The institutional prestige of the placement bureau was reflected also through the salary and faculty rank for each director.

The directors' salaries ranged from $7,000 per year to over $13,000 per year. There were six directors with a

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[1] Teal and Herrick, op. cit., pp. 55-61.

[2] Ibid., pp. 56-58.

TABLE 3

PLACEMENT OFFICE STAFF

School	Academic Preparation		Sex	Academic Rank	Years in Position	Time Devoted to Placement	Salary Range[a]			No. Prof. Staff	No. Secy. Full time	Student Help	
	Degree	Major					A	B	D			No.	Total Work Hours Per Week
1	Mast.	Public Rel.	M	Asso. Prof.	1	Full Time	X			1	1	1	15
2	Mast.	Educ.	M	Asst. Prof.	7	3/4	X				1	2	15
3	Doct.	Ed.Psy.	M	Prof.	6	3/4			X		1	3	15
4	Mast.	Guid.	M	Asst. Prof.	9	Full Time		X			1	1	10
5	Mast.	Educ. Adm.	M	Asso. Prof.	3	Full Time		X			1	4	15
6	Mast.	Supy. Pub.	M	Asst. Prof.	6	Full Time		X			1	1	10
7	Mast.	Health	M	Prof.	5	Time		X			2	1	15
8	Mast.	Chem. Math.	M	None	3	1/2	X				1	1	15
9	Mast.	Physics Ag.	F	Asso. Prof.	18	Full Time	X				1	7	14
10	Mast.	Educ. Couns.	M	Asst. Prof.	3	1/4	X				2	3	12
11	Mast.	Ind.Arts	M	Asst. Prof.	13	Full Time	X				1	1	15

[a] A--$7,000-$9,000; B--$10,000-$12,000; C--$13,000-$15,000.

salary of from $7,000 to $9,000 per year, four directors had salaries from $10,000 to $12,000, and one director had a salary of over $13,000 per year. Two directors held no faculty rank, five directors were assistant professors, three were associate professors, and one director was a full professor. Seven of the directors of placement offices held an academic rank less than associate professor.

Four of the directors had hald the position of director three years or less, three directors had held the position from four to six years, two directors had held the position from seven to nine years, and two directors had held the position for more than ten years. Academically, ten of the directors had achieved the Master's degree and one director the Doctorate degree. Three of these degrees were either in psychology or in counseling, five were in education, and three were in other related fields.

The very nature of the work makes it almost impossible to conceive of a placement office operating without at least one secretary. The students' opinions of the placement office will depend to some extent upon the treatment they receive from the secretarial staff, and the recruiters may form a good or bad impression of the office, and even of the entire institution, based upon the reception accorded them by placement staff members. The number of full-time and part-time employees for each placement bureau was an indication of the potential volume of work the bureau was capable of producing.

One of the placement offices studied had an associate director of placement. There were nine offices with one full-time secretary and two offices with two full-time secretaries. Six offices had one part-time student employee each. Four of these worked fifteen hours per week, and the other student employees worked less. One office had two students working a total of fifteen hours per week. One office had four students working a combined total of fifteen hours. One office had seven part-time students working a total of fourteen hours per week. Finally, there was one placement office with three students working a total of twelve hours per week.

Description of Placement Policies and Practices

The criteria based upon recommendations found in professional literature have been used to structure the descriptive report of placement policies and practices. The information reported was gathered during personal interviews.

The Administrative Policies and Practices

The number and kind of administrative policies and practices indicate the administrative interest in placement. Table 4 reports the frequency of yes and no answers to the four criteria questions concerned with administrative policies and practices. All of the colleges and universities studied operated on a centralized type of administration. Nine of the colleges and universities studied allowed their candidates access to employer literature to encourage the

TABLE 4

THE ADMINISTRATIVE POLICIES AND PRACTICES

Criteria	Schools Responding	
	Yes	No
1. Do you operate under a centralized for of placement bureau?	11	0
2. Are candidates allowed access to employer literature to encourage study of the employing organization prior to scheduling appointment?	9	2
3. Does the placement office routinely telephone or otherwise contact employers in advance when schedules are too heavy, too light or present some problems or possible inconvenience to the recruiter?	8	3
4. When the employer arrives in the morning is he given a complete list of all candidates with whom he will have interviews?	3	8

study of employing organizations prior to scheduling appointments. Eight of the college placement offices routinely telephoned or otherwise contacted the employers who set up appointments in advance when schedules were too heavy, too light or presented some problems or possible inconvenience to recruiters. Only three of the placement offices gave the employer upon arrival a complete list of all the candidates with whom he would have interviews.

The Budget and Physical Space

Table 5 reports the summary of responses to criteria related to budget and physical space. The budget and physical space afforded the placement bureau are supposed to be in direct proportion to the productivity of the bureau.[1] All of the items used in this section were chosen because of emphasis given them in publications of professional organizations.

An examination of Table 5 clearly indicated that the recommendations in this category were not being generally followed by the eleven schools surveyed. The fact that only thirty-three of the eighty-eight responses were affirmative substantiates this conclusion.

There were only two schools utilizing enough space in the placement bureau and enough equipment to operate a placement bureau effectively. Most of the schools were lacking in the main essentials for a placement bureau such as filing and

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[1]Teal and Herrick, op. cit., pp. 31-34.

TABLE 5

THE BUDGET AND PHYSICAL SPACE

Criteria	Responses	
	Yes	No
1. Does the placement service have a clearly defined reception area?	3	8
2. Does each professional level staff member have a private office?	11	0
3. Do secretarial and clerical staff members have adequate work space in an area suitable for work of confidential nature?	3	8
4. Does the office have sufficient and accessible file and storage space?	2	9
5. Are private employer interviewing rooms available in the placement office sufficient to meet normal peak loads?	2	9
6. Is your placement bureau financed by a regular budgetary appropriate secured through college or university administrative channels?	8	3
7. Do you charge state employment office for permitting them to copy the placement papers of your registrants?	2	9
8. Is your placement bureau partially financed by candidates and partially by a regular budgetary appropriation secured through college or university administrative channels?	2	9

storage space, adequate interviewing rooms, or a reception room for students and prospective employers.

Budgetary policies are probably of even greater significance than are physical facilities. Although it has been consistently recommended that placement services be financed through regular budgetary appropriations for colleges and universities, only eight of the schools were financed through the regular budgetary appropriation secured through the institutions.

Policies and Practices

The frequency of yes and no answers to criteria questions related to placement policies and practices is reported in Table 6. It is advantageous to require registration with the placement bureau for the purposes of serving students, of doing a thorough evaluation of the institution's programs, and of doing action research within the placement bureau. However, only six schools required registration with the placement office.

Three institutions published annual reports of one kind or another. One of the more significant publications gave the name, present address, permanent address, major specialized field, and graduation date for each graduating senior. This gave potential employers the opportunity to see the available graduates at the school as possible future employees. This helped to place a part of the responsibility for

TABLE 6

PLACEMENT POLICIES AND PRACTICES

Items	Responses	
	Yes	No
1. Are all prospective teachers required to register with your teacher-placement bureau before graduation?	6	5
2. Does the placement service publish an annual report?	1	10
3. In the past twelve months did the placement office publish a special report or a publicity or informational release on the employment outlook?	1	10
4. Do you interview registrants in an attempt to know them individually?	8	3
5. Do you refuse to recommend candidates known to be undesirable?	7	4
6. Are candidates allowed access to employer literature to encourage study of employing organizations prior to scheduling appointments?	9	2
7. When possible, do you arrange for candidates registered with your placement bureau to have personal interviews with employing officials?	11	0
8. Are the names of candidates referred to job openings recorded or listed, so that the information may be given to the employer on request?	8	3
9. Whenever copies of placement papers are sent for your candidates, do you permit the receiving institution to retain the copy?	8	3

TABLE 6--Continued

	Items	Responses	
		Yes	No
10.	Do you send copies of placement papers of your registrants to commercial teachers' agencies at the request of the commercial agencies?	3	8
11.	Whenever you receive a request from a particular school system do you verify the vacancy before sending credentials?	6	5
12.	Whenever you receive notification of a vacancy do you select a limited number of your best available candidates for recommendation to employing officials?	7	4
13.	Do you pay for long distance telephone calls and telegrams when these means are used in helping candidates secure teaching positions?	8	3
14.	Do you distribute a mimeographed list of prospective teacher candidates to employing officials at the beginning of the placement season?	3	8
15.	Is it your responsibility to see that supply and demand information is utilized to guide students into teaching fields where critical shortage of teachers are evident?	11	0
16.	Does your placement bureau operate under a definite written policy?	7	4
17.	Do you attempt to secure from employing officials reference ratings for teachers at the end of their first contractual year?	4	7
18.	Do you attempt to secure from employing officials reference ratings for experienced teachers in new positions?	3	8

TABLE 6--Continued

Items	Responses	
	Yes	No
19. Does your placement bureau confine its task to securing only first teaching positions for its candidates?	6	5
20. Are the services of your placement bureau open to graduate students?	11	0
21. Do you automatically place all teachers in your active file when they have had two consecutive years of successful experience in the same position?	7	4
22. Do you activate an experienced teacher's papers only upon request of the teacher?	9	2
23. Do you exchange a candidate's placement papers only upon request of the teacher?	5	6
24. Do you exchange vacancy noties with other professional bureaus whenever your bureau has no worthy candidates to recommend to employing officials for the vacancy?	4	7

the initial interview upon the shoulders of the recruiter. Another publication was a newsletter used to inform students of the recruiters who were coming to the campus to interview for positions. This newsletter contained the interview schedule for each recruiter, the company's name and location, the job openings, and a list of the new employment bulletins available in the placement office. The number of affirmative answers to criteria in this category indicate the number or breadth of the placement bureau services which had been made available to students. The larger the number of recommendations followed by the bureau, the more services the bureau offered the students. The wide range of services rendered was reflected in the fact the number of criteria met by different placement offices ranged from eight to twenty.

Teacher-Placement Forms

The adoption and design of placement forms can contribute substantially to the efficiency of the placement office and thus expedite its services. It is important therefore, that careful consideration be given to their selection.[1]

The summary of responses to criteria questions related to placement forms is recorded in Table 7. The data thus tabulated reveals a wide range of difference in personnel forms. Of the eleven institutions studied, two included in personnel forms official transcript of credits. Five included a

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[1]Teal and Herrick, op. cit., p. 62.

TABLE 7

TEACHER-PLACEMENT FORMS

Items	Responses	
	Yes	No
1. Do you include an official transcript of credits in your teacher-placement form?	2	9
2. Do you include a complete listing of all courses taken and hours of credit earned by the candidate in your placement forms?	5	6
3. Are complete listings of only courses taken in the field of education and in the candidate's major and minor fields of preparation included in your placement forms?	7	4
4. Do you include a page in the placement papers where the candidate can write a statement of his philosophy, objectives, interests and abilities?	9	2
5. Do you include a copy of the college supervisor's rating of student teaching in your placement papers?	8	3
6. Do you include a copy of the supervising teacher's rating of student teaching in your placement papers?	7	4
7. Do you give each candidate a personal rating which is included in the placement papers?	2	9
8. Do you require the candidate to give a definite number of references?	11	0
9. Do you minimize the use of descriptive items?	11	0

complete listing of all courses taken and hours of credit earned by candidates. Complete listing of courses taken only in the field of education and in the candidate's major and minor fields of preparation was being required by seven schools. Nine included a page in the placement papers where the candidate could write a statement of his philosophy, objectives, interests and abilities. Eight of the schools included a copy of the college supervisor's rating of student teaching in their placement forms. The supervising teacher's rating of student teaching was reported by seven schools as being a part of their placement papers. Only two of the directors give each candidate a personal rating which is to be included in the placement papers. All of the colleges and universities studied required the candidate to give a definite number of references.

Professional literature has strongly recommended the minimum use of descriptive items on personnel forms which allow employers to differentiate possible employees on some basis other than ability, experience, and preparation. The recent emphasis on equal employment opportunities has given this recommendation special implications for predominantly Negro colleges and universities. For these reasons special attention was focused on the responses to the criteria questions related to use of descriptive items. Table 8 summarizes the use by the eleven schools of twenty-five such items which professional literature has considered. This tabulation

TABLE 8

DESCRIPTIVE ITEMS ON PLACEMENT FORMS

Items	No. of Offices Using Item
Religion	8
Marital status	11
Picture	8
Health	6
Physical defects	9
Height	10
Weight	11
Age	9
Foreigh languages read and spoken	2
Schools attended	9
College hours	7
College organizations	8
Teaching experience	5
Other employment	6
Position desired	7
Extracurricular activities	9
Reference ratings	8
Student teaching rating	7
Candidate's page	9
Compete list of all credits	6
Minimum salary you will consider	1
Extensive travel	1
Music proficiency: vocal	1
Music proficiency: instrumental	3
Music proficiency: teaching	1

served to identify the items most frequently used, and the checking of specific items used by each school served to give a basis for answering the question "Do you minimize the use of descriptive items?" There was a natural break in the data gathered. Five schools made use of nine, ten, or eleven items, and six made use of seventeen or more items. Therefore, use of less than twelve items was arbitrarily considered "minimum use." Consideration of the data would seem to justify the conclusion that at least six of the eleven schools were placing too much emphasis on such discriminatory items.

Follow-up

An institution's ability to evaluate its graduates and its ability to produce quality graduates are functions of the employment follow-up. Table 9 summarizes information about the follow-up programs of the eleven placement offices.

The number of yes responses given by a director to the criteria questions in this category was an indication of his placement bureau's interest in follow-up activities. Two directors gave only one affirmative answer to these questions. On the other hand, one director answered eleven questions affirmatively. An effective follow-up program must be adequately financed. Inadequate financing reported by all directors very probably accounts for the meager follow-up programs of some of the schools.

TABLE 9

FOLLOW-UP

Items	Responses	
	Yes	No
1. Are provisions made for faculty participation in the formulation of policies that have to do with follow-up services?	8	3
2. Do you secure an on-the-job appraisal of each teacher at the end of his first year of teaching?	0	11
3. Is on-the-job appraisal information included with the teacher's placement papers?	2	9
4. Do you utilize follow-up data gathered to further the individual teacher's professional growth on the in-service level?	6	5
5. Do you invite beginning teachers to come to your campus during the year for a short conference dealing with teacher problems?	4	7
6. Do you conduct on-campus workshops for beginning teachers so they may work toward the solution of their teaching problems?	4	7
7. Do you conduct off-campus workshops for beginning teachers so they may work toward the solution of their teaching problems?	5	6
8. Are beginning teachers, placed through your placement bureau, employed on an internship basis during their first years?	1	10

TABLE 9--Continued

	Items	Responses	
		Yes	No
9.	Are the findings in the follow-up shared with faculty members in the departments of the teacher's major and minor fields of preparation?	10	1
10.	Do you visit beginning teachers during their first year?	1	10
11.	Do you have a field supervisor who visits beginning teachers during their first year?	3	8
12.	Do the departmental supervisors from the beginning teacher's major or minor fields of preparation visit him during his first year?	4	7
13.	Do you secure information systematically from former graduates concerning the strengths and weaknesses of the institutional teacher educational program?	5	6
14.	Do you secure information systematically from school administrators concerning the strengths and weaknesses of the teacher placement and follow-up programs?	6	5
15.	Do you follow-up your graduates systematically for more than one year?	2	9

Evaluation of Placement Services

A major purpose of this study was to evaluate the placement services surveyed. The two-fold evaluation was based upon the recommendations found in professional literature and upon the per cent of teacher-education graduates actually placed by the eleven offices studied.

Responses to Criteria

The question fundamental to this part of the evaluation was, "Do the policies and practices of the placement offices conform to recommendations found in authoritative publications?" The number of affirmative answers to criteria questions was considered an indication of an office's compliance with recommended practice. The number of affirmative answers to all categories of criteria, as well as total numbers, are reported by schools in Table 10.

The schools varied markedly in the number of recommended practices they followed; the range was from seventeen to forty-eight affirmative answers to the sixty criteria questions. There were also differences in the extent to which recommendations in different categories were followed. The categories of follow-up (36% yes answers) and budget and physical space (37% yes answers) were areas within which the highest level of failure to comply with recommendations was found and within which the greatest weaknesses probably existed. A higher level of compliance was found within the

TABLE 10

NUMBER OF YES ANSWERS BY CRITERIA CATEGORIES

	Administrative Policies and Practices	Budget and Physical Space	Placement Policies and Practices	Teacher Placement Forms	Follow-up Policies and Practices	TOTAL
School 1	2	2	9	7	6	23
School 2	3	2	17	6	11	36
School 3	2	2	10	6	5	21
School 4	3	2	20	6	5	34
School 5	3	7	16	5	8	39
School 6	2	1	14	5	7	29
School 7	3	6	16	8	6	48
School 8	1	4	14	4	3	26
School 9	2	3	14	5	4	28
School 10	3	2	15	5	4	26
School 11	2	2	8	4	1	17

areas of placement policies and practices (58% yes answers), administrative policies and practices (59% yes answers), and placement forms (62% yes answers).

It was not within the scope of this study to establish the degree of compliance with recommended practices that is either desirable or adequate for minimum efficiency. However, the very decided break between the two clusters of very highly similar percentages of affirmative answers is significant. Furthermore, it would seem reasonable to consider even a 62% level of compliance with recommended practice as an indication of considerable weakness.

Per Cent of Graduates Placed

The question fundamental to this part of the evaluation was, "What per cent of teacher-education graduates is placed through the placement offices?" Since the principal objective of placement is securing employment for graduates, this is a highly significant and practical criteria.

Table 11 gives the per cent of graduates placed by each institution. The efficiency of the eleven offices ranged from only 18% of the graduates placed by one institution to 91% placed by another. Only four of the eleven schools placed more than half of their graduates. On the other hand, five schools placed less than a third of their graduates. The data leads to the conclusion that ten of the eleven placement offices were not functioning as effectively as might be reasonably expected.

TABLE 11

TEACHER-EDUCATION GRADUATES REGISTERED AND PLACED

School	Number of Graduates 1965	Per Cent of Teacher-Education Graduates Registered	Per Cent of Teacher-Education Graduates Placed
1	435	62%	25%
2	650	75%	48%
3	463	98%	73%
4	945	78%	18%
5	372	100%	76%
6	326	100%	57%
7	265	100%	91%
8	170	100%	21%
9	600	68%	38%
10	465	49%	23%
11	454	52%	24%

Relationship of Per Cent of Graduates Placed and Per Cent of Registrants Placed

The question may be raised as to whether or not a fairer criterion than per cent of graduates placed would have been the per cent of registrants placed. Table 12 gives the comparative ranks of the schools with regard to per cent of teacher-education graduates registered and per cent of teacher-education graduates placed.

The significance of the correlation in rank was found by the use of the Kendall Tau correlation coefficient.

$$T = \frac{S}{\sqrt{\tfrac{1}{2}N\,(N-1) - \sum T_x}\ \sqrt{\tfrac{1}{2}N\,(N-1) - \sum T_y}} \qquad 1$$

The significance of Tau was computed using the Z score formula.

$$Z = \frac{T}{\sqrt{\dfrac{2\,(2N+5)}{9N\,(N-1)}}} \qquad 2$$

Tau has been considered significant at the .05 level of rejection ($p = .05$) which is considered the standard for acceptance of the type 1 error.[3]

The question presented cannot be given an unqualified answer. In addition to the significance of Tau, two facts were given consideration. Teacher-placement bureaus that

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[1] Siegel, op. cit., pp. 213-22.

[2] Ibid. [3] Ibid.

TABLE 12

TAU CORRELATION FOR PER CENT OF TEACHER-EDUCATION GRADUATES REGISTERED AND PER CENT OF TEACHER EDUCATION GRADUATES PLACED

School	Rank[a]	Rank[b]
1	9	7
2	7	5
3	5	3
4	6	11
5	2½	2
6	2½	4
7	2½	1
8	2½	10
9	8	6
10	11	9
11	10	8

[a]Rank on basis of per cent of teacher-education graduates registered, based on Table 11.

[b]Rank on basis of per cent of teacher-education graduates placed based on Table 11.

Tau Correlation

	S_y	T	Z	P
X_1	31	.597	2.565	.0145

register the largest per cent of graduates have the largest pool of registrants from which to make referrals. Also schools that have a reputation for placing a large per cent of their graduates will attract more registrants. The decision was made to use the per cent of graduates placed as the criterion of efficiency.

Relationship of Affirmative Answers to Criteria and Per cent of Graduates Placed

The relationship of rankings of placement offices on the basis of the number of affirmative answers to criteria and on the per cent of graduates placed was considered. The problem basic to this consideration was to determine whether or not a high level of compliance with recommended practices resulted in the placement of a high per cent of a school's graduates.

Table 13 gives the rank and tau correlation for the total yes answers and the per cent of teacher education graduates placed. Tau equals .348 (not significant, $p = .065$) thus there is no significant correlation between the total yes answers and the success of the teacher-placement bureaus as measured by the per cent of graduates placed.[1]

It is worth noting that if school number three had ranked at least three places higher on yes answers (seven or better) or if school number four had ranked at least three

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[1] Ibid.

TABLE 13

RANK AND TAU CORRELATION FOR TOTAL YES ANSWERS AND PER CENT OF TEACHER-EDUCATION GRADUATES PLACED

School	Rank[a]	Rank[b]
1	9	7
2	3	5
3	10	3
4	4	11
5	2	2
6	5	4
7	1	1
8	7½	10
9	6	6
10	7½	9
11	11	8

[a]Rank on basis of total yes answers from Table 10.

[b]Rank on basis of per cent of teacher-education graduates placed from Table 11.

Tau Correlation

S_y	T	Z	P
19	.348	1.51	.0655

places higher on per cent of graduates placed (eight or better) the correlation would have been significant (tau = .423, Z = 1.80, p = .047). This is a common problem of researching with a small N as one school with extreme differences in correlation makes what otherwise would be a significant correlation insignificant.

Certainly this statistical analysis of data does not lead to any unqualified conclusions. However, it is reasonable to conclude that the efficiency of placement office practices should be subjected to critical and intensive evaluation.

Analysis of Variable Relationships

This section is concerned with two questions: 1. What are the relationships between placement office variables such as salary, staff, etc., and the number of yes answers to criteria by categories? 2. What are the relationships between the number of affirmative answers to criteria in different categories? In order to form a mathematical correlation it was necessary to rank the various colleges with regard to these variables. After such ranks were established, the Kendall Tau was used to determine the correlations and the significance of the correlations were computed using the Z score formula.[1]

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[1] Ibid.

The Relationship Between Placement Office Variables and the Number of Affirmative Answers

Four major criteria were used as estimates of placement potential. These were the degree field of the director, salary of the director, number of full-time employees, and the number of part-time employees. Each of these was correlated with the six categories of recommended practices.

Tau correlations for the degree field (arbitrarily assigned ranks for this purpose) and each of the major criteria categories were computed and reported in Table 14.

The tau correlation for the degree field when correlated with the number of administrative policies and practices utilized by the institution yielded a tau of .426 which was not quite significant at the .05 level of rejection which is considered a standard for acceptance of the type 1 error.[1] The tau correlation between the degree field and the number of criteria utilized regarding the placement budget and the placement physical space was -.710 (significant at a probability of .002). This indicates that directors who majored in counseling were operating under a deficit of physical space and budget.

The correlation with the number of criteria regarding descriptive items used in the placement forms yielded a tau of +.680 (significant, $p = .0034$). The correlation with the

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[1]N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1965), pp. 126-27.

TABLE 14

TAU CORRELATIONS FOR DEGREE FIELD WITH POLICY AND SERVICE CATEGORIES

Categories	S_y	T	Z	P
Administrative Policies and Practices	17	.426	1.828	0.0672
Budget and Physical Space	-28	-.710	-3.047	0.0022
Placement Policies and Practices	-19	-.426	-1.828	0.0672
Teacher-Placement Forms	-14	-.343	-1.472	0.1410
Descriptive Items on Placement Forms	30	.680	2.918	0.0034
Follow-up Policies and Practices	-22	-.490	-2.102	0.0350

number of criteria regarding follow-up policies utilized by the placement bureau yielded a tau of -.490 (significant, $p = .035$). It is to be noted that the items which required the expenditure of considerable sums gave a negative tau. The director's major field correlated with his salary at a tau of .568 (significant, $p = .015$). The number of full-time employees in the placement bureau correlated with a tau of -.727 (significant, $p = .0018$).

The correlations for the salary of the director with the five categories are reported in Table 15. The director's salary correlated significantly with all of the major criteria categories except the budget and physical space criteria.

Table 16 reports the correlations for the number of full-time employees with the policy and service categories. This table indicated a definite significance in the number of criteria met by the placement bureaus and the number of full-time employees. The director's salary and the number of full-time employees can be viewed then as the best indicators of the potential for offering services to the student.

Tau correlations for the number of part-time employees and the criteria categories are reported in Table 17. There was significant positive correlation for part-time employees with budget and physical space. Here tau was .558 (significant, $p = .0168$). The teacher-placement forms yielded a tau

TABLE 15

TAU CORRELATION FOR SALARY OF DIRECTOR WITH POLICY AND SERVICE CATEGORIES

Categories	S_y	T	Z	P
Administrative Policies and Practices	27	.713	3.060	.0022
Budget and Physical Space	14	.374	1.605	.1096
Placement Policies and Practices	27	.639	2.742	.0061
Teacher-Placement Forms	35	.881	3.781	.0002
Descriptive Items on Placement Forms	26	.621	2.665	.0078
Follow-up Policies and Practices	20	.469	2.013	.0444

TABLE 16

TAU CORRELATIONS FOR FULL TIME EMPLOYEES WITH POLICY AND SERVICE CATEGORIES

Categories	S_y	T	Z	P
Administrative Policies and Practices	21	.620	2.661	.0078
Budget and Physical Space	14	.374	1.605	.1096
Placement Policies and Practices	23	.609	2.614	.0090
Teacher-Placement Forms	29	.817	3.506	.0005
Descriptive Items on Placement Forms	28	.749	3.215	.0013
Follow-up Policies and Practices	24	.629	2.700	.0069

TABLE 17

TAU CORRELATIONS FOR PART TIME EMPLOYEES WITH POLICY AND SERVICE CATEGORIES

Categories	S_y	T	Z	P
Administrative Policies and Practices	-17	-.425	-1.824	.0687
Budget and Physical Space	22	.558	2.395	.0168
Placement Policies and Practices	19	.426	1.828	.0672
Teacher-Placement Forms	31	.636	2.730	.0063
Descriptive Items on Placement Forms	32	.725	3.112	.0019
Follow-up Policies and Practices	17	.378	1.622	.1052

of .636 (significant, p = .0063), and the descriptive items had a tau equal to .725 (significant, p = .0019).

The Relationships Between the Number of Affirmative Answers to Criteria in Different Categories

The inter-correlations between the various criteria categories are shown in Table 18. S_y and tau appear as entries below the major diagonal of the table, i.e., below the line running from upper left-hand corner to lower right-hand corner and may be obtained as follows: The two categories to be related are selected one from the left-hand column, and one from the top row. At the intersection of this row and column, there is a relatively large square, which is divided in half by a vertical bar. As labeled at the bottom of this chart, the left half of this square contains the value of S_y, while the right half contains the corresponding value of tau.

Similarly, to find the value of P and Z, select the appropriate large square above the diagonal and observe that it is divided into two rectangles by an horizontal bar, and as indicated by the labeling the far right column, the Z is to be found in the upper half of that square while corresponding P is located in the lower half of the same square. For example, the number of policies utilized by the administration had a positive correlation with the number of items utilized in budget and physical space. This correlation is presented at the top of column one (tau = .569, S_y = 23); the

TABLE 18

TAU CORRELATIONS FOR POLICIES PRACTICES AND SERVICES

	Administrative Policies and Practices		Budget and Physical Space		Placement Policies and Practices		Teacher-Placement Forms		Descriptive Items on Placement Forms		Follow-up Policies and Practices	
Administrative Policies and Practices			2.442		.657		1.497		.854		.652	Z
			.015		.509		.133		.395		.5156	P
Budget and Physical Space	23	.569			1.330		1.820		.575		.566	Z
					.183		.068		.568		.5686	P
Placement Policies and Practices	7	.153	14	.310			1.880		-.086		2.416	Z
							.060		.936		.0155	P
Teacher-Placement Forms	15	.349	18	.424	21	.438			.815		.442	Z
									.417		.6599	P
Descriptive Items on Placement Forms	9	.199	6	.134	-1	.190					1.150	Z
											.2501	
Follow-up Policies and Practices	7	.152	6	.132	29	.563	5	.103	16	.268		
	S_Y	T	S_Y	T	S_Y	T	S_Y	T	S_Y	T		

associated probability value is found at the top of column two ($Z = 2.442$, $P = .015$).

There are only two significant correlations found in the inter-correlations between these various categories. The administrative policies and practices correlates significantly with the budget and physical space ($T = .569$, $P = .015$). Good administrative policies and practices are only practical where the college will allow a sufficient budget and physical space. Placement policies and practices correlate significantly with follow-up policies and practices ($T = .563$, $P = .0155$). The director who would use effective placement policies and practices would also use an effective follow-up system.

The fact that there is little significant correlation between various criteria categories but there is significant correlation between the total criteria and other measurements of placement bureaus shows that each of these categories contributes to an effective evaluation of the bureaus.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

The problem of this study was to determine and evaluate the employment services provided through college-placement offices of selected colleges and universities. The research was concerned with the eleven placement bureau offices of predominantly Negro colleges and universities accredited by the Southern Accreditation Association and with an enrollment of at least 2,000 students in August, 1965.

Structured interviews with each of the eleven directors served to identify characteristics and practices of the placement bureaus. A set of criteria based upon recommendations in professional literature and the per cent of graduates placed served as bases for evaluating the services.

Major Findings

The major findings of the study are as follows:

1. All the placement offices operated under a centralized administration, but only eight received appropriations through the regular institutional budget.

2. Nine of the offices were understaffed and lacked adequate space and physical facilities.

3. Only seven directors devoted full time to placement services.

4. One director held a doctoral degree and rank of full professor, nine directors held master's degrees and rank of assistant or associate professor, and one director held a master's degree and no professorial rank.

5. The range of per cent of graduates placed by the offices was from 18% to 91%.

6. Only one office placed more than 80% of the graduates while five of the schools placed less than 40% of the graduates.

7. In general the recommendations in professional literature were not followed by the eleven placement offices. Only 333, or 50% of the 660 answers to criteria questions were affirmative. The range in number of affirmative answers for different schools was from 28% to 80%.

8. Although there was failure to follow recommendations in all categories, "follow-up" and "placement policies and practices" were the categories weakest in this respect.

9. No significant correlation was found between the per cent of graduates placed and the index of compliance with recommendations.

Recommendations

Based upon this research the following recommendations are made:

1. All placement offices should be provided adequate space and staff and be administered by a full-time director.

2. All placement bureaus should have clearly defined, written administrative policies.

3. All appropriations should be through the regular institutional budget.

4. All placement offices should have strong follow-up programs.

5. All placement bureau forms need to be revised to meet the needs and demands of the present. Special attention should be given to use of descriptive (discriminatory) items and ratings given by supervisors of student teaching.

6. All placement offices should thoroughly evaluate their services. It is further recommended that the self-evaluations give consideration to recommendations found in professional literature and to their operational efficiency as indicated by per cent of graduates placed.

7. Further research should be conducted to establish more adequate predictive indices of placement services.

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APPENDIX A

PARTICIPATING COLLEGES AND UNIVERSITIES

PARTICIPATING COLLEGES AND UNIVERSITIES

Institution	Location
Tuskegee Institute	Tuskegee, Alabama
Florida Agricultural and Mechanical University	Tallahassee, Florida
Grambling College	Grambling, Louisiana
Southern University	Baton Rouge, Louisiana
Jackson State College	Jackson, Mississippi
Agricultural and Technical College of North Carolina	Greensboro, North Carolina
North Carolina College at Durham	Durham, North Carolina
South Carolina State College	Orangeburg, South Carolina
Tennessee A & I State University	Nashville, Tennessee
Prairie View A & M College	Prairie View, Texas
Texas Southern University	Houston, Texas

APPENDIX B

LETTERS AND QUESTIONNAIRE SENT TO THE DIRECTORS OF PLACEMENT SERVICES

Dear

I am completing my doctoral degree from the University of Oklahoma, and my dissertation is to be concerned with the INITIAL EMPLOYMENT OF TEACHER-EDUCATION GRADUATES THROUGH COLLEGE PLACEMENT OFFICES OF SELECTED PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES.

Your university has been selected as one of the sixteen predominantly Negro Colleges and Universities to be included in the study. Will you be willing to help in this study and answer the questions on the attached sheet? I have chosen the interview method to collect my data and will arrange a personal interview with each director at a time that will be mutually convenient.

The information furnished on the attached sheet will be necessary in order that I can statistically set-up my study. I am enclosing a self-addressed envelope for the return of the form. It will be greatly appreciated if this form can be mailed to me on or before September 10, 1966.

Thanks for your cooperation in this matter.

Very truly yours,

Edward R. Ellois, Jr.

Dear

About four weeks ago I mailed to you an inquiry form requesting your placement of teacher-education graduates for June and August 1965. So far, I have not received your reply. Perhaps disruptions due to the beginning of the fall semester may have resulted in the inquiry being laid aside.

It will be greatly appreciated if you take a few minutes to complete and return the inquiry form just as soon as possible. If you have any concern about how your answers will be treated, be assured that they will be treated as a total population and not as individual institutions.

If the inquiry form mailed previously was misplaced, please use the enclosed form.

Thanks for your cooperation in this matter.

Very truly yours,

Edward R. Ellois, Jr.

/g

Enclosure

BASIC INFORMATION

SCHOOL: _____

1. Total number of June and August 1965 graduates (regardless of Majors) _____

2. Total number of June and August 1965 graduates in Teacher Education: _____

3. The number of teacher-education graduates for June and August 1965, who registered with your placement office. _____

4. The number of teacher-education graduates for June and August 1965, who received employment through your placement office. _____

5. The number of school systems recruiting teacher-education graduates through your office during the last year. _____

The following breakdown of your graduates in teacher education is needed, please consider both June and August 1965 graduates.

TOTAL ELEMENTARY: - - - - - - - - - - - - - _____

TOTAL SECONDARY: - - - - - - - - - - - - - - _____

Agriculture:	_____	Social Studies:	_____
Art:	_____	Spanish:	_____
Biology:	_____	Special Education:	_____
Business Education:	_____	Speech:	_____
Chemistry:	_____	Industrial Arts:	_____
Home Economics:	_____	Mathematics:	_____
English:	_____	Others:	_____
French:	_____		_____
Health and Phys. Ed.:	_____	Information reported by: _____ (Signature)	

APPENDIX C

CRITERIA FOR EVALUATING PLACEMENT SERVICES

CRITERIA FOR EVALUATING PLACEMENT SERVICES

The Administrative Policies and Practices

Criterion 1.--The placement bureaus should operate under a centralized form of administration.

Criterion 2.--The candidates should be allowed access to employer literature to encourage study of the employing organization prior to scheduling appointment.

Criterion 3.--The placement office should routinely telephone or otherwise contact employers in advance when schedules are too heavy, too light or present some problems of possible inconvenience to the recruiter.

Criterion 4.--The employer should be given a complete list of all candidates with whom he will have interviews when he arrives at the placement office.

The Budget and Physical Space

Criterion 5.--The placement service should have a clearly defined and pleasant reception area.

Criterion 6.--The professional level staff member should have a private office.

Criterion 7.--The secretarial and clerical staff members should have adequate work space in an area suitable for work of a confidential nature.

Criterion 8.--The office should have sufficient and accessible file and storage space.

Criterion 9.--The placement office should have private employer interviewing rooms available in the placement office sufficient to meet normal peak loads.

Criterion 10.--The placement bureau should be financed by a regular budgetary appropriation secured through college or university administrative channels.

Criterion 11.--The state employment office should not be charged for permitting them to copy the placement papers of the registrants.

Criterion 12.--The placement bureau should not be partially financed by candidates and partially by a regular budgetary appropriation.

Placement Policies and Practices

Criterion 13.--The prospective teachers should be required to register with the placement bureau before graduation.

Criterion 14.--The placement service should publish an annual report.

Criterion 15.--The placement office should publish a special report or a publicity or informational release on the employment outlook.

Criterion 16.--The registrants should be interviewed by the placement director in an attempt to know them individually.

Criterion 17.--The placement office should refuse to recommend candidates known to be undesirable.

Criterion 18.--The candidates should be allowed access to employer literature to encourage study of employing organizations prior to scheduling appointments.

Criterion 19.--The placement director should arrange for the candidates registered to have personal interviews with employing officials.

Criterion 20.--The names of candidates referred to job openings should be recorded or listed, so that the information may be given to the employer on request.

Criterion 21.--The copies of placement papers sent for candidates should be duplicated thus allowing the receiving institution to retain the copies.

Criterion 22.--The commercial agencies should be sent placement papers at the request of the registrants.

Criterion 23.--The request from a particular school system for applicants should be verified by the superintendent before sending the applicant.

Criterion 24.--The director should select a limited number of best available candidates for recommendation to employing officials upon notification of vacancies.

Criterion 25.--The placement office should pay for long distance telephone calls and telegrams when these means are used in helping candidates secure teaching positions.

Criterion 26.--The list of prospective teacher education candidates should be mimeographed and distributed to employing officials.

Criterion 27.--The placement director should see that supply and demand information is utilized to guide students into teaching fields where critical shortage of teachers is evident.

Criterion 28.--The placement bureau should operate under a definite written policy.

Criterion 29.--The placement office should attempt to secure from employing officials reference ratings for teachers at the end of their first contractual year.

Criterion 30.--The reference ratings for experienced teachers in new positions should be secured from employing agency.

Criterion 31.--The placement office should not restrict its task to securing only first teaching positions for its candidates.

Criterion 32.--The services of the placement bureau should be open to graduate students.

Criterion 33.--The file of all teachers should be placed in the active file after two consecutive years of successful experience in the same position.

Criterion 34.--The experienced teacher's placement papers should be activated only upon the request of the teacher.

Criterion 35.--The candidate's placement papers should be exchanged with other institutional bureaus upon request for the purpose of relieving shortage in various regions.

Criterion 36.--The exchange of vacancy notices should be made with other professional bureaus whenever one bureau has no worthy candidates to recommend to employing officials for the vacancy.

Teacher-Placement Forms

Criterion 37.--The teacher-placement forms should include an official transcript of credits earned by the candidate.

Criterion 38.--The placement forms should include a complete listing of all courses taken and hours of credit earned by the candidate.

Criterion 39.--The complete listings of courses taken in the field of education and in the candidate's major and minor fields of preparation should be included in the placement forms.

Criterion 40.--The placement papers should include a page where the candidate can write a statement of his philosophy, objective, interests and abilities.

Criterion 41.--The college supervisor's rating of the student's performance in student teaching should be placed in his file.

Criterion 42.--The supervising teacher's rating of the student teacher's performance should be included in the placement papers.

Criterion 43.--The director of placement should give each candidate a personal rating.

Criterion 44.--The candidate should be required to give a definite number of references.

Criterion 45.--The placement bureau should minimize the use of descriptive items on its placement forms.

Follow-up

Criterion 46.--The faculty should participate in the formulation of policies that have to do with follow-up services.

Criterion 47.--The placement bureau should secure an on-the-job appraisal of each teacher at the end of his first year of teaching.

Criterion 48.--The on-the-job appraisal information should be included with the teacher's placement papers.

Criterion 49.--The follow-up data gathered should be used to further the individual teacher's professional growth on the in-service level.

Criterion 50.--The beginning teachers should be invited to come to campus during the year for a short conference dealing with teacher problems.

Criterion 51.--The beginning teachers should be brought to campus for an on-campus workshop so they may work toward the solution of their teaching problems.

Criterion 52.--The placement bureau should conduct off-campus workshops for beginning teachers so they may work toward the solution of their teaching problems.

Criterion 53.--The beginning teachers placed through the placement bureau should be employed on an internship basis during their first year.

Criterion 54.--The findings in the follow-up should be shared with faculty members in the departments of the teacher's major and minor fields of preparation.

Criterion 55.--The placement director should visit beginning teachers during their first year.

Criterion 56.--The university should have a field supervisor who visits beginning teachers during their first year.

Criterion 57.--The departmental supervisors from the beginning teacher's major or minor field of preparation should visit him during his first year.

Criterion 58.--The placement director should secure information systematically from former graduates concerning the strengths and weaknesses of the institution's teacher education program.

Criterion 59.--The placement director should secure information systematically from school administrators concerning the strengths and weaknesses of the teacher placement and follow-up program.

Criterion 60.--The graduates should be followed-up systematically for more than one year.

APPENDIX D

INTERVIEW FORM

INTERVIEW FORM

POLICIES AND PRACTICES OF PLACEMENT SERVICES

Type and Size of the Institution

1. Name_____Title_____

   Institution_____

   Location_____

2. Total enrollment at your institution

   Over 10,000 students_____

   5,000 to 9,999 students_____

   2,500 to 4,999 students_____

   1,000 to 2,499 students_____

3. What degrees are granted by your institution?

   Bachelor's_____

   Master's_____

   Doctoral_____

4. Type of school

   State College or University_____

   Private College or University_____

The Placement Director

1. How much time do you devote to placement activities?

   A. Full-time_____

   B. Three-fourths-time_____

   C. Half-time_____

   D. One-fourth-time_____

   E. Less than one-fourth time_____

2. What academic degrees do you hold?

   A. Bachelor's_____

   B. Master's_____

   C. Doctorate_____

   What field?_____

3. Do you hold faculty rank? Yes_____No_____

   If yes, at what level?

   A. Professor_____

   B. Associate Professor_____

   C. Assistant Professor_____

   D. Instructor_____

   What department?_____

4. How many years have you been in your present position?

   _____

5. What is your annual salary?

   A. $7,000 to $9,000_____

   B. $10,000 to $12,000_____

   C. $13,000 to $15,000_____

6. What is your total staff?

   A. Assistant Director_____

   B. Graduate Assistant_____

   C. Secretarial and
      Clerical Employees_____

   D. Student Worker(s)_____

7. What is the sex of the placement director?

   A. Male_____

   B. Female_____

Administrative Policies and Practices

	Responses	
	YES	NO
1. Do you operate under a centralized form of placement bureau?	___	___
2. Are candidates allowed access to employer literature to encourage study of employing organizations prior to scheduling apointment?	___	___
3. Does the placement office routinely telephone or otherwise contact employers in advance when schedules are too heavy, too light or present some problems or possible inconvenience to the recruiter?	___	___
4. When the employer arrives in the morning is he given a complete list of all candidates with whom he will have interviews?	___	___

Budget and Physical Space

	Responses YES	NO
1. Does the placement service have a clearly defined and pleasant reception area?	___	___
2. Does secretarial or clerical staff member have adequate work space in an area suitable for work of a confidential nature?	___	___
3. Does each professional level staff member have private office?	___	___
4. Does the office have sufficient and accessible file and storage space?	___	___
5. Are private employer interviewing rooms available in the placement office sufficient to meet normal peak loads?	___	___
6. Is your placement bureau financed by a regular budgetary appropriation secured through college or university administrative channels?	___	___
7. Do you charge state employment offices for permitting them to copy the placement papers of your registrants?	___	___
8. Is your placement bureau partially financed by candidates and partially by regular budgetary appropriation secured through college or university administrative channels?	___	___

Placement Policies and Practices

		Responses	
		YES	NO
1.	Are all prospective teachers required to register with your teacher placement bureau before graduation?	___	___
2.	Does the placement service publish an annual report?	___	___
3.	In the past twelve months did the placement office publish a special report or a publicity or informational release on the employment outlook?	___	___
4.	Do you interview registrants in an attempt to know them individually?	___	___
5.	Do you refuse to recommend candidates known to be undesirable?	___	___
6.	Are candidates allowed access to employer literature to encourage study of employing organizations prior to scheduling appointments?	___	___
7.	When possible, do you arrange for candidates registered with your placement bureau to have personal interviews with employing officials?	___	___
8.	Are the names of candidates referred to job openings recorded or listed, so that the information may be given to the employer on request?	___	___
9.	Whenever copies of placement papers are sent for your candidates do you permit the receiving institution to retain the copy?	___	___
10.	Do you send copies of placement papers of your registrants to commercial teachers' agencies at the request of the commercial agencies?	___	___

		Responses	
		YES	NO
11.	Whenever you receive a request from a particular school system do you verify the vacancy before sending credentials?	___	___
12.	Whenever you receive notification of a vacancy do you select a limited number of your best available candidates for recommendation to employing officials?	___	___
13.	Do you pay for long distance telephone calls and telegrams when these means are used in helping candidates secure teaching positions?	___	___
14.	Do you distribute a mimeographed list of prospective teacher candidates to employing officals at the beginning of the placement season?	___	___
15.	Is it your responsibility to see that supply and demand information is utilized to guide students into teaching fields where critical shortages of teachers are evident?	___	___
16.	Does your placement bureau operate under a definite written policy?	___	___
17.	Do you attempt to secure from employing officials reference ratings for teachers at the end of their first contractual year?	___	___
18.	Do you attempt to secure from employing officials reference ratings for experienced teachers in new positions?	___	___
19.	Does your placement bureau confine its task to securing only first teaching positions for its candidates?	___	___
20.	Are the services of your placement bureau open to graduate students?	___	___

		Responses	
		YES	NO
21.	Do you automatically place all teachers in your active file when they have had two consecutive years of successful experience in the same position?	___	___
22.	Do you activate an experienced teacher's placement papers only upon request of the teacher?	___	___
23.	Do you exchange a candidate's placement papers with other institutional bureaus for the purpose of relieving shortage in various regions?	___	___
24.	Do you exchange vacancy notices with other professional bureaus whenever your bureau has no worthy candidates to recommend to employing officials for the vacancy?	___	___

Teacher Placement Forms

	Responses YES	NO
1. Do you include an official transcript of credits in your teacher placement forms?	___	___
2. Do you include a complete listing of all courses taken and hours of credit earned by the candidate in your placement forms?	___	___
3. Are complete listings of only courses taken in the field of education and in the candidate's major and minor fields of preparation included in your placement forms?	___	___
4. Do you include a page in the placement papers where the candidate can write a statement of his philosophy, objectives, interests and abilities?	___	___
5. Do you include a copy of the college supervisor's rating of student teaching in your placement papers?	___	___
6. Do you include a copy of the supervising teacher's rating of student teaching in your placement papers?	___	___
7. Do you give each candidate a personal rating which is included in the placement papers?	___	___
8. Do you require the candidate to give a definite number of references?	___	___
9. Do you minimize the use of descriptive items?	___	___
Which items do you use on your placement forms?		
a. Religion	___	___
b. Marital status	___	___
c. Picture.	___	___

		Responses	
		YES	NO
d.	Health	___	___
e.	Physical defects	___	___
f.	Height	___	___
g.	Weight	___	___
h.	Age.	___	___
i.	Foreign languages read and spoken. .	___	___
j.	Schools attended	___	___
k.	College hours.	___	___
l.	College organizations.	___	___
m.	Teaching experience.	___	___
n.	Other employment	___	___
o.	Position desired	___	___
p.	Extracurricular activities	___	___
q.	Reference ratings.	___	___
r.	Student teaching rating.	___	___
s.	Candidate's page	___	___
t.	Complete list of all credits	___	___
u.	Minimum salary you will consider . .	___	___
v.	Have you traveled extensively? . . .	___	___
w.	Can you sing?.	___	___
x.	What instruments do you play	___	___
y.	Can you teach music?	___	___

Follow-up Policies and Practices

		Responses	
		YES	NO
1.	Are provisions made for faculty participation in the formulation of policies that have to do with follow-up services?	___	___
2.	Do you secure an on-the-job appraisal of each teacher at the end of his first year of teaching?	___	___
3.	Is on-the-job appraisal information included with the teacher's placement papers?	___	___
4.	Do you utilize follow-up data gathered to further the individual teacher's professional growth on the in-service level?	___	___
5.	Do you invite beginning teachers to come to your campus during the year for a short conference dealing with teacher problems?	___	___
6.	Do you conduct on-campus workshops for beginning teachers so they may work toward the solution of their teaching problems?	___	___
7.	Do you conduct off-campus workshops for beginning teachers so they may work toward the solution of their teaching problems?	___	___
8.	Are beginning teachers placed through your placement bureau employed on an internship basis during their first year?	___	___
9.	Are the findings in "follow-up" shared with faculty members in the departments of the teacher's major and minor fields of preparation?	___	___
10.	Do you visit beginning teachers during their first year?	___	___
11.	Do you have a field supervisor who visits beginning teachers during their first year?	___	___

		Responses	
		YES	NO
12.	Do the departmental supervisors from the beginning teacher's major or minor fields of preparation visit him during his first year?	___	___
13.	Do you secure information systematically from former graduates concerning the strengths and weaknesses of the institutional teacher education program?	___	___
14.	Do you secure information systematically from school administrators concerning the strengths and weaknesses of the teacher placement and follow-up program?	___	___
15.	Do you follow-up your graduates systematically for more than one year?	___	___