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A Study of the Teacher Placement Bureau of the University of New Mexico from 1929 to 1938

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TEACHER PLACE-MENT BUREAU

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A STUDY OF THE TEACHER PLACEMENT BUREAU OF THE UNIVERSITY OF NEW MEXICO FROM 1929 TO 1938

By

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A Thesis

Submitted in partial fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1940

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

DEAN

May 28, 1940
DATE

Thesis committee

CHAIRMAN

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CHAPTER I

INTRODUCTION

In meeting the problem of securing qualified teachers in the past ten years New Mexico school administrators have shown a trend toward greater use of the institutional teacher placement bureaus. It is a purpose of this report to show to what extent the University is accepting the responbility of knowing the state's occupational needs, of selecting youth according to their abilities for fulfilling the varying needs, of aiding leaders in the field in making replacements and additions, of supplying adequate and proper preparation, of placing their graduates in positions, and of providing opportunities for their continued study and preparation.

I. THE PROBLEM

Statement of the problem. The purposes of this study are: (1) to trace the history and development of the teacher placement bureau; (2) to review the services as to administration; (3) to classify the number and types of registrants; (4) to classify the number and types of calls, and (5) to study the number of alumni holding teaching positions in the public schools of New Mexico in 1937-1938.

Importance of the study. The need for this study

is evidenced by the following: (1) lack of educational research on the teacher placement problem in New Mexico; (2) the inability of the state to supply the demand for qualified teachers; (3) the increasing number of prospective teachers enrolling with the placement bureau; (4) the increasing number of calls on the bureau for teacher recommendations; (5) the cost of maintaining the service, and (6) the obvious responsibility of the University to society, to the profession, to its graduates, and to the institution itself in the promotion and advancement of better teaching.

Delimitation. This study is confined to the University of New Mexico Placement Bureau and its activities for the ten-year period from 1928 to 1938.

Method of procedure. This problem is attacked with the idea (1) of tracing the history of the bureau, and of reviewing its administration; (2) of classifying the number and types of registrants; (3) of showing the distribution of the types and number of calls for teachers, and (4) of studying the number of University alumni holding teaching positions in the state in 1937-1938. It, therefore, necessitates the use of the historical and normative-survey methods of research.

II. DEFINITIONS OF TERMS USED

Current Registrants. Throughout this report this term is used to designate those who have requested the services of the bureau in finding employment for the ensuing school term.

Total Registrants. This term is used to connote all those who are and have been at any time registered with the bureau.

III. SOURCES OF DATA

The findings indicated in this study are based upon data secured from (1) office records, (2) biennial reports of the College of Education, (3) interviews, (4) related studies, and (5) questionnaires.

IV. REVIEW OF RELATED LITERATURE

Much has been written in recent years relative to teacher placement bureaus; however, only a limited amount of the available material has any bearing upon this report.

The American Federation of Teacher Placement Bureaus has done a great deal in unifying, motivating, and developing desirable standards for placement bureaus in teacher training institutions as revealed in their written reports.

Umpstattd, in editing Institutional Teacher Placement,

has approached the problem from the practices found to be desirable in administration, relations, duties, status, and placement trends.[1]

Brogan made an excellent study relative to the work of the placement bureaus in teacher training institutions.[2]

Hooker develops the functions of the bureau and explains how its objectives may be achieved in his study.[3]

Schultz made a study on professionalizing teacher placement with recommendations for the best methods of procedure in placing teachers.[4]

William's study of Tenure and Turnover of Public School Teachers in New Mexico aided the investigator in dealing with annual replacements and additions.[5]

Nylander's study of Subject Combinations Prevalent

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[1] J. G. Umpstattd, editor, Institutional Teacher Placement. Detroit: College of Education, Wayne University, 1937. 222 pp.

[2] Whit Brogan, The Function of Placement Offices in Teacher Training Institutions (Teachers College Contributions to Education, No. 434. New York: Teachers College, Columbia University, 1930.) 95 pp.

[3] G. C. Hooker, "Placement Bureaus and the Selection of Teachers," School Executives Magazine, 53:52-53, October 1933.

[4] J. C. Schultz, "Professionalizing Teacher Placement," Nation's Schools, 10:46-50, August, 1932.

[5] B. T. Williams, Tenure and Turnover of Public School Teachers in New Mexico, Albuquerque, University of New Mexico, 1937. 59 pp.

in the Teaching Programs of Teachers in New Mexico High Schools will be of aid in measuring the present combination demands.[6]

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

This study is divided into seven chapters. Chapter II deals with the history of the placement bureau.

Chapter III treats the administration of the bureau.

Chapter IV is a classification and distribution of the number and types of registrants.

Chapter V is a classification and distribution of the number and types of calls received for teachers.

Chapter VI is a study of University alumni teaching in the public schools of New Mexico in 1937-1938.

Chapter VII presents the findings and recommendations of this investigation.

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[6] J. H. Nylander, Subject Combinations Prevalent in the Teaching Programs of Teachers in New Mexico High Schools, Albuquerque: University of New Mexico, 1937. 65 pp.

CHAPTER II

HISTORY OF THE TEACHER PLACEMENT BUREAU

The teacher Placement Bureau is under the direction of the College of Education and dates its actual beginning with the establishment of this separate professional college by the Board of Regents in 1928.[1]

The development of the College of Education dates back to the establishment of the University of New Mexico by an Act of Legislature of the Territory, February 28, 1889.[2] Only courses in the Normal or Teacher Training Department were offered when the University first opened its doors on June 15, 1892.[3] Since this time the University has continued to pioneer teacher training in the state.

In 1906, the Normal Department of the University was changed to the School of Education and was continued as such until 1917, when it was merged with the regular College of Arts, Philosophy, and Sciences.[4]

The demand for educational training had become so

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[1] University of New Mexico Bulletins, Fortieth Annual Catalogue, 1930-1931, Vol. 44, N. 5. Albuquerque: p. 81

[2] Ibid., p. 81

[3] Ibid., p. 81

[4] Ibid., p. 81

great that it was thought wise to change from a department to a separate professional college to serve in training the personnel of the elementary and secondary schools of the state. On March 12, 1928, the Board of Regents on the recommendations of the faculty established the College of Education to better correlate the forces of the University in order to meet the needs of the state in the preparation, training, and certification of teachers, supervisors, and administrative school officers.[5] Through this move the University acknowledged and accepted the responsible and important task of developing a native professional leadership in the elementary and high schools. Since this time it has not been necessary for our school superintendents to recruit teachers in such large numbers from other states.

Although some assistance was given in the placing of teachers prior to the establishment of the College of Education it was not until this year that the work was centralized. In the thirty-seventh annual catalogue of the University, 1927-1928, no mention was made of teacher placement; although a free Employment Bureau was maintained for the purpose of helping the students.

First mention of the Teacher Placement Bureau was

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[5] University of New Mexico Bulletins, Thirty-ninth Annual Catalogue, 1929-1930, Vol. 43, No. 1., Albuquerque, p. 81.

made in the Thirty-ninth Annual Catalogue:

> An Appointment Bureau is maintained by the University, one function of which is to assist students and graduates of the University to obtain positions in the teaching profession. The Bureau aims to secure and keep on file a complete record of the scholarship, experience, and personal qualifications of each candidate for a position. Copies of these records will be mailed to school officials, at their request, or the request of the candidates concerned. Officials seeking teachers should be explicit in their request, stating the nature of the work to be done, the length of the school year, the approximate salary offered, the approximate cost of board, and the time when the engagement begins. Whenever a notice of a vacancy is received, the Appointment Bureau will recommend the best available person for the position. The University reserves the right of refusing to extend its cooperation to students who apply for positions for which they are manifestly unfit.
>
> The Appointment Bureau will be glad to be informed promptly of present or prospective vacancies in positions for which college trained men and women are eligible.
>
> Blanks for registration may be obtained from the Appointment Bureau. Registration must be renewed yearly, preferably during February or March. Communications should be addressed to the Appointment Bureau, University of New Mexico.[6]

The first institution to awaken to the need of a well organized teacher-placement bureau was the University of Nebraska in 1892.[7] By 1920, almost three-fourths of the teacher-education institutions had established teacher-placement bureaus.[8] Today more than eight hundred colleges

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[6] University of New Mexico Bulletins, Thirty-ninth Annual Catalogue, 1929-1930, Vol. 43, No. 1, Albuquerque, pp. 83-84.

[7] J. G. Umpstattd, Institutional Teacher Placement, p. 4, College of Education, Wayne University, Detroit, Michigan, 1937, iv plus 238.

[8] Ibid., p. 8.

with teacher-education curricula, in response to the evolving social philosophy, have within the last decade given increasingly effective service through teacher-placement bureaus to the growing numbers of schools officials who visit the college in their search for experienced and inexperienced teachers, according to Umpstattd.[9] This type of educational service has become one of the many important responsibilities of teacher-education institutions. Teacher placement has taken its place among the problems of the modern colleges.

The technological divisions of institutions, schools of business, agriculture colleges, and colleges of pharmacy have reacted more effectively to the social demands and have pioneered the placement and guidance of their products by having members of their staffs serve as hosts to representatives of the occupational fields in search of young talent.

The new socialized teacher-training institutions of today have readily accepted the popular educational philosophy of serving their students individually and in aiding them in finding a place in the profession for which they have been prepared. Teacher-education institutions have recognized placement and follow-up as one of their most important responsibilities, and that through this type of

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[9] Umpstattd, op. cit., p. 8.

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The technological divisions of institutions, schools of business, vocational colleges, and colleges of pharmacy have reached more effectively to the social demands and have pioneered the placement and guidance of their graduates by having members of their staffs serve as heads in vocational schools of the geographical field in search of young talent.

The new vocational teacher-training institutions of today have readily accepted the popular educational philosophy of serving their students individually and in acting than in trying a place in the profession for which they have been prepared. Teacher-education institutions have recognized placement and follow-up as one of their most important responsibilities, and they through this type of

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[9] Reynolds, op. cit., p. 5.

educational service they can better aid society by facilitating the entrance and advancement of its alumni in the field of teaching. Colleges of sufficient vitality are continually appraising themselves in the light of the new educational demands and are finding various ways of responding efficiently.

With more than four thousand public school teachers in the state, and at the annual turnover rate of twenty-four per cent, seven hundred niney-six teachers were needed each year to fill all positions vacant because teachers were moving or new positions were created by expansion in the schools, according to Williams'[10] five year study. Of this number employed annually, three hundred sixty-one were inexperienced, which means that about nine out of every twenty positions are filled by inexperienced teachers.[11]

The College of Education of the University of New Mexico is the largest teacher training institution in the state and the university is rightfully looked upon as the major source from which teaching vacancies should be filled. From the time of the first graduates in the College of Education in 1929 through a nine year period ending in 1937

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[10] B. T. Williams, Tenure and Turnover of Public School Teachers in New Mexico, Albuquerque: University of New Mexico, 1937, p. 50.

[11] Ibid., p. 50.

there had been five hundred ninety-one degrees conferred, or an annual average of sixty-six degrees.[12] Many of the six hundred twenty graduates of the College of Arts and Sciences over the nine year period, 1929-1937, have qualified for teacher certificates and have entered the profession; also, many students have accepted positions before completing their work for a degree. This means that the University Placement Bureau, representing the largest institution in the state, should supply a large number of the experienced and inexperienced teachers required annually in the state.

Of the total number of teachers in the public schools of New Mexico, the university as the oldest and largest teacher-training institution, had 1042 alumni holding teaching positions in the state in December 1937.[13] This was approximately one-fourth of the total number of public school teachers in New Mexico in 1937.

To what extent the Placement Bureau has been responsible for placing its students has not been ascertained.

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[12] University of New Mexico, Bulletins, Thirty-eight through Forty-sixth Annual Catalogue, 1928-1937, Vol. 42-50.

[13] University of New Mexico Placement Bureau, Questionnaire, "University of New Mexico Alumni Teaching in Public Schools of New Mexico, 1937-1938," Albuquerque: University of New Mexico, 1938, 16 pp.

However, the following item released for publication in the University student Weekly publication, The Lobo, on March 12, 1938, partially reveals the effectiveness of this department:

> During the present academic year of 1937-1938 the Placement Bureau of the University of New Mexico has secured teaching jobs for one hundred eighty teachers. Of this number, seventy-four are teaching in the lower grades, twenty-one high school English, fifteen are school administrators, eleven physical education, eleven science, ten home economics, ten social science, nine mathematics, seven Spanish, five music, four commercial subject, and three art.
>
> Not all of these teachers were 1937 graduates; a few were former graduates for whom new positions were secured. Contrary to conditions in other states, there is a shortage of qualified teachers in New Mexico. This fact has made it impossible for the Placement Bureau to fill all requests for teachers. Calls for teachers for next year are coming in rapidly.[14]

From this news item an idea of the service which the Placement Bureau is annually rendering to the profession, to the University, and to the registrants of the Bureau may be had; also, the trend of the subject combinations most frequently placed.

In the Biennial Reports of the University of New Mexico for the school years 1930-1931 through and including 1935-1936, brief reports on the activities of the Placement Bureau are given. In the biennum of 1930-1932, there was a total enrollment of one hundred twenty-one, with forty-nine

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[14] News item in The Lobo, (Albuquerque,) for March 12, 1938.

men and seventy-two women, (Table I). Fifty-three, or 44 per cent of these were placed. Total receipts from fees amounted to $240 while expenses were not listed. According to the report, this year was the first for a number of years that the Bureau was unable to place all of the graduates from the College of Education; also, most of these graduates were employed by city school systems.[15]

The Biennial Report for 1932-1934 shows a slight decrease in the total enrollment with an increase of 16 per cent in placements (Table I) while receipts from fees netted $208. An expense item for printing, $35.35, was included in this report. The following analysis of the activities of the Placement Bureau is given in the report:

> The Placement Bureau followed the policy of recommending only those teachers who were considered suitable for the position. The legislation enacted by the last session of the legislature requiring one year's residence and six semester hours of credit in a New Mexico institution has made it possible for the Bureau to place a larger number of teachers than during the previous biennum.
>
> The Bureau found positions for practically all of its qualified registrants. It is particularly important to note that many of the calls to the Placement Bureau came from communities that had previously had few or no teachers from the University. There is now no important center in New Mexico which does not have representatives from the University on its faculty.

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[15] University of New Mexico Bulletins, Biennial Report of the University of New Mexico, Vol. 46, No. 1, January, 1933, p. 47.

TABLE I

ENROLLMENTS, PLACEMENTS, AND FEES FROM 1930 TO 1936

	Enrollment			Placements					Fees
	Men	Women	Total	High School	Elementary	Administrative	Total	Per cent of Total	
1930-1932	49	72	121	25	20	8	53	44	$240
1932-1934	32	76	108	40	22	2	64	60	208
1934-1936	76	140	216	67	50	1	118	35	
Total	157	288	445	132	92	11	235		$448

> A number of applicants obtained teaching positions, through contacts with superintendents, school boards, and friends and are not included in this report.[16]

Increased placements due to state legislation indicates that for some reason school authorities have been securing teachers from out of state. Convenience, better qualified applicants, or a more aggressive, more highly organized competitive Placement Bureau may be the explanation. Research and further study of teacher-placement in New Mexico would undoubtedly yield valuable educational and professional information. Although a number of registrants secured positions and possibly failed to report to the Bureau, it is to be noted from the report that practically all of the qualified registrants were placed during the biennum. Forty per cent of the total enrollment for this period was not placed (Table I) indicating that many of those who registered with the Bureau were not properly qualified.

In the 1934-1936 Biennial Report the Bureau again reported that practically all of the qualified registrants were placed; however, ninety-eight,or 45 per cent, of the enrollment for this period was not placed, indicating an increase in the number of unqualified registrants. A

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[16] University of New Mexico Bulletins, Biennial Report of the University of New Mexico, Vol. 48, No. 2, January 1935, p. 42.

situation that is deserving of investigation. Enrollment for this period doubled that of the previous biennum; however, placements showed a five per cent loss (Table I). Especially noticeable is the increased placement of elementary teachers. Receipts from fees collected or a statement of expenses was not given. Stress was placed upon developing the efficiency of the Placement Bureau.

> In order to make the work of the Placement Bureau more efficient and serviceable, some revisions in practice and additional office help are very much needed. For instance, there needs to be a closer cooperation with the school authorities in the state regarding teacher specialization and subjects to be taught, as well as a more consistent means of making vacancies known and supplying candidates as early as possible to school employers.
>
> Additional office help is imperative if this service is to be rendered. The work is of sufficient importance to at least justify a half-time assistant to the chairman of the Placement Bureau. This is recommended.[17]

From these very brief reports it is evident that New Mexico school officials are realizing that the place to obtain the collegiate record of every person prepared by the University for teaching, and the professional records of a very large percentage of them, is with the Institutional Placement Bureau. The prompt and efficient service offered is causing an increasing number of school officials to

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[17] University of New Mexico Bulletins, Biennial Report of the University of New Mexico, Vol. 51, No. 3, January, 1937, p. 45.

take advantage of this economical and professional method of recruiting and developing their instructional staffs.

Thus it may be seen that in its brief ten year history the Placement Bureau has grown into a department requiring considerable thought, time, and effort for its effective and successful administration. Serving as the connecting link between the school authorities and the University it has become one of the most important and influential departments. In this brief period of time, it has gained the respect and support of the school officials of the state. In achieving its present recognition the Bureau has overcome many handicaps and has been confronted with many complex problems in serving the diversified educational needs and interests of New Mexico.

CHAPTER III

THE ADMINISTRATION OF THE PLACEMENT BUREAU

Since 1928, the administration of the Placement Bureau has been under the guidance of J. T. Reid who came to the University of New Mexico in that year as Director of Extension, Assistant Professor Education, and Chairman of the Teacher Placement Bureau. Mr. Reid received his B. A. degree from Howard Payne College, Brownwood, Texas, in 1915; his M. A. degree from Baylor University, Waco, Texas, in 1928; and his Ed. D. degree from Teachers College, Columbia University, New York, New York in 1938. Prior to his coming to the University of New Mexico, Mr. Reid spent twelve years in public school administrative work and as a college instructor. Six years of this time was devoted to educational work in New Mexico; 1922-1925 as superintendent of the Tularosa schools and from 1925-1928 as superintendent of the Artesia schools. With this educational background and practical experience, Mr. Reid was able to apply a sound philosophy to the educational problems and needs of the state. He was familiar with the best training practices; and possessed a knowledge of the desired personal and social traits required in New Mexico teachers.

The Chairman of the Placement Bureau is chairman of the Appointments Committee and is responsible to the Dean

of the College of Education. This practice is observed in most institutions large enough to have a separate College of Education; however, in more than half the institutions he is responsible to the president.[1] Upon receiving his Ed. D. degree in 1938, the director's qualifications became equivalent to the upper 26 per cent of directors who have met this universal demand for college teaching.[2]

The professional status of the Chairman of the Placement Bureau is that of Assistant Professor of Education. The rank of professor predominates for directors, with the rank of associate professor second in frequency with a tendency toward specialization in placement work.[3]

With definite duties as an assistant professor of education and as Director of Extension, the Chairman has less than one-fourth of his time for placement work. One director in eight devotes his entire time to placement, while only approximately one-third of the directors spend less than one-fourth of their time with placement activities, according to Umpstattd.[4] The Chairman in connection with his other

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[1] J. G. Umpstattd, Institutional Teacher Placement, College of Education, Wayne University, Detroit, Michigan, 1937, p. 240, iv plus 238.

[2] Ibid., p. 201.

[3] Ibid., p. 201.

[4] Ibid., p. 201.

of the College of Education. This practice is observed in most institutions large enough to have a separate College of Education; however, in more than half the institutions it is responsible to the president.[1] Upon receiving his Ed. D. degree in 1938, the director's qualifications became equivalent to the upper 96 per cent of directors who have met this universal demand for college teaching.[2]

The professional status of the Chairman of the Placement Bureau is that of assistant professor of Education. The rank of professor predominates for directors, with the rank of associate professor second in frequency with a tendency toward specialization in placement work.[3]

With definite duties as an assistant professor of education and as Director of Placement, the Chairman has less than one-fourth of his time for placement work. One director in eight devotes his entire time to placement, while only approximately one-third of the directors spend less than one-fourth of their time with placement activities, according to Dempsett. The Chairman in connection with his other

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[1] J. G. Dempsett, Institutional Teacher Placement, College of Education, Ann Arbor: Edwards Brothers, Inc., 1937, p. 240, in plus 236.

[2] Ibid., p. 207.

[3] Ibid., p. 211.

[4] Ibid., p. 201.

duties visits approximately twenty-five schools annually which is in keeping with the practice shown by about two-thirds of the directors reporting.[5]

Placement has been regarded as a minor duty of the Chairman; however, the work is receiving greater consideration and is recognized as being highly important even though it may not consume a major part of the Chairman's time. By doing some teaching, directing extension work, participating in the direction and administration of graduate work, and serving on various other committees, the Chairman contributes his knowledge to the vitalization of the college program; however, the contribution of the Chairman and of the bureau is conditioned by the limitation of the Chairman. The qualifications standing out as necessary for a director who expects to use the facilities of his bureau to further the cause of professional education are listed by Umpstattd.[6] The qualifications of the Chairman of the Placement Bureau of the University of New Mexico, as listed earlier in this chapter, closely approximate the ideal qualities to be desired; however, the limitations under which he works places him at a disadvantage.

Budgetary allowances have permitted only the

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[5] Umpstattd, op. cit., p. 202.

[6] Umpstattd, op. cit., p. 168.

employment of a student office assistant for caring for the clerical and stenographic work of the combined offices. Unquestionably, an increase in the office staff is one of the major needs of the placement bureau. The model number of assistants for placement bureaus was only one clerk in 1931 and again in 1936.[7] Insufficient office help has prevented the keeping of accurate records of calls and placements. Too, this condition has permitted only the most meager form of the record-keeping type of research, a situation which is entirely inadequate. Only five offices reported research assistants in 1931 and four in 1936, although sixty-eight reported federal workers in the 1936 study.[8]

In an effort to render the most efficient service to those concerned the Chairman annually releases press notices in March urging those who are interested in securing teaching positions to enroll with the Placement Bureau. In March 1938, a questionnaire was sent out to teachers in the state for the purpose of making up a list of available teachers for the next year. This list, containing brief descriptions of the physical and educational qualifications of the available teachers, was sent to the school officials

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[7] Op. cit., p. 204.

[8] Op. cit., p. 204.

of the state. Although New Mexico's situation is slightly different, in that the demand often has exceeded the supply of qualified teachers, it was found in the 1931 study that less than one-fifth of the offices followed the practice of soliciting registrants, a practice which has been discouraged by the national placement association.[9] Directors of institutional offices are more interested in the continued tenure of their alumni who are rendering satisfactory service than they are in turnover.

Thus the ideal of developing educational professionalism accepted by many institutions of teacher preparation has led most naturally to the idea of institutional follow-up work, a type of work calling for broader institutional responsibilities, a service which centers around the method of coordinating the resources of the institution with those of the public schools in continuing the growth of teachers. The University of New Mexico Placement Bureau, like most other institutional bureaus, although far from reaching the ideal, has through the limited office help furnished the Chairman made some progress in follow-up work through personal visitation to the schools where he has placed teachers, through questionnaire reports sent to all school officials who have employed teachers from the University, and by

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[9] Op. cit., p. 204.

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Op. cit., p. [illegible]

helping his colleagues analyze the needs of former alumni. Umpstattd[10] states that technically, there can be no such thing as an ultimately finished job in teacher preparation, and that the logical staff member of the teacher-training institution to initiate this project is the placement director, who, with the aid of his colleagues, is professionally obligated to render the service.

Notices of vacancies are received in the Placement Bureau in every conceivable manner, making it difficult to keep accurate records. Some understanding and agreement between school officials and the Placement Bureau might lead to a more desirable practice of reporting vacancies on a standardized form. This would facilitate the work of the school official reporting and give all the essential items about the vacancy in addition to confirming the fact that a vacancy exists. The formulation of state organizations of placement directors has given rise to the cooperative circularizing of school officials for vacancy notices in other states.[11]

Requests for teachers reaching the Placement Bureau receive the immediate personal attention of the Chairman.

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[10] Umpstattd, op. cit., pp. 150-154.

[11] Umpstattd, op. cit., p. 206.

Hooker[12] recommends that the director accept the criterion of service as quality and not quantity; that he pursue a policy of frankness and honesty in immediately supplying employers with accurate and reliable information, and that his chief interest should be to cooperate with the employing officials to the end that the best teacher available will be selected and placed where the maximum of service will be given. Based upon the experience the writer has had in employing teachers through the assistance of the Placement Bureau, the Chairman has adherred closely to these policies.

A fee of two dollars is charged each person registering with the Bureau. No charge is made for re-registering. Brogan[13] in 1930, found that fifty-two of the seventy-one institutions who answered his questionnaire charged no fee for the service, whereas, nineteen made some charge. The average charge was a flat registration fee of approximately two dollars. Batson[14] found that twenty of the forty-three

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[12] G. C. Hooker, "Placement Bureaus and the Selection of Teachers," School Executives Magazine, 53:52-53, June, 1933.

[13] Whit Brogan, The Work of the Placement Offices in Teacher Training Institutions, Contributions to Education, No. 434, New York: Teachers College, Columbia University, 1930.

[14] Wm. H. Batson, Mimeographed Report of Questionnaire Returns. Vermillion: School of Education, University of South Dakota, December, 1936.

institutions reporting to him found that a charge was made for registration with a range from one to five dollars. The practice of charging a small fee as a contribution which all registrants must make to increase the spread of placement office activities can be justified. Umpstattd's study[15] in 1931 found the practice of fee charging in 39.3 per cent of the teachers colleges, in 57.1 per cent of the state universities, and in 41.8 percent of the total group studied: and in 1936 registration fees were charged by 73.9 per cent of the teachers colleges, 86.6 per cent of the state universities, and 72 per cent of all the institutions which reported. The practice of fee charging for registration is increasing despite any disadvantages it may have.

All students or ex-students of the University who have satisfied the requirements for the lowest certificate issued in the state are eligible to enroll with the Bureau. Although the Placement Bureau has not set up a minimum standard of excellence for all students desiring its services, as recommended by Hooker,[16] it does reserve the right of refusing assistance to those students who apply for positions for which they are manifestly unfit.[17]

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[15] J. G. Umpstattd, op. cit., p. 209.

[16] G. C. Hooker, op. cit., pp. 52-53.

[17] Office Form, 3 A, Teacher Placement Bureau, University of New Mexico, 1938.

Those desiring to register are required to complete three blanks; first, a personal history form giving a brief but comprehensive biographical sketch; second, a scholarship record, listing the number of semester hours preparation in each subject with provision for indicating the applicant's first, second, or third choice as to type of work desired; and third, a list of at least three or more persons who are qualified and willing to recommend the applicant. In addition to the above, each registrant is required to furnish five recent photographs for placement use.

Upon completion of office registration requirements, and after a personal interview with the Chairman has been held, registrants are placed in the active file. However, in order to remain in the actives files from year to year, it is necessary for the enrollees to request that their credentials be renewed.[18] This is done, preferably, in February or March and without any additional fee charges. Some institutions, with a definite follow-up program operate on the basis of placing on the active list all candidates who have had at least two consecutive years of experience in one place. Umpstattd feels that this is entirely

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[18] University of New Mexico Bulletins, Thirty-ninth Annual Catalogue, 1929-1930, Vol. 43, No. 1, Albuquerque: p. 84.

justifiable in light of the larger obligations involved.[19]

References listed by the registrant are contacted by the Placement Bureau for confidential information. References are requested to rank candidates as superior, above average, average, below average, or unsatisfactory on each of the following ten personal qualities; scholarship, teaching ability and general success, ability in discipline, professional industry and spirit, discretion, personal appearance, attitude toward pupils, moral and religious character, executive ability, and social qualifications.[20] This practice conforms with the practices of other placement offices with the trend toward the objective rating scale supplemented by subjective statements.

After this information has been compiled in the office of the Placement Bureau, five folders of the credentials of each registrant are prepared and placed in the files alphabetically. Index cards with cross-references are also prepared on each registrant for the convenience of the office.

Immediately upon mailing credentials to an employer the Placement Bureau notifies the candidate of its action by mailing them a formal notice which gives the type of

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[19] J. G. Umpstattd, op. cit., p. 155.

[20] Office Form, 3A, Teacher Placement Bureau, University of New Mexico, 1938.

position, location, approximate salary, and employing official. The candidate is requested to reply immediately letting the office know what action has been taken.

It has never been the policy of the Placement Bureau to attempt to "sell" any one candidate. When qualifications will permit, the credentials of several candidates, never more than three, are furnished and the decision is left to the employer.

In seeking and using recommendations from the instructional staff before making recommendations, the Bureau is following a well defined principle. It is a matter of logic to look to the various departments of the University as the most reliable source for information on candidates trained for positions in their respective fields. Too, it is the desire of the Chairman to develop and maintain the closest cooperation possible between the various departments and the Placement Bureau.

Under the bookkeeping set-up for the past ten years it is impossible to scientifically determine cost tables because of the close relation this department has with other offices in the College of Education. The administrative costs, namely, salary, supplies, office space and utilities represent the major items of expense. Communications cost, such as postage, telegrams, and phone calls, greatly exceed the receipts from fees and must be provided for in the budget allowance. The University of New Mexico

Placement Bureau, like most other institutional placement offices, has not kept account of its placement costs, a situation which could be remedied by a small amount of bookkeeping each year.

Umpstattd's[21] studies show that normal schools and teachers colleges have increased their expenditures for placement for the five year period, 1931 to 1936, their median budget allowance having increased from $1,150 to $2,000, while state universities showed a decrease from $3,000 to $2,750. The median amount for the ninety-three institutions reporting the item in 1936 was $1,500 a sum entirely inadequate for effective placement service in an institution of median size, unless supplemented by funds other than the budget allowance. Umpstattd,[22] in determining the cost per placement, divided the total budget by the total placements reported by an institution. Since few institutions include all cost items in their budgets, the results are most likely lower than the true costs. The median costs per placement, as calculated, were $11.70 for 1931 and $10.33 for 1936. In 1932, Schultz[23] found

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[21] J. G. Umpstattd, op. cit., p. 211.

[22] Ibid., p. 211.

[23] J. S. Schultz, "Professionalizing Teacher Placement," Nation's Schools. 10: No. 2: 46-50, August, 1932.

average costs per placement of $15.86 for nine Ohio institutions, $14.94 for five state department bureaus, and $26.48 for three state education association bureaus. The median cost per placement reported by Anderson and Litchen[24] for 1925-1926 was $10.93.

It is probable that the true cost per placement in an institution of average size would be in the neighborhood of $20 if all costs were accounted, according to Umpstattd,[25] or at the point of optimal efficiency it is probable that the cost per placement would be about fifteen dollars.

That the value that accrues to society when a teacher is well placed justifies a tax-supported institution in appropriating the full amount of its placements costs from its general administrative budget, is a conclusion of the study.[26] Endowed social institutions have found in the social returns of an effective placement office complete justification for including all placement costs in their general budget.

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[24] Earl W. Anderson and Ruth E. Litchen, "The Status of the State College Teacher Placement Bureau," School and Society. 27:731. June 16, 1928.

[25] Umpstattd, op. cit., p. 212.

[26] Ibid., p. 213.

average costs per placement of $15.00 for rural Ohio institutions, $16.94 for five state department centers, and $22.40 for three state correction re-habilitation bureaus. The median cost per placement reported by Ashbrook and Litchen[34] for 1953-1956 was $16.93.

It is probable that the true cost per placement in an institution of average size would be in the neighborhood of $20-if all costs were accounted, considered or depreciated,[35] or at the point of optimal efficiency it is probable that the cost per placement would be about fifteen dollars.

That the value that accrues to society when a teacher is well placed justifies a two-year period practice in supervising the full amount of the placement costs from the general educational budget, is a conclusion of the study.[36] Improved social institutions have proved in the social sciences of an effective placement office complete justification for including all placement costs in their general budget.

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[34] Earl E. Ashbrook and Ruth P. Litchen, "The Work of the State College Teacher Placement Bureau," Personnel and Guidance. XV:VIII. June 16, 1956.

[35] Ibid., op. cit., p. 215.

[36] Ibid., p. 217.

Among the problems facing the Teacher-Placement Bureau is a lack of understanding of teacher selection by employing officials, the graduation of persons of inferior ability, the absence of rigorous enrollment requirements, the practices or politics of school boards, the obtaining of requests for teachers, the need of a state organization of institutional placement directors, and the need of research studies on placement work in New Mexico.

With continued study and research the above problems will gradually disappear. With an increased appropriation, and with the results of placement studies made available through the national association of placement directors, other state organizations, and from his own situation the director will be able to render a professional service of ever-increasing value to the schools and through them to society.

CHAPTER IV

THE NUMBER AND TYPES OF REGISTRANTS

Six hundred ninety-two people registered with the Teacher Placement Bureau during the ten year period, 1928 to 1938. Women request the services of the Bureau more often than men, as indicated by the 445 women who have registered (Table II). The percentage of men and women to be found in the current registrants is fairly constant with the percentage of men and women to be found in the total registrants, indicating that an equal percentage of men and women are annually placed and registered with the Bureau. Sixty-three men and ninety-one women, 22 per cent of the total registrants, are current registrants. Thus, 78 per cent of the total registrants are either satisfactorily placed or have withdrawn from the teaching field. At least they are not at the present time in need of the assistance of the Bureau.

Younger teachers request the assistance of the Placement Bureau more often than the older teachers. Forty-five per cent of the total registrants are between twenty and twenty-four years of age. Registrants vary in age from eighteen to sixty-six years. Of the seventy-eight registrants twenty years of age and younger, only two were men. However, of the six per cent of the total registrants forty

CHAPTER IV

THE NUMBER AND TYPES OF REGISTRANTS

Six hundred ninety-ten people registered with the Teacher Placement Bureau during the ten year period, 1950 to 1960. Women teachers the services of the Bureau more often than men, as indicated by the 615 women who have registered (Table II). The percentage of men and women to be found in the current registrants is fairly constant with the percentage of men and women to be found in the total registrants, indicating that an equal percentage of men and women are normally placed and registered with the Bureau. Sixty-three men and ninety-one women, 52 per cent of the total registrants, are current registrants. Thus, 78 per cent of the total registrants are either satisfactorily placed or have withdrawn from the teaching field. At least they are not at the present time in need of the assistance of the Bureau.

Younger teachers request the assistance of the Placement Bureau more often than the older teachers. Forty-five per cent of the total registrants are between twenty and twenty-four years of age. Registrants vary in age from eighteen to sixty-six years. Of the seventy-eight registrants twenty years of age and younger, only ten were men. However, of the six per cent of the total registrants forty

years of age and over twenty are men and twenty-two are women. Only four men and three women in this age group are among the current registrants.

Approximately 25 per cent of the total registrants are married, five per cent are widowed, and 70 per cent are single. The large percentage of single registrants is in conformity with the large percentage of youth enrolled.

Both current and total registrants vary greatly in the amount of professional preparation and experience which they have had (Table III). Of the current registrants, only two have less than eleven hours of education, whereas thirty-two of the total registrants had eleven hours, or less, of professional preparation. This indicates that the 154 current registrants have planned their college courses preparatory to meeting the latest minimum requirements governing the certification of teachers in New Mexico. Sixty-four per cent of the current registrants have twenty-one hours or more preparation in education, thereby qualifying for the Master Teacher's Elementary Certificate, or a certificate of higher rank, provided they have taken certain prescribed courses as outlined in the Rules and Regulations Governing the Certification[1] of Teachers in

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[1] H. R. Rogers, Rules and Regulations Governing the Certification of Teachers in New Mexico. 1938. State Board of Education, Santa Fe, New Mexico, p. 10.

TABLE II

AGE, SEX, AND MARITAL STATUS
OF CURRENT AND TOTAL REGISTRANTS

Age	Sex: Current M	Sex: Current F	Sex: Total M	Sex: Total F	Grand Total	Per cent	Married Status: Current Yes	Current No	Current Wid.	Total Yes	Total No	Total Wid.
Un-class-ified	-	2	-	3	3	-	1	1	-	1	2	-
18	-	1	1	2	3	-	-	1	-	-	3	-
19	-	3	-	22	22	3*	-	3	-	-	21	1
20	-	10	1	39	50	7	-	10	-	-	50	-
21	1	9	8	61	69	10	-	10	-	1	68	-
22	9	10	24	52	77	11	-	18	1	6	70	1
23	5	9	24	44	68	10	1	13	-	8	60	-
24	6	2	22	27	49	7	2	5	1	12	36	1
25	3	3	14	16	30	4	2	4	-	8	21	1
26	2	2	18	11	29	4	2	2	1	11	16	2
27	6	1	16	16	32	5	4	3	-	10	22	-
28	4	2	13	14	27	4	2	4	-	6	20	1
29	4	3	18	15	33	5	2	4	1	12	19	2
30	5	5	17	19	36	5	3	7	1	11	22	3
31	1	3	9	7	16	2	1	3	-	10	6	-
32	3	2	10	7	17	3	3	1	1	9	5	3
33	2	3	5	8	13	2	2	1	2	5	4	3
34	2	7	5	16	21	3	3	6	-	6	11	4
35	3	5	6	13	19	3	4	2	2	7	7	5
36	-	1	5	6	11	2	-	1	-	5	3	3
37	3	3	8	5	13	2	2	1	3	7	3	3
38	-	-	1	5	6	1	-	-	-	1	3	2
39	-	2	2	4	6	1	2	-	-	4	1	1
40-45	2	1	12	12	24	4	1	2	-	13	6	5
46-50	1	2	5	5	10	1	2	-	1	6	2	2
51-66	1	-	2	4	8	1	1	-	-	6	1	1
Totals	63	91	247	445	692	100%	40	102	12	165	483	44

* All percentages rounded

New Mexico. Thirty-eight per cent of the current registrants are without benefit of practice teaching, whereas 49 per cent of the total registrants failed to have this present day requirement for all certificates other than the New First Grade Certificate.[2] Fifty-six per cent of the current registrants and only 43 per cent of the total registrants had four or more hours in practice teaching and were able to meet the requirements for the Five Year High School Certificate.[3]

Teaching experience has been a controlling factor in those who register with the Bureau. Of the current registrants, 35 per cent are without any experience in teaching, while 33 per cent have had from one to four years of experience. Sixty per cent of the total registrants were inexperienced, while 13 per cent had from one to four years of experience (Table III). Thus it is seen that as teachers gain in experience they rely less upon the help of the Bureau.

Fifty per cent of the current registrants are without previous teaching experience in New Mexico; thus 15 per cent have gained their experience in other states.

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[2] Rogers, Op. cit., p. 8

[3] Ibid., p. 11.

New Mexico. [illegible] of the [illegible] states are without [illegible] teachers. [illegible] 49 per cent of the total [illegible] [illegible] present day [illegible] for all certificates which [illegible] the New First Grade Certificate. [illegible] the current regulations [illegible] registered had [illegible] were able to meet the requirements for the [illegible] School Certificate.

Teaching experience has been a [illegible] in those who regularly [illegible] registrants, 35 per cent [illegible] teaching, while [illegible] of experience. [illegible] were inexperienced, [illegible] years of experience [illegible] teachers gain in [illegible] of the Bureau.

Fifty [illegible] per cent [illegible] out previous [illegible] per cent have [illegible]

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[2] Rogers, op. cit., [illegible]

[3] Ibid., p. [illegible]

TABLE III

CURRENT AND TOTAL REGISTRANTS ACCORDING TO HOURS OF PROFESSIONAL PREPARATION, HOURS OF PRACTICE TEACHING, YEARS OF EXPERIENCE, AND YEARS EXPERIENCE IN NEW MEXICO

Hours Years	Hours in Education		Practice Teaching		Years in Experience		Experience New Mexico	
	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants
0	-	-	58	339	54	304	76	414
1	1	1	-	1	16	55	20	60
2	-	-	4	13	15	56	15	55
3	-	1	6	41	10	49	11	38
4	-	-	28	188	10	32	10	40
5	-	-	39	68	5	37	2	21
6	-	4	6	10	9	23	5	14
7	-	2	3	4	8	24	10	16
8	2	6	2	12	5	26	2	11
9	-	2	1	2	7	13	1	3
10	-	10	3	5	3	12	-	88
11	-	6	-	1	5	11	-	3
12	4	12	1	2	3	7	1	4
13	1	13	-	-	1	4	-	2
14	1	12	-	2	2	6	-	1
15	6	46	1	3	-	7	-	-
16	5	36	-	-	-	3	-	1
17	12	32	1	1	-	2	-	-
18	7	47	-	-	-	1	1	1
19	11	29	-	-	-	2	-	-
20	7	39	1	-	-	2	-	-
21	10	38	-	-	-	-	-	-
22	14	32	-	-	-	-	-	-
23	5	26	-	-	-	1	-	-
24	9	49	-	-	-	1	-	-
25	4	20	-	-	-	1	-	-
26-35	26	99	-	-	-	1	-	-
36-45	22	98	-	-	1	1	-	-
46-55	5	25	-	-	-	-	-	-
Not stated	3	7	-	-	-	-	-	-
Totals	154	692	152	692	154	692	154	692

TABLE VII

CURRENT AND TOTAL EXPERIENCE, ADJUSTING TO HOURS OF PROFESSIONAL PSYCHOLOGY, NUMBER OF PERSONS PRACTICING YEARS OF EXPERIENCE, AND YEARS EXPERIENCE IN NEW JERSEY

Years	Hours in Education			Practicing Psychology		Years in Experience		Experience as Psychologist	
	Current Graduate	Total Graduate	Total Undergraduate	Current Graduate Degree	Total Graduate Degree	Current Graduate Degree	Total Graduate Degree	New Jersey	Total Psychologist
0	4	-	38	[illegible]	34	304	74	414	
1	1	3	-	1	16	88	30	60	
2	-	4	1	13	15	36	18	82	
3	-	1	4	21	10	46	11	32	
4	1	-	28	168	10	32	10	40	
5	-	-	30	68	5	37	6	24	
6	-	4	2	40	5	23	4	14	
7	-	2	2	4	6	24	10	14	
8	2	5	2	12	3	28	8	11	
9	-	2	1	2	7	14	4	8	
10	1	16	3	7	3	12	1	22	
11	-	6	1	1	3	11	-	3	
12	4	12	1	8	3	7	1	4	
13	1	13	-	4	1	4	1	2	
14	1	12	-	8	2	5	1	1	
15	6	26	1	5	2	7	1	1	
16	3	26	-	4	1	3	1	1	
17	12	23	1	1	1	2	1	1	
18	7	47	-	1	1	1	1	2	
19	11	29	-	1	1	2	1	1	
20	7	29	1	1	-	2	1	1	
21	10	26	-	1	1	1	1	1	
22	14	35	-	1	1	1	1	1	
23	8	26	-	1	1	1	1	1	
24	9	40	-	1	1	1	1	1	
25	4	20	-	1	1	1	1	1	
26-35	26	95	-	1	1	1	1	1	
36-45	22	93	-	1	1	1	1	1	
46-50	5	34	-	1	-	1	1	1	
Not stated	2	7	-	-	-	-	-	-	
Totals	154	629	124	122	124	570	124	922	

Eighty-six per cent of the total registrants have had four or less years experience in this state. After eight years of experience in New Mexico only a small number register, indicating that they have gained security in their positions through tenure or that they have developed the ability to form their own contacts.

The majority of those registering apparently have realized the value of four years of college preparation in securing placement as teachers. Students living in the home city of the University are in a better financial position and ordinarily find it much more convenient to complete their college education before seeking employment; therefore, the large number of those having four years of college preparation may be attributed in part to the fact that Albuquerque is the permanent address of a large number of the registrants.

Less than eighteen per cent of the current registrants are without their Bachelor's degree, whereas approximately 20 per cent of the Total Registrants did not have degrees (Table IV).

It is of interest to note that 90 per cent of the current registrants, but only 87 per cent of the total registrants, have attended the University of New Mexico (Table V). Over this ten year period, a period when at times the demand for teachers exceeded the supply, only 13 per cent of the total registrants have taken advantage

TABLE IV

COLLEGE PREPARATION OF CURRENT AND TOTAL REGISTRANTS

College Training	Current Registrants	Per cent	Total Registrants	Per cent
Master's Degree	26	17*	102	15
Over 4 years	21	14	97	14
B. A.	50	32	225	32
B. S.	30	19	134	19
3 years	10	7	46	7
2 years	14	9	67	10
1 year	3	2	19	3
Less than 1 year	-	-	2	-
Totals	154	100	692	100

*All percentages rounded

TABLE V

CURRENT AND TOTAL REGISTRANTS WHO HAVE, AND WHO HAVE NOT ATTENDED THE UNIVERSITY OF NEW MEXICO

College Training	Current Registrants	Per cent	Total Registrants	Per cent
University	139	90	605	87
Other Institutions	15	10	87	13
Totals	154	100	692	100

of the fact that the Placement Bureau has not placed any restrictions as to who may enroll.

Apparently the teaching profession is less attractive to our New Mexico high school graduates than other professions as only 43 per cent of the current registrants and 45 per cent of the total registrants received their training in high schools of the state (Table VI). This situation bears directly on the shortage of qualified state trained teachers, and herein lies a fertile field for teacher-training institutions to do some research and publicity work. Of the sixty-six, or 43 per cent current registrants who are products of New Mexico high schools, twenty-nine, or 44 per cent, received their preparation in the Albuquerque High School. This is approximately fifteen times as many registrants as any other high school in the state has trained, with one exception. Only 42 per cent of the total registrants receiving their training in New Mexico were from the Albuquerque High School. This is approximately nine times as many total registrants as any other high school in the state has trained. Thus it appears that in proportion to high school enrollments, more Albuquerque graduates are attracted to the teaching profession, or at least they have realized the value of, or needed the services of the Placement Bureau more than have graduates of other state high schools; also, there appears to be a

TABLE VI

THE NEW MEXICO HIGH SCHOOL FROM WHICH CURRENT AND TOTAL REGISTRANTS GRADUATED

Name of School	Current Registrants	Per cent	Total Registrants	Per cent
Albuquerque	29	4.4%	129	42%
Alamorgodo	-	-	4	1
Artesia	1	1.5	4	1
Aztec	-	-	1	-
Anthony	-	-	1	-
Allison-James	-	-	1	-
Belen	2	3.0	5	1
Bellview	-	-	1	-
Clovis	2	3.0	8	2
Capitan	-	-	2	1
Carlsbad	-	-	2	1
Clayton	-	-	4	1
Cimarron	1	1.5	3	1
Colmor	-	-	1	-
Dawson	1	1.5	3	1
Des Moines	1	1.5	2	1
Deming	-	-	4	1
Elida	1	1.5	1	-
Estancia	-	-	3	1
Ft. Sumner	1	1.5	4	1
Farmington	-	-	1	-
Gallup	2	3.0	7	2
Hope	1	1.5	3	1
Hatch	-	-	1	-
Harwood (Albuquerque)	-	-	1	-
Hurley	-	-	2	1
Kiowa	-	-	1	-
Kirtland	2	3.0	2	1
Las Vegas	-	-	9	3
Las Cruces	-	-	4	1
Loretta Academy	-	-	5	1
Lovington	-	-	1	-
Lordsburg	-	-	1	-
Logan	1	1.5	1	-
Los Lunas	1	1.5	1	-
Moriarity	1	1.5	1	-
Mountainair	1	1.5	3	1
Magdalena	-	-	2	1

TABLE VI (continued)

THE NEW MEXICO HIGH SCHOOL FROM WHICH CURRENT AND TOTAL REGISTRANTS GRADUATED

Name of School	Current Registrants	Per cent	Total Registrants	Per cent
Menaul	2	3.0	6	2
Melrose	-	-	1	-
Portales	1	1.5	5	1
Raton	1	1.5	6	2
Roswell	-	-	15	5
Roy	-	-	1	-
Silver City	3	4.5	14	1
Springer	2	3.0	3	1
Santa Rosa	-	-	2	1
Santa Fe	-	-	4	1
Saint Michaels	1	1.5	1	-
Saint Marys	-	-	2	1
Saint Vincents	-	-	2	1
Tatum	1	1.5	1	-
Taos	-	-	1	-
Texico	-	-	1	-
Tucumcari	1	1.5	5	1
Tularosa	2	3.0	5	1
Socorro	-	-	2	1
N. M. M. I.	1	1.5	1	-
Unclassified	3	4.5	3	-
Totals	66	100	309	100

* All percentages rounded

TABLE VI [concluded]

THE NEW MEXICO HIGH SCHOOL, FROM HIGH SCHOOL CATALOGS AND TOTAL MULTIPLICANDS DEFINED

Name of School	Current Applicants	Per cent	Total Applicants	Per cent
Manual	2	3.0	8	2
Melrose	-	-	1	-
Portales	1	1.5	2	-
Raton	1	1.5	8	2
Roswell	-	-	15	4
Roy	-	-	1	-
Silver City	3	4.5	14	4
Springer	2	3.0	2	-
Santa Rosa	-	-	2	-
Santa Fe	-	-	1	-
Saint Michaels	1	1.5	1	-
Saint Mary	-	-	1	-
Saint Vincents	-	-	2	-
Tatum	1	1.5	1	-
Taos	-	-	1	-
Tucumcari	-	-	1	-
Tucson	1	1.5	2	-
Tularosa	2	3.0	2	-
Socorro	-	-	2	-
U. S. I.	1	1.5	1	-
Undesignated	2	1.5	6	-
Totals	66	100	350	100

*All percentages rounded.

definite increase in the number of Albuquerque graduates registering over the number registering from other state high schools. This is a situation calling for further study and attention if a more balanced state representation is to be had.

Eighty per cent of the current registrants and 82 per cent of the total registrants give New Mexico as the state of their permanent address; although registrants maintain permanent addresses in as many as twelve other states (Table VII). Texas, Oklahoma, Missouri, and Kansas rank in the order names in the number of Placement Bureau enrollments.

The per cent of current registrants born in New Mexico has increased over the per cent of total registrants born in New Mexico, which is evidence that the number of state trained teachers is growing. Twenty-seven per cent of the current registrants were born in New Mexico, as were 24 per cent of the total registrants. Texas, Kansas, Missouri, Oklahoma, and Colorado in the order named are most often found as the state of birth. Registrants list forty-one different states, other than New Mexico, and eight foreign countries as the place of their birth.

If the state in which the total registrants received their high school training is a fair basis for measuring the inbreeding in New Mexico public schools, we need not be alarmed. Fifty-five per cent of the total

registrants come from the high schools of forty-one different states and five foreign countries. Of these, approximately 15 per cent were supplied by Texas high schools, 5 per cent each by Oklahoma, Missouri, and Kansas high schools (Table VII).

From an analysis of the major and minor courses of the total registrants, there is a need of more careful guidance of the students taking teacher preparatory courses, (Table VIII). Of the 692 total registrants, 719 major subjects and 824 minor subjects were listed, which is evidence that some students have prepared themselves by qualifying with only one major and one minor subject, thereby narrowing their placement chances. Subject fields rank as follows in popularity with the total registrants: English, 18 per cent majors and 23 per cent minors; history, 14 per cent majors and 11 per cent minors; Spanish, 8 per cent majors and 7 per cent minors; home economics, 7 per cent majors and 2 per cent minors; biology, 7 per cent majors and 6 per cent minors. Only 4 per cent have majored and 2 per cent have minored in elementary education.

Nylander's[4] study shows that the individual subjects within fields of subjects are in every conceivable variety

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[4] Nylander, Joseph H., Subject Combinations Prevalent in the Teaching Programs of Teachers in New Mexico High Schools, University of New Mexico, Albuquerque: 1937, p. 51.

TABLE VII

STATE OF PERMANENT ADDRESS, STATE OF BIRTH, AND STATE OF HIGH SCHOOL OF CURRENT AND TOTAL REGISTRANTS

States	Permanent Address		State of Birth		State of High School	
	Current Registrants	Total Registrants	Current Registrants	Total Registrants	Current Registrants	Total Registrants
Alabama	-	1	1	9	-	1
Arkansas	-	4	-	9	1	6
Arizona	-	3	2	5	2	8
California	1	5	1	6	3	13
Carolina, N.	-	-	-	1	1	2
Carolina, S.	-	-	1	2	-	1
Colorado	1	5	9	32	7	23
Dakota, N.	1	1	1	6	1	6
Dakota, S.	-	1	-	2	-	2
D. C., Washington	-	-	3	4	-	-
Florida	-	2	-	1	-	2
Georgia	1	-	-	-	-	-
Idaho	-	1	1	3	1	2
Indiana	-	3	2	16	1	12
Illinois	2	8	5	26	6	18
Iowa	-	1	2	20	2	15
Kansas	2	10	16	52	13	33
Kentucky	-	1	1	6	1	4
Louisiana	-	1	1	5	-	6
Maine	-	-	-	1	-	1
Minnesota	1	2	-	7	2	7
Missouri	4	12	11	48	10	36
Massachusetts	-	-	1	6	1	3
Montana	-	-	-	2	-	2
Mississippi	-	-	1	5	-	1
Michigan	-	1	-	5	-	4
Nebraska	-	-	2	6	2	4
New Hampshire	-	-	-	1	-	1
New York	-	2	2	8	1	4
New Jersey	-	-	2	4	1	1
New Mexico	124	570	41	166	66	308
Oklahoma	8	16	10	45	8	36
Ohio	-	2	1	12	1	13
Oregon	-	1	-	1	1	2
Pennsylvania	1	4	3	14	3	10
Texas	7	26	3	11	-	5

TABLE VII

STATE OF PERMANENT ADDRESS, STATE OF BIRTH, AND STATE OF HIGH SCHOOL OF CURRENT AND TOTAL MATRICULANTS

States	Permanent Address		State of Birth		State of High School	
	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants
Alabama	-	1	1	2	-	1
Arkansas	-	4	-	5	1	5
Arizona	-	3	3	5	2	8
California	1	3	1	8	3	13
Carolina, N.	-	-	-	1	1	2
Carolina, S.	-	-	1	2	-	1
Colorado	1	5	9	22	7	25
Dakota, N.	1	1	1	4	1	6
Dakota, S.	-	1	-	2	-	2
D. C., Washington	-	-	3	4	-	-
Florida	-	2	-	1	-	2
Georgia	1	-	-	-	-	-
Idaho	-	1	1	2	1	2
Indiana	-	2	2	15	1	12
Illinois	2	8	5	22	6	18
Iowa	-	1	2	20	2	15
Kansas	2	10	10	22	13	23
Kentucky	-	1	2	6	1	4
Louisiana	-	1	1	2	-	2
Maine	-	-	-	1	-	1
Minnesota	1	2	-	7	2	7
Missouri	4	12	11	23	10	26
Massachusetts	-	-	1	2	1	2
Montana	-	-	-	2	-	2
Mississippi	-	-	1	2	-	1
Michigan	-	1	-	2	2	4
Nebraska	-	-	2	6	2	4
New Hampshire	-	-	-	1	-	1
New York	-	2	2	8	1	4
New Jersey	-	-	2	4	1	1
New Mexico	124	270	41	166	62	208
Oklahoma	2	16	10	45	2	32
Ohio	-	2	1	12	1	13
Oregon	-	1	-	1	1	2
Pennsylvania	1	4	2	14	2	10
Texas	7	22	3	11	-	2

TABLE VII (continued)

STATE OF PERMANENT ADDRESS, STATE OF BIRTH, AND STATE OF HIGH SCHOOL OF CURRENT AND TOTAL REGISTRANTS

States	Permanent Address		State of Birth		State of High School	
	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants	Current Regis-trants	Total Regis-trants
Tennessee	-	2	3	11	-	5
Rhode Island	-	-	-	1	-	1
Utah	-	-	1	1	1	1
Virginia	-	-	2	6	-	2
Virginia, West	-	1	1	5	1	3
Washington	-	1	-	2	-	4
Wisconsin	1	3	-	8	1	7
Foreign Countries						
Canada	-	-	3	3	1	2
England	-	-	1	2	1	1
China	-	-	-	1	-	1
Hiawaii	-	-	1	1	-	-
Mexico	-	-	1	6	-	-
Porto Rico	-	-	-	1	1	1
Rumania	-	-	1	1	-	-
Russia	-	-	-	1	-	-
Unclassified	-	1	5	7	2	11
Totals	154	692	154	692	154	692

TABLE VIII

MAJOR AND MINOR SUBJECTS OF CURRENT AND TOTAL REGISTRANTS

Subjects	Major						Minor					
	Current		Total				Current		Total			
	M	F	M	F	GT	%	M	F	M	F	GT	%
Agriculture	1	-	3	-	3	-	-	-	-	-	-	-
Art	-	4	-	17	17	2	1	-	1	14	15	2
Arts, Ind.	-	-	2	2	-	-	1	-	2	-	3	1
Archeology	-	-	-	2	2	-	-	-	5	4	9	1
Anthropology	-	-	3	5	8	1	-	-	2	-	2	-
Biology	8	3	18	29	47	5	7	9	21	28	49	6
Botany	-	-	1	1	2	-	-	-	-	-	-	-
Chemistry	7	1	15	2	17	3	4	2	8	8	16	2
Commerce	-	4	2	9	11	2	-	3	2	8	10	1
Educ. Admin.	9	-	36	3	39	6	-	-	5	-	5	1
Educ. Sec.	-	6	5	20	25	3	11	7	31	39	70	9
Educ. Elem.	-	3	2	27	29	8	1	2	1	19	20	2
Educ. Phy.	2	3	13	7	20	3	3	1	8	6	14	2
Economics	1	1	10	6	16	2	2	-	15	6	21	3
English	5	18	22	108	127	18	14	32	40	151	191	23
French	-	-	1	1	2	-	-	4	7	27	34	4
German	-	2	-	4	4	1	-	-	2	8	10	1
Geology	1	-	4	3	7	1	-	-	6	4	10	1
Government	3	3	9	5	14	2	4	2	12	6	18	2
History	9	14	37	58	95	14	8	10	40	50	90	11
Home Economics	-	8	-	45	45	7	1	4	-	14	14	2
Latin	-	-	1	3	4	1	1	-	1	2	3	-
Library	-	-	-	-	-	-	-	-	-	1	1	-
Mathematics	4	4	17	15	32	7	10	1	19	14	33	4
Music, Inst.	1	2	1	2	3	-	-	3	-	7	7	1
Music, P. Sch.	1	2	4	16	20	3	1	-	3	9	12	2
Music, Vocal	-	-	-	3	3	-	-	-	3	5	8	1
Physics	-	-	1	1	2	-	5	1	8	6	14	2
Philosophy	-	-	-	-	-	-	1	-	5	1	6	1
Psychology	1	1	7	6	13	2	1	2	9	12	21	3
Science	2	1	6	4	10	1	2	4	11	17	28	3
Social Science	-	1	4	4	8	1	2	4	16	11	27	3
Sociology	1	-	2	1	3	-	-	1	1	2	3	-
Spanish	6	7	20	36	56	3	1	12	11	44	55	7
Speech	-	-	-	2	2	-	-	-	-	-	-	-
Not given	1	3	1	3	4	1	1	4	1	4	5	1
Totals	63	91	247	445	692	100	82	118	297	527	824	100

TABLE VIII

MAJOR AND MINOR SUBJECTS OF DOCTORATE AND TOTAL REGISTRANTS

Subjects	Majors						Minors					
	Current			Total			Current			Total		
	M	F	M	F	Com.	%	M	F	M	F	Com.	%
Agriculture	1	-	5	-	3	-	-	-	-	-	-	-
Art	-	4	-	17	17	3	1	-	1	14	15	2
Arts, Ind.	-	-	3	2	-	-	1	-	2	-	2	1
Archaeology	-	-	-	2	2	-	-	-	5	4	9	1
Anthropology	-	-	3	5	8	1	-	-	2	-	2	-
Biology	3	3	18	29	47	8	1	5	21	28	49	6
Botany	-	-	1	1	2	-	-	-	-	-	-	-
Chemistry	7	1	16	2	17	2	4	2	3	8	16	2
Commerce	-	4	2	2	11	2	-	3	2	4	10	1
Educ. Admin.	2	-	36	3	39	6	-	-	4	-	5	-
Educ. Sec.	-	6	5	50	55	8	11	7	31	38	70	9
Educ. Elem.	-	2	2	37	39	5	1	3	1	18	20	2
Educ. Phy.	2	3	13	7	20	3	-	1	3	5	14	2
Economics	1	1	10	5	15	2	-	-	1	6	21	3
English	5	12	22	105	127	18	14	22	40	121	161	23
French	-	-	1	1	2	-	-	4	7	27	34	4
German	-	2	-	4	4	-	-	-	2	5	7	1
Geology	1	-	4	3	7	1	-	-	3	4	10	1
Government	3	3	9	5	14	2	4	2	12	8	19	2
History	9	14	37	88	125	18	8	10	42	50	92	13
Home Economics	-	3	7	45	45	7	1	4	-	14	14	2
Latin	-	-	1	3	4	1	1	-	1	2	3	-
Library	-	-	-	-	-	-	-	-	-	1	1	-
Mathematics	4	4	17	18	35	5	10	1	18	14	32	4
Music, Inst.	1	2	1	3	5	-	-	2	-	7	7	1
Music, P. Sch.	1	2	5	13	20	3	1	1	5	-	12	2
Music, Vocal	-	-	1	3	3	-	-	-	5	3	8	1
Physics	-	-	1	1	2	-	1	1	2	6	14	2
Philosophy	-	-	-	-	-	-	-	-	1	5	6	1
Psychology	1	1	7	6	13	2	1	2	9	12	21	3
Science	2	4	6	4	10	1	2	4	11	17	28	3
Social Science	-	1	1	4	5	1	2	4	16	22	38	5
Sociology	1	-	2	3	5	-	-	1	1	2	3	-
Spanish	6	7	30	56	86	13	1	12	11	44	55	7
Speech	-	-	1	2	3	-	-	-	-	6	6	-
Not given	1	3	1	3	4	1	1	1	1	4	5	1
Totals	65	91	247	445	692	100	82	112	297	547	844	120

of combinations in New Mexico high schools--a chaotic condition, that little order is observable even when studied in their two and three common subject combinations, and that four or more combinations are found in schools with an enrollment of one hundred fifty or less.

Evidently grade positions are not as desirable as high school positions, as 60 per cent of the total registrants preferred the latter in registering (Table IX). This condition may be traced to the difference in high school and grade school salaries in the state. Also, registrants may have expressed their desire for high school work but may have shown a willingness to accept grade positions when their first choice wasn't obtainable. This is a practice for which administrators are responsible, and one which required more deliberation on their part. Current registrants indicate that this condition, or practice, still exists; high school instructors, principals, and superintendents relying most upon the assistance of the Placement Bureau in securing placement. Eleven per cent of the total registrants preferred administrative positions while less than one per cent, all women, specified positions as grade or music supervisors.

Forty-seven per cent of the total registrants indicated their willingness and ability to direct some specific extra-curricula activities in the school program, while

TABLE IX

TYPES OF POSITIONS DESIRED BY CURRENT AND TOTAL REGISTRANTS

Types of Positions	Current Regis-trants M	Current Regis-trants F	Total	Per cent	Total Regis-trants M	Total Regis-trants F	Total Persons	Per
Administrative								
Superintendent	12	-	12	8	47	-	47	7
H. S.Principal	7	-	7	5	18	-	18	3
Grade Principal	1	1	2	1	4	2	6	.5
Instructors								
College	-	-	-	-	3	3	6	.5
High School	40	60	100	65	154	266	420	60
Upper Grades	3	20	23	15	21	110	131	20
Primary Grades	-	8	8	5	-	55	55	8
Supervisor								
Grade	-	-	-	-	-	7	7	1
Music	-	2	2	1	-	2	2	-
Totals	63	91	154	100	247	445	692	100

TABLE IX

TYPES OF POSITIONS DESIRED BY CURRENT AND TOTAL REGISTRANTS

Types of Positions	Current Regis-trants M	Current Regis-trants F	Total	Per Cent	Total Regis-trants M	Total Regis-trants F	Total Persons	Per
Administrative								
Superintendent	12	-	12	3	47	-	47	7
H. S. Principal	7	-	7	8	18	-	18	8
Grade Principal	1	3	3	1	4	2	6	.5
Instructors								
College	-	-	-	-	3	3	6	.5
High School	40	60	100	55	164	266	430	40
Upper Grades	3	30	33	18	31	110	141	20
Primary Grades	-	8	8	3	-	55	55	8
Supervisor								
Grade	-	-	-	-	7	7	1	
Music	-	2	2	1	-	2	2	-
Totals	63	91	154	100	247	445	692	100

53 per cent stated their willingness and ability to direct various other minor school activities (Table X).

Forty-three per cent of the women among the total registrants indicated ability to direct some one of the five activities listed. Sixty-two per cent of this group specified public school music.

Even less specialization exists among the total men registrants. While 50 per cent indicate ability to direct some one of these activities, 74 per cent of this group specify boys physical education.

Less frequently mentioned activities included speech work, literary clubs, choral clubs, social clubs, outdoor organizations and publications.

TABLE X

EXTRA-CURRICULA ACTIVITIES WHICH CURRENT AND TOTAL REGISTRANTS CAN DIRECT

Activity	Current Registrants M	Current Registrants F	Total	Per cent	Total Registrants M	Total Registrants F	Grand Total	Per cent
Band	5	-	5	3	16	2	18	3*
Orchestra	3	4	7	4.5	3	2	7	1
Music, P. S.	2	26	28	18	15	121	136	20
Phy. Ed. Boys	26	-	26	17	95	-	95	14
Phy. Ed. Girls	-	7	7	4.5	-	66	66	9
Other Activities	27	54	81	53	118	252	370	53
Totals	63	91	154	100	247	445	692	100

TABLE X

EXTRA-CURRICULA ACTIVITIES WHICH CURRENT AND TOTAL REGISTRANTS CAN DIGEST

Activity	Current Registrants M	Current Registrants F	Total	Per cent	Total Registrants M	Total Registrants F	Grand Total	Per cent
Band	5	-	5	16		2	16	5%
Orchestra	3	4	7	6.3	3	2	7	1
Music, P. S.	2	20	22	18	18	121	185	20
Phy. Ed. Boys	26	-	26	17	23	-	23	14
Phy. Ed. Girls	-	7	7	4.5	-	66	66	9
Other Activities	27	64	31	55	118	282	370	53
Totals	63	91	154	100	267	448	652	100

CHAPTER V

THE NUMBER AND TYPES OF CALLS RECEIVED FOR TEACHERS

In May, at the close of the regular school year, and again in August, with the close of the summer session, when other duties are pressing on the Chairman, requests to the Placement Bureau for teachers are heaviest (Table XI). In proportion to the number registered, men had a better chance to be placed than did the women. Of the 397 calls received in the Placement Office in 1936, 1937, and up until July 1, 1938, 34 per cent were for men, who comprise only 36 per cent of the total registrants. Forty-six per cent of the calls were for women who make up 64 per cent of the total registrants. Twenty per cent of the calls failed to specify sex preference.

Only those written requests which were of a nature to permit filing were considered in this study. Many other requests were handled through the office during this same period but a written record was not kept of them. Often school officials in their search for employees come to the office in person, where they may hold conferences and observe the practice teaching of prospective teachers.

Municipal schools requested the services of the Placement Bureau in 77 per cent of the calls on file during this period while the county and rural schools requested its assistance in approximately 23 per cent of

TABLE XI

DISTRIBUTION OF CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938 BY THE MONTH YEAR, SEX, AND MARITAL STATUS

	Sex						Sex			Marital Status							
	M			F			Not stated			M	S	M	S	M	S	GT	%
Month	36	37	38	36	37	38	36	37	38	36		37		38			
January	3	1	2	2	1	4	1	2	2	-	-	-	-	-	-	18	5
February	2	-	1	1	-	1	3	-	-	-	-	-	-	-	-	8	2
March	1	2	7	4	1	9	1	-	2	-	2	-	-	-	1	27	7
April	4	8	5	9	11	7	6	2	-	-	6	-	5	-	4	52	13
May	3	7	13	10	10	17	3	8	7	-	4	-	7	1	10	78	20
June	7	9	3	6	6	7	6	1	-	-	2	-	5	-	6	45	11
July	4	4	-	8	10	-	7	4	-	-	2	2	3	-	-	37	9
August	10	17	-	6	19	-	9	1	-	-	2	2	15	-	-	62	15
September	3	18	-	4	13	-	6	-	-	-	-	2	5	-	-	34	0
October	-	2	-	2	3	-	2	-	-	-	-	-	3	-	-	9	2
November	3	3	-	3	2	-	2	2	-	-	1	-	2	-	-	15	4
December	-	2	-	7	1	-	1	1	-	-	3	-	1	-	-	12	3
Totals	40	63	31	62	77	45	47	21	11	-	22	6	46	1	21	397	100

TABLE II

DISTRIBUTION OF CADETS FOR JUNE, 1954, AND UP UNTIL JULY 1, 1958 BY THE MONTH, AGE, SEX, AND MARITAL STATUS

Month	Age			Sex			Sex not stated			Marital status											
	20	22	24	M	F	28	20	22	24	M	S	M	S	M	S	M	S	20	22	24	Total
January	2	1	5	8	1	4	1	3	8	-	-	-	-	-	-	-	-	-	18		18
February	3	-	2	2	-	1	2	-	-	-	-	-	-	-	-	-	-	-	8		8
March	4	8	4	4	1	6	1	-	5	-	5	-	-	-	5	-	1	-	19		19
April	4	8	2	8	1	4	2	3	-	-	3	-	2	-	-	-	4	-	23		23
May	2	4	12	10	10	14	2	2	4	-	4	-	4	1	10	-	-	-	34		34
June	4	6	2	6	6	4	6	1	-	-	8	-	2	-	9	-	-	-	37		37
July	4	4	-	6	10	-	4	4	-	-	8	5	2	-	-	-	-	-	12		12
August	10	14	-	3	18	-	6	1	-	-	8	5	12	-	-	-	-	-	25		25
September	2	18	-	4	12	-	6	-	-	-	-	5	2	-	-	-	-	-	14		14
October	-	8	-	5	2	-	8	-	-	-	-	-	2	-	-	-	-	-	8		8
November	2	2	-	2	3	-	6	3	-	-	1	-	5	-	-	-	1	-	12		12
December	-	8	-	6	1	-	1	1	-	-	2	-	6	-	-	-	-	-	8		8
Total	30	42	28	60	42	28	60	42	28	8	22	5	22	1	34	2	6	1	150		150

the cases (Table XII).

Former students of the University who are now holding administrative positions in the public schools of New Mexico are the most frequent ones to call on the Bureau for aid in filling teaching vacancies.

Of 796 teachers employed annually, an average of 510, or 64 per cent, are required in the county or rural schools according to the findings of Williams.[1] This means that the University of New Mexico Placement Bureau's potential field of placement is severly limited when it receives only 23 per cent of its calls from the schools where 64 per cent of the vacancies occur.

Twenty-five North Central Association member schools placed 47 per cent of the calls made by the municipal schools. This is significant in that Williams[2] study states that North Central schools, whose percentage of vacancies are slightly more than half of what they are in the independent and county schools, take an average of 172 teachers annually for replacement, or approximately 17 per cent of the total number of teachers used in these schools. It is apparent that the North Central Association schools are requesting the services of the Placement Bureau in filling

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[1] Op. cit, p. 48.

[2] Ibid., pp. 25-59.

TABLE XII

CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938
BY RURAL AND MUNICIPAL SCHOOLS FOR EACH MONTH AND YEAR

Month	Rural					Municipal				
	36	37	38	T	%	36	37	38	T	%
January	2	2	1	5	1	4	2	7	13	4
February	1	-	1	2	-	5	-	1	6	2
March	2	-	1	3	-	4	3	17	24	6
April	4	2	5	11	3	13	17	11	41	10
May	4	6	5	15	4	12	19	32	63	16
June	7	4	1	12	3	13	11	9	33	8
July	1	6	-	7	2	18	12	-	30	7
August	7	8	-	15	4	18	29	-	47	11
September	4	9	-	13	3	9	12	-	21	6
October	3	2	-	5	1	1	3	-	4	1
November	2	-	-	2	-	6	7	-	13	4
December	2	1	-	3	1	6	3	-	9	2
Totals	39	40	14	93	23	109	118	77	304	77

their vacancies.

Assistance of the Bureau is most often requested in filling teaching positions where state certification requirements are most rigid and specialization is required. Sixty-nine per cent of the total calls received were for high school instructors, with 14 per cent of the requests for primary teachers (Table XIII).

Only 200 single-subject teaching fields are found in the total calls on file, with 115 of these occuring in the requests for primary, intermediate, or elementary teachers (Table XIV). Of the 258 requests for high school teachers, 107 single-subject fields appear, along with 433 subject combinations.

Few calls for single subject fields were received. All subject fields in the calls for high school teachers occurred from one to twenty times as often in combinations. Teachers qualified in some combination of subjects rather than in one field hold a better chance of securing placement and are preferred by school administrators according to Nylander's study.[3] Especially are their chances of placement in schools with an enrollment of 150 or less limited, as it is here that four or more subject combinations are most often practiced.

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[3] Nylander, op. cit., p. 51

TABLE XIII

CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938 ACCORDING TO GRADE DIVISIONS DESIRED BY MONTH AND YEAR

Month	Primary					Intermediate					Upper Grades					High School				
	36	37	38	T	%	36	37	38	T	%	36	37	38	T	%	36	37	38	T	%
January	-	-	2	2	-	2	-	2	4	1	1	-	1	2	-	4	3	3	10	3
February	-	-	-	-	-	1	-	-	1	-	1	-	1	2	-	4	-	1	5	2
March	1	-	2	3	1	1	-	2	3	1	-	-	5	5	1	3	4	9	16	4
April	1	3	4	8	2	1	3	1	5	1	8	2	2	12	3	8	9	10	27	7
May	1	4	6	11	3	-	3	3	6	2	1	3	4	8	2	15	15	23	53	13
June	1	-	1	2	-	-	1	1	2	-	3	-	2	5	1	16	14	6	36	10
July	2	6	-	8	2	2	1	-	3	1	3	1	-	4	1	13	9	-	22	6
August	-	8	-	8	2	-	3	-	3	1	3	2	-	5	1	22	24	-	46	11
September	2	7	-	9	2	2	2	-	4	1	2	-	-	2	-	6	12	-	19	6
October	2	1	-	4	1	-	-	-	-	-	-	-	-	-	-	2	4	-	6	1
November	-	-	-	-	-	2	-	-	2	-	2	-	-	2	-	4	7	-	11	4
December	4	-	-	4	1	-	-	-	-	-	1	-	-	1	-	3	4	-	7	2
Totals	14	29	15	58	14	11	13	9	33	8	25	8	15	48	9	100	106	52	258	69

TABLE XIV

GRADE AND SUBJECT COMBINATIONS AS CALLED FOR IN 397 CALLS IN 1936, 1937, AND UP UNTIL JULY 1, 1938

	Primary	Intermediate	Elementary	P. S. Mus.	English	Mathematics	So. Science	Science	Home Ec.	Spanish	Latin	Commerce	Art	Speech	B. Athletics	Gr. Prin.	H. S. Prin.	G. Athletics	Library	Band	Orchestra	Ind. Arts	Agriculture	French
Primary	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intermed.	-	27	-	6	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elementary	-	-	29	1	1	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
P. S. Mus.	-	-	1	7	7	1	1	1	6	3	-	3	2	-	-	-	-	3	-	8	5	-	-	-
English	-	-	1	7	20	3	4	2	1	6	1	4	-	4	4	1	-	3	1	-	2	1	-	-
Mathematics	-	-	-	1	3	8	2	18	-	1	-	1	-	-	11	-	1	-	1	1	3	1	2	-
So. Science	-	1	-	1	4	2	5	3	1	3	-	2	1	-	6	-	1	1	-	4	-	-	1	-
Science	-	-	-	1	2	18	3	10	7	1	-	-	-	-	13	1	-	-	-	1	2	-	1	-
Home Ec.	-	-	-	6	1	-	1	7	8	3	-	1	-	-	-	-	-	1	-	-	-	-	-	-
Spanish	-	1	-	3	6	1	4	1	3	4	6	4	-	1	3	-	-	2	-	-	-	-	-	1
Latin	-	-	-	-	1	-	-	-	-	6	1	-	-	-	-	-	-	1	-	-	-	-	-	1
Commerce	-	-	-	3	4	1	-	-	1	4	-	18	-	1	1	-	-	3	-	-	-	1	-	-
Art	-	1	1	2	-	-	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-
Speech	-	-	-	-	4	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
B. Athletics	-	-	1	-	4	11	6	14	-	3	-	1	-	-	10	-	1	-	-	1	-	2	1	-
Gr. Prin.	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-
H. S. Prin.	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	6	-	-	-	-	-	-	-
G. Athletics	-	-	-	3	3	-	1	-	1	2	1	3	1	-	-	-	-	2	-	-	-	-	-	-
Library	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Band	-	-	1	8	-	1	4	1	-	-	-	-	-	-	1	-	-	-	1	1	2	1	-	-
Orchestra	-	-	-	5	2	3	-	2	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-
Ind. Arts	-	-	1	-	1	1	-	-	-	-	-	1	-	-	2	-	-	-	-	1	-	4	1	-
Agriculture	-	-	-	-	-	2	1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-
French	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-

The combinations requested in most cases are in related fields; however, in a number of calls the subject combinations were unrelated and often difficult to fill.

Among the more unusual calls received in the Bureau during this period were six requests for college instructors, one for farm specialist (case work), two for instructors in Catholic academies, one for private tutor, one for director of an opportunity room, two for instructors of negro schools, five for instructors in Spanish American schools, two for music supervisors, one for grade supervisor, and two for superintendents. In recommending applicants for vacancies such as these, the importance of the professional services of the Placement Bureau of a tax supported institution to both the employer and the prospective employee can not be stressed too highly.

The geographical locations of the municipal and county schools represented by the calls on file indicates the range and localities served most often by the Bureau; also, it possibly indicates where additional publicity work might be of most value (Table XV). In addition to the wide coverage in the state, the department received thirty-five calls for teachers from institutions outside of New Mexico. This represents a desirable interchange of personnel and a recognition of the professional services to be had through the Placement Bureau.

Eighty-four per cent of the requests expected the appointed applicant to start work with the opening of the school term in September, 7 per cent were to start in January, and the remaining 9 per cent were to start with the beginning of the second term (Table XVI).

Seventy-seven per cent of the calls desired teachers with degrees while 23 per cent of those requesting teachers did not state the educational qualifications required.

Experience on the part of the applicants was not required in 60 per cent of the calls. Williams[4] found that 25 per cent of those employed annually by the North Central Association schools are inexperienced; 36 per cent of the independent schools annual replacements are inexperienced, and 54 per cent of the teachers annually employed in the county schools are inexperienced, an average of eight out of twenty vacancies are filled by inexperienced teachers.

Most of the requests on file with the Bureau were placed by the school superintendent; however, 9 per cent of the calls were made by county superintendents, 4 per cent by school boards, and 5 per cent by various others connected with the schools, often making it difficult for the Placement Bureau to serve as efficiently as it might.

There were 118 calls, or 30 per cent of the requests

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[4] Williams, op. cit., p. 48

TABLE XV

DISTRIBUTION OF CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938 ACCORDING TO MUNICIPAL SCHOOLS AND COUNTIES BY YEARS

Towns	Municipal			County			T
	36	37	38	36	37	38	
Artesia	-	-	3	-	-	-	3
Almorgordo*	5	-	1	1	2	-	9
Anthony	2	1	-	-	-	-	3
Aztec*	2	3	-	-	-	-	5
Belen	2	4	1	-	-	-	7
Clovis*	2	1	-	1	4	-	8
Capitan	-	1	2	-	-	-	3
Clayton*	-	2	1	-	1	-	4
Carrizozo*	2	4	2	1	-	2	11
Carlsbad*	-	3	6	-	-	-	9
Cimarron	1	1	1	-	-	-	3
Colombus	-	-	-	1	-	-	1
Central	-	-	-	1	4	-	5
Cliff	-	-	-	1	2	-	3
Chama	-	-	-	-	1	-	1
Corona	-	1	1	-	-	-	2
Deming*	-	3	1	-	-	-	4
Dexter	4	-	1	-	-	-	5
Des Moines	-	3	-	-	-	-	3
Dora	-	-	-	1	-	-	1
Elida	-	4	3	-	-	-	7
Encino	-	1	2	-	-	-	3
Estancia*	2	-	-	-	-	-	2
Farmington	4	1	-	-	-	-	5
Ft. Sumner*	3	2	-	3	3	2	13
Floyd	-	-	-	-	1	-	1
Forrest	-	-	-	-	4	-	4
Fruitland	-	-	-	-	1	-	1
Gallup*	-	1	-	-	-	-	1
Grants	-	2	-	-	-	-	2
Grenville	1	1	-	-	-	-	2
Hagerman	3	6	4	-	-	-	13
Hanover	-	-	-	1	-	1	2
Hatch	3	3	4	-	-	-	10
Hillsboro	-	-	-	-	2	1	3
Hot Springs*	1	2	-	-	-	-	3
Hobbs	-	6	3	-	-	-	9

TABLE XV (continued)

DISTRIBUTION OF CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938 ACCORDING TO MUNICIPAL SCHOOLS AND COUNTIES BY YEARS

Towns	Municipal			County			T
	36	37	38	36	37	38	
House	-	-	-	1	-	-	1
Hondo	4	1	-	-	-	-	5
Hurley	3	-	-	-	-	-	3
Kirtland	-	-	-	4	1	-	1
La Jova	-	4	-	-	-	-	4
Lake Arthur	1	1	2	-	-	-	4
Las Vegas*	4	1	2	-	-	-	7
Lovington*	1	1	2	-	-	-	4
Las Cruces*	1	-	-	-	-	-	1
Lordsburg	-	-	2	-	-	-	2
Magdalena	1	1	-	-	1	-	2
Maxwell	-	1	2	-	-	-	3
Melrose	-	1	-	-	-	-	1
Mills	1	-	-	-	-	-	1
Mosquero*	1	-	-	-	-	-	1
Portales*	3	7	4	-	-	-	14
Porter	-	-	-	-	3	1	4
McAllister	-	-	-	-	1	-	1
Pedernal	-	-	-	2	-	-	2
Monticello	-	-	-	-	1	-	1
Quay	-	-	-	2	-	-	2
Roswell*	8	3	-	-	1	-	12
Roy	3	-	-	-	-	-	3
Raton*	2	7	-	1	2	-	12
Rogers	-	-	-	1	-	1	2
Santa Rita	1	-	-	-	-	-	1
Santa Fe*	8	5	-	-	1	1	15
Santa Rosa*	1	3	3	-	-	-	7
Socorro*	2	-	-	-	-	-	2
Silver City*	-	-	1	1	-	1	3
Springer	2	1	-	-	-	-	3
Taos*	6	4	3	-	-	-	13
Tatum	2	1	2	-	-	-	5
Toadlena	-	-	-	-	1	-	1
Tucumcari*	3	4	4	-	-	-	11
Tularosa*	4	2	1	-	-	-	7
San Jon	-	-	-	4	1	1	6

TABLE XV (continued)

DISTRIBUTION OF CALLS FOR 1936, 1937, AND UP UNTIL JULY 1, 1938 ACCORDING TO MUNICIPAL SCHOOLS AND COUNTIES BY YEARS

Towns	Municipal			County			T
	36	37	38	36	37	38	
Vaughn	4	5	4	-	-	-	13
Virden	-	2	-	-	-	-	2
Wagonmound	6	1	-	-	-	-	7
Weed	-	-	-	1	-	-	1
Out of State	16	13	6	-	-	-	35
Totals	125	124	74	24	38	12	397

*Municipal Schools

TABLE XVI

DISTRIBUTION AND PERCENTAGE OF 397 CALLS FOR 1936, 1937 AND UP UNTIL JULY 1, 1938 ACCORDING TO THE TIME OF STARTING, EDUCATIONAL QUALIFICATIONS DESIRED, EXPERIENCE REQUIRED, PARTY MAKING THE CALL, AND THE NUMBER RECOMMENDED

	1936	1937	1938	T	%
Time of Starting					
January	13	11	5	29	7
September	118	146	69	333	84
Mid-Term	18	5	12	35	9
Total	149	162	86	397	100
Educational Qualifications Desired					
Degree	118	122	65	305	77
Not stated	31	40	21	92	23
Total	149	162	86	397	100
Requires Experience					
Yes	56	63	33	157	40
No	93	94	53	240	60
Call Made By					
Superintendent	119	130	77	326	82
County Superintendent	15	15	4	34	9
Board	9	5	2	16	4
Others	6	12	3	21	5
Total	149	162	86	397	100
Number Recommended by Teacher Placement Office					
One	80	68	41	189	48
Two	18	34	21	73	18
Three	9	5	2	16	4
More	-	-	1	1	-
None	42	55	21	118	30
Total	149	162	86	397	100

on file, for which the Bureau was unable to make any recommendations. This indicates that the Bureau had a scarcity of qualified applicants and that it followed the policy of sending out only applicants which were well qualified. Forty-eight per cent of the calls had only one applicant recommended to them, 18 per cent received recommendations of two applicants, and 4 per cent received recommendations on three or more applicants.

CHAPTER VI

SURVEY OF UNIVERSITY ALUMNI HOLDING TEACHING POSITIONS IN NEW MEXICO IN 1937-1938

Of the 1042 former univeristy students who were teaching in the public schools of New Mexico in 1937, 662 or 63 per cent, were found to be teaching in the municipal schools (Table XVII). Less than 7 per cent of this number acknowledged assistance from the Teacher Placement Bureau in securing their positions. Seventy per cent of the total number of alumni studied were women.

Former students were teaching in every county in the state with De Bacca County having the smallest representation--two students. Bernalillo County, home of the University, has the largest number, 333, or 32 per cent, of the former students teaching in 1937. Valencia County with 10 per cent and Socorro County with 8 per cent, both adjoining counties, rank next in the number of former university students employed as teachers.

Thirty per cent of those teaching in the municipal schools of the state were teaching in the municipal schools of Bernalillo County, as was 30 per cent of those teach- in the rural schools of the state.

The wide variation in the number of former students teaching in the various counties is best explained by their

TABLE XVII

FORMER UNIVERSITY STUDENTS WHO WERE TEACHING IN NEW MEXICO IN 1937, ACCORDING TO COUNTIES IN WHICH THEY WERE TEACHING, SEX, MUNICIPAL AND RURAL SCHOOLS, AND WHETHER THEY WERE ASSISTED BY THE TEACHER PLACEMENT BUREAU

Counties	M	F	T	%	Municipal	%	Rural	%	Number Placed
Bernalillo	57	276	333	32	207	30	126	30	11
Catron	1	6	7	1	-	-	7	2	2
Chaves	8	18	26	23	14	2	12	3	2
Colfax	10	32	42	4	27	4	15	4	3
Curry	18	16	34	2	26	4	18	5	2
De Bacca	2	-	2	-	1	-	1	-	-
Dona Anna	4	5	9	1	9	1	-	-	2
Eddy	3	23	26	3	26	4	-	-	4
Grant	6	6	12	1	12	2	-	-	3
Quadalupe	6	10	16	2	16	2	-	-	2
Hidalgo	5	6	11	1	10	2	1	-	-
Harding	3	2	5	-	4	1	1	-	2
Lea	23	17	40	4	32	5	8	2	3
Lincoln	4	8	12	1	12	2	-	-	2
Luna	-	5	5	-	5	1	-	-	-
Mora	2	1	3	-	3	-	-	-	-
McKinley	5	27	32	3	14	2	18	5	1
Otero	6	13	19	2	18	3	1	-	1
Quay	7	14	21	2	4	1	17	5	3
Rio Arriba	9	11	20	2	14	2	6	1	2
Roosevelt	7	7	14	1	12	2	2	1	-
San-Doval	9	13	22	2	22	3	-	-	-
San Juna	2	10	12	1	10	2	2	1	2
San Miguel	2	3	5	-	5	1	-	-	1
Santa Fe	13	34	47	5	41	6	6	2	5
Sierra	5	7	12	1	9	1	3	1	2
Socorro	28	53	81	8	25	4	56	15	5
Taos	3	10	13	1	8	1	5	2	2
Torrance	12	37	49	5	22	3	27	7	2
Union	4	6	10	1	2	-	8	2	2
Valencia	40	62	102	10	56	9	46	12	5
Totals	304	738	1042	100	662	100	380	100	72

geographical locations, the locations of other teacher-training institutions in the state, the total number of teachers employed in the various counties, and the number of high schools located in each county and the type of work that is carried on therein.

Approximately 51 per cent of those teaching did not state the year in which they were appointed to their present positions, only 5 per cent of those reporting had a tenure of five years or more (Table XVIII). This poor tenure showing may be attributed to several conditions; first, advancement in positions; second, advancement in state certification requirements; third, poor living conditions in many of the communities; and fourth, to the fact that tenure has had little meaning for the citizenry of our state. Williams[1] found the average tenure in the county schools to be three and seventy-six hundredths years while the average tenure of teachers in North Central schools was five and sixty-five hundredths years. The average turnover in the county schools is 28 per cent, with 80 per cent of this among teachers with less than five years of tenure--security of position coming after the fourth year, according to Williams.[2] He further

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[1] B. T. Williams, op. cit., p. 59

[2] Ibid., p. 48.

TABLE XVIII

YEAR IN WHICH FORMER STUDENTS OF THE UNIVERSITY WHO WERE TEACHING IN NEW MEXICO WERE APPOINTED TO THEIR PRESENT POSITIONS

Year Appointed	Number	Per Cent	Tenure
1907	1	-	31
1908	1	-	30
1909	1	-	29
1910	1	-	28
1913	1	-	25
1917	1	-	21
1920	1	-	18
1921	2	-	17
1922	4	-	16
1923	3	-	15
1924	8	1	14
1925	8	1	13
1926	6	-	12
1927	7	1	11
1928	9	1	10
1929	7	1	9
1930	15	2	8
1931	13	1	7
1932	22	2	6
1933	32	3	5
1934	34	3	4
1935	82	8	3
1936	68	7	2
1937	175	17	1
Not Stated	540	52	-
Totals	1042	100	

states that two-thirds of the turnover in North Central schools occur among teachers with three or less years of tenure.

Seventy-three per cent of the alumni gave their teaching combinations (Table XIX), and it may readily be seen that their subject combinations are not nearly so varied, nor so unusual as those desired in the 397 calls (Table XIV). Single subject fields are taught more often by the former students reporting than in average situations. This is probably due to the large number of the group studied that are teaching in municipal schools.

Nylander[3] found that the number of subject combinations seems quite definitely related to the size of the school, and that as the enrollment increases the number of subject combinations grows smaller, while the single subject teaching increases. Two hundred seventy-one single subject teaching fields were listed by the former students, with 261 related subject appearing in combinations.

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[3] Nylander, op. cit., p. 51

TABLE XIX

TEACHING COMBINATIONS OF 764 FORMER UNIVERSITY STUDENTS, 1937

	Primary	Int. Grades	Upper Grades	English	So. Science	Science	Mathematics	Home Ec.	Ind. Arts	Music, P. S.	Band	Commerce	Spanish	Boys Phy. Ed.	Girls Phy. Ed.	Gr. Prin.	H. S. Prin.	Superintendent	Art	Library	R. Languages
Primary	174	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Int. Grades	-	136	-	-	-	-	-	-	-	3	2	-	-	-	-	1	-	-	1	-	-
Upper Grades	-	-	70	1	1	-	-	-	-	2	-	-	-	2	-	2	-	-	2	-	-
English	-	-	1	47	9	3	5	1	-	5	-	2	5	1	2	1	1	-	-	3	2
Social Science	-	-	1	9	36	5	6	-	-	-	-	-	5	5	-	-	5	4	-	-	-
Science	-	-	-	3	4	16	10	-	-	-	-	-	2	6	-	-	3	3	-	-	-
Mathematics	-	-	-	5	6	10	19	-	-	1	-	1	3	2	-	-	1	4	-	-	-
Home Ec.	-	-	-	1	-	-	-	15	-	-	-	2	-	-	-	-	-	-	-	-	-
Ind. Arts	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
Music, P. S.	-	3	2	5	-	-	1	-	-	9	-	-	-	-	-	-	-	-	1	-	-
Band	-	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-
Commerce	-	-	-	2	-	-	1	2	-	-	-	7	2	-	1	-	-	-	-	-	-
Spanish	-	-	-	5	5	2	3	-	-	-	-	7	20	-	1	-	-	-	-	-	-
Boys Phy. Ed.	-	-	2	1	6	5	2	-	-	-	-	-	2	4	-	-	-	-	-	-	-
Girls Phy. Ed.	-	-	-	2	-	-	-	-	-	-	-	1	-	-	3	-	-	-	-	-	-
Gr. Principal	-	1	2	1	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-
H. S. Prin.	-	-	-	1	5	3	1	-	-	-	-	-	-	-	-	-	26	-	-	-	-
Superintendent	-	-	-	-	4	3	4	-	-	-	-	-	33	-	-	-	-	25	-	-	-
Art	-	1	2	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-
Library	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-
R. Languages	-	-	-	3	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	5

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study covering a ten year period, 1928-1938, is for the purpose of tracing the history and development of the teacher placement bureau of the University of New Mexico, reviewing the service as to administration, classifying the number and types of registrants, classifying the number and types of calls received for teachers, and studying the alumni of the University who were holding teaching positions in the public schools of the state in 1937.

The data presented in this study reveal the trend of institutional teacher placement, to what extent the University is accepting the responsibility of knowing the state's occupational needs, of supplying adequate and proper preparation, of selecting youth according to their abilities for fulfilling the complex educational needs, of aiding school authorities in the field in making replacements and additions, of placing students in positions, and of providing opportunities for continued study, preparation, and advancement in the profession.

Realizing the success and effectiveness technical and business institutions had been having with placement and follow-up work, 75 per cent of the teacher-training institutions had well-established and well-organized placement

bureaus almost a decade before the establishment of the College of Education and its teacher placement bureau in the Univeristy of New Mexico in 1928.

The University, as the most stable and the largest teacher-training institution in the state, with its alumni comprising approximately one fourth of the public school teachers in the state in 1937-1938, immediately upon the establishment of the College of Education accepted the obligation of placing its students and has shown a tendency to grow and expand its services in meeting the complex educational needs of the state.

In achieving its present professional recognition the placement bureau, in its brief ten year history, has been confronted with the lack of educational research on the teacher placement problem in New Mexico, the inability of the state to supply the demand for qualified teachers although an increasing number of prospective teachers were enrolling with the bureau, the cost of maintaining the service, the unprofessional practices in the placement and selection of teachers, and the problems growing out of the geographical nature of the state and its sparse, binlingual population.

In dealing with these problems the bureau has developed into a department requiring considerable thought, time, and effort for its effective and successful administration.

In serving as the connecting link between those who employ and those who educate, it has developed into one of the most important and influential departments in the University. Increased placements and enrollments are evidence that professional school people are realizing the value of the prompt, efficient, economical professional services to be had.

The organization of the placement bureau within the College of Education and the responsibility of the Chairman of the bureau to the Dean of the College of Education is in accord with practices in a majority of the institutions with teachers placements bureaus. The experience and educational qualifications of the Chairman are on a level with the highest rank of other Chairmen. As Director of Extension and Associate Professor of Education the amount of time which the Chairman has to devote to placement duties is seriously limited. Too, the limited office help which has been provided has not permitted the keeping of detailed office records or the initiation of a systematic and definite follow-up program.

Due to the geographical nature and the sparseness of population, placement costs in New Mexico will in all probability reach the maximum placements costs of fifteen or twenty dollars as found in related studies. If the 538 total registrants, who are at this time not carried in the active files were actually placed, the bureau would have

an annual average over the ten year period of 53.8 placements. From the Biennial Reports of the University covering the six year period, 1930-1936, the data show an annual average of thirty-nine placements. A later report released by the Chairman to the student newspaper showed 180 placements for the academic year, 1937-1938. This represents a wide variation in the number of annual placements but indicates a desirable trend toward greater use of the University placement bureau, a growth that should continue if the University through its teacher placement bureau is to be recognized as meeting its responsibility in supplying a just number of the 796 new teachers needed annually in the state. Thus the work of the bureau is of sufficient importance and magnitude to justify the keeping of definite placement costs and the establishment of an annual budgetary allowance.

Controlling factors in registering with the bureau have been sex, age, experience, and the locality in which the registrants received their high school training. Of the 692 total registrants 64 per cent were women, 49 per cent are twenty-four years of age or younger, 73 per cent had less than five years of experience, and 66 per cent of the total registrants were graduated from New Mexico high schools, with 42 per cent of this number having graduated from Albuquerque High School. This may indicate that Albuquerque

graduates find the teaching profession more attractive, or that they realize the need and value of using the professional services of the placement bureau in securing positions, more than do the graduates of other state high schools.

Data indicate that many registrants are not properly qualified. Reports covering certain years and coming from the bureau office have shown that practically all qualified registrants were placed; however, only 35 to 60 per cent of those registering with the bureau during these periods were placed. Also, the number of instances when the bureau was not able to make recommendations, or was able to recommend only one applicant in response to calls for teachers when it had a number of prospective teacher credentials in the active files is evidence that the policy of the administration in recommending only applicants who were well qualified has been adhered to; at the same time, it indicates that more specialized attention should be given to the occupational needs of the state and to the supplying of these needs with adequate and proper preparation.

The two dollar registration fee conforms with the practices of 72 per cent of all institutional placement bureaus in charging a registration fee. However, it tends to minimize the effectiveness of placing a minimum standard of excellence on those who may register, and of selecting

students for registration according to their abilities for fulfilling the various teacher requirements.

Vacancy notices, or requests for teachers, have been received in the bureau office in every conceivable manner, making it difficult to obtain essential information of an accurate, reliable, and permanent nature. Also, the necessity of further confirming many of the notices has placed the bureau at a disadvantage in rendering prompt and efficient services.

The lack of uniformity in reporting vacancies and the manner of reporting are more noticeable in the county schools. Only 33 per cent of the calls on file for the three year period were received from the county schools where 64 per cent of the annual vacancies occur. Many of these notices were reported by various parties other than the superintendent of the school.

The services of the placement bureau were most often requested by member schools of the North Central Association and municipal schools where less than one half of the annual state teacher vacancies occur indicating that possibly less professional assistance is used by the county schools in filling their vacancies.

Only 7 per cent of the teaching alumni acknowledged assistance from the placement bureau in obtaining their present positions, thus showing a tendency to form their

own contacts and secure professional positions without benefit of professional assistance. This was more true for experienced teachers than for beginning teachers.

Little balance is found in the geographical distribution of the 1,042 teaching alumni of the University in 1937-1938. Tabulations show that one county had only two alumni among its teachers. The home county of the University claimed 32 per cent while the five adjoining counties had 29 per cent, leaving only 39 per cent of the teaching alumni scattered among the other twenty five counties. A more even distribution of the alumni throughout all the counties is desireable if the educational interests of the entire state are to be served equally. Sixty-three per cent of the alumni reporting stated that they were teaching in the municipal schools of the state, further indicating that the county schools, for some reason, are not using the services of the University as readily as the larger school systems.

CONCLUSIONS

The following conclusions are based on the above findings drawn from a study of the data of this thesis:

1. The re-defining and frequent appraisal of the objectives of the teacher placement bureau with emphasis on the fact that it is not wholly a department for

"job-getting", should lead to the development of a well organized follow-up program more interested in the success, advancement, and continued tenure of its alumni.

2. The qualifications of the registrants could be materially strengthened through a long term, more vitalized guidance program started early in the college career and based upon existing and desirable teaching practices in the public schools of the state.
3. The placement bureau should receive administrative and professional recognition and attention commensurate with its important obligations to society, and a budgetary allowance in keeping with placement costs in similar teacher-education institutions.
4. More time should be allowed the Chairman for specializing in placement duties and follow-up work, with adequate assistance for clerical work.
5. Certain office practices for the purpose of keeping definite records of placements costs, and other vital information should be initiated.
6. Provisions should be made for annual research studies dealing with teacher training, placement, supply and demand, and practices in New Mexico.

7. A study of the vocational interests and pursuits of the graduates of the high schools of the state, with a view toward a more representative enrollment and placement of state trained registrants, would help to reveal why only a small percentage of the registrants are from New Mexico high schools outside of Albuquerque.
8. To entirely abolish the registration fee would have a tendency to correct any false idea of bought services; also, it would have a tendency to strengthen the selectivity of better qualified applicants.
9. A state organization of placement directors would aid in developing a statewide recognition of professional services, a greater use of standardized forms in reporting vacancies, and in eliminating undesirable practices in the filling of teaching vacancies.
10. A continuous study of state educational conditions and problems, with particular emphasis upon the needs and opportunities of the various areas, would lead to better trained teachers and more successful placements.

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