

PUBLIC SCHOOL PERSONNEL SELECTION

by

STEPHEN EDWARD SMITH

A THESIS

submitted to the

OREGON STATE COLLEGE

in partial fulfillment of  
the requirements for the  
degree of

MASTER OF SCIENCE

July 1939

APPROVED:

Redacted for privacy

Professor of Education

In Charge of Major

Redacted for privacy

Head of Department of Education

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Chairman of College Graduate Council

## TABLE OF CONTENTS

Chapter	Page
I Introduction .....	1
1. Statement of Problem.	
2. Importance of the Problem.	
3. Method of Procedure.	
II Collection and Interpretation of Data .....	14
1. Extent of the examination system and length of time in use.	
2. Organizations responsible for administering examinations.	
3. Growth of personnel organizations.	
4. Purpose of examinations.	
5. Arguments concerning the examination system	
6. Scope of examinations.	
7. Observation of candidates.	
8. Tenure, retirement and physical examinations.	
9. Part of board members in personnel selection.	
10. Part of principals and supervisors in personnel selection.	

11. The interview.
12. Personnel committee rating blanks or forms used with reference to the interview, and method of procedure.
13. The probation period.
14. Examination dates.
15. Other helpful factors in personnel selection.
16. Application and reference blanks.
17. Married women as teachers.
18. Source of applications and local residents as applicants.
19. Experienced versus inexperienced teachers.
20. Life certificates.

### III Conclusions and Recommendations.....113

#### APPENDICES

Bibliography.....	118
Exhibits.....	123



# PUBLIC SCHOOL PERSONNEL SELECTION

## CHAPTER I

### INTRODUCTION

1. Statement of the Problem. This study is the outgrowth of the reactions and experiences of a number of young teachers as to the methods by which they secured their various teaching positions. Some were inclined to think that an unnecessary amount of red tape and formality was attached to the process, others that various examinations and interviews did not reveal to prospective employers the candidates strongest points. Still others held to the theory that it is not what you know but whom you know.

Business, political, or social influence is often a factor in the selection and appointment of teachers. In certain cities a candidate cannot secure a position without it. Nor are the politicians the only members of a community who are moved by selfish or partisan considerations. To minimize such influence, in so far as possible some superintendents have appointed boards of examiners, composed of administrative and supervisory officers, who are charged with the responsibility of recommending candidates to the superintendent.

Many experienced, qualified and well recommended teachers object to running the gauntlet of a battery of examinations, plus a series of interviews on the ground

---

1. Granrud, J. E. Selection of Teachers. School Executives Magazine. 53:35-7, October 1934.

that final recognition is made of applicant's rating in examinations and little of past successful experience.

The primary cause of the shortage of teachers in New York City is not the salary schedule but the examination method of admission to the corps. I am wondering if they haven't noticed that self respecting men and women who are successfully teaching will seldom take an assembled examination in order to get into another system where higher salaries are paid; they consider the step too humiliating. The examination hurdle attracts in the main only the mediocre, the failures, and near failures from other jurisdictions. <sup>1</sup>

The introduction to this paper will not be a discussion of the arguments for and against the examination system. Reference material is available on both sides of the subject. The purpose of this study is to make a survey of existing methods of public school personnel selection, particularly in larger school systems. This survey will include examination systems, organizations or individuals administering them, technique of personal interview, or in the absence of examinations and formal interviews what are determining factors in the final selection of personnel and who is responsible for this final selection after all formalities have been concluded.

2. Importance of the Problem. The magnitude of this problem is realized when the fact is revealed that

---

1. Rudeiger, W. C. "New Duties, New Occasions Teacher," School and Society, 24;334-5; Sept. 11, 1926.

10,741 teachers were new in their positions in public schools in 1929-30.<sup>1</sup> Of this number 3,614 were in cities of 100,000 or over.<sup>2</sup> Of the total of 7,546 teachers in Oregon under contract in 1935-36, 1869 were new to their positions and 871 were new to the state.<sup>3</sup>

The public in general is quite critical of the schools, their standards, efficiency, operating costs, results and personnel. The goal of every superintendent and principal is to increase the effectiveness of his organization.

The most satisfactory means of raising administrative and teaching effectiveness is to improve the personnel. This can be done by training those who are employed while in service and by adopting a more discriminating plan for selecting and appointing persons to fill vacancies and new positions. Any tendency on the part of the selecting agency to restrict the freedom of action or to choose staff members on bases other than those of training, experience, and personal fitness will naturally act as a retardant in the development of the work of the schools.<sup>4</sup>

---

1. Deffenbaugh, W.S. and Zeigel, William H. Jr., "Selection and Appointment of Teachers" Table 3, p. 9. Office of Education Bulletin No. 17, 1932, National Survey of Secondary Education Monograph No. 12, Washington D. C; Office of Education, 1933, 115 pp.

2. Ibid.

3. "Teacher Selection and Preparation," A Study by a committee appointed by the Oregon State Teachers' Association 1936. Table 1 p. 3.

4. Englehardt, Fred. Public School Organization and Administration (Boston: Ginn and Company) pp 180-185

The selection of teachers is the most important responsibility confronting the school administration. The fact that communities spend from 65% to 75% or even 80% of their school moneys for teachers' salaries is itself a measure of great significance; the efficiency of this large expenditure is, after all the real test of an educational program. <sup>1</sup>

Scores of authorities are agreed that the most important function of a superintendent and one that will spell his success or failure as a successful school administrator is the selection of his personnel. Tiegs gives us some idea of the lack of care given to this duty.

The old time superintendent made simple work of the matter of selection. He simply assumed that he knew how to select teachers, and it never occurred to him to check up to find out how good his guesses were. And even today, some of the 'old timers' hold to their mistaken ideas with a tenacity that does more credit to their persistence than to their discrimination. <sup>2</sup>

That there is a definite lack of system in personnel selection is further borne out by the following statement by an authority in speaking about the problems of the teaching profession and methods of some superintendents. Referring to some superintendents in general he says:

His system of appointment of teachers is his own and baffles all description. All sorts of vagaries tend to appear among the qualifications of his teachers.

---

1. Tiegs, E. W. "How Shall We Select Our Teachers" American School Board Journal 170:37, June 1925.

2. Tiegs, E. W. "Guess Work and Teacher Selection" American School Board Journal 84:27-8, March 1932.

The type is easily recognized and needs no further description. <sup>1</sup>

The importance of the problem is further emphasized by Frazier who states:

At the close of the decade 1920-1930 there were approximately 1,000,000 teachers. While the annual rate of teacher turnover for the country as a whole has never been accurately determined, estimates indicate that the average tenure of teachers in cities of 10,000 or more population is about three years, and the average tenure of teachers in cities of 100,000 or more population is slightly more than eight years. On the rough assumption that the average teacher's period of service is between five and six years, it would appear that between 160,000 and 200,000 new teachers are needed annually to take the place of teachers leaving the profession. <sup>2</sup>

While the authorities differ greatly relative to the number of teachers needed annually to take the place of those leaving the profession voluntarily or through the enforcement of retirement laws, we do know that each year sees the number of teachers in service increase.

Adult education, vocational education, guidance, lack of employment for youth due to economic conditions, and compulsory education are some of the forces making demands for more teachers.

---

1. Mead, A. R. "Obstacles to Adjustment of Supply and Demand in the Teaching Profession", Educational Administration and Supervision 18:526, October 1932.

2. Frazier, Benjamin W. Professional Education of Teachers. Biennial Survey of Education in the United States 1928-30, Chapter XIV Vol. 1 Bulletin 1931, No. 20 Office of Education. p 3.



The assistant superintendent of schools in one western city in speaking of his own system has estimated that there is in excess of 1,000 post graduate students in the high schools who are there because no employment opportunities are opening up, and the financial situation such that higher education is out of the picture. With each succeeding graduation class this problem is intensified. What is true in this one western city is typical of the nation at large, resulting in the demand for more teachers.

The number of teachers required annually to fill new positions created because of an increase of students or the establishment of new offerings may be approximately indicated. In 1919-20 the total number of teachers of all types was 812,524 and in 1930 about a million. There has been during the decade an increase, therefore of approximately 187,476 teachers in new positions, an average of 18,747 per year.

The distribution of these teachers in elementary and high schools is of interest. During eight years for which statistics are available the number of elementary school teachers increased only 12%. In the high schools there were 97,654 teachers in 1920 and 182,637 in 1928 an increase of 87% in eight years. Thus by far the heaviest demands for new positions have come from secondary schools, most of which require college graduation as a basic qualification. 1

Figures so far presented have revealed the causes for an increasing number of teachers coming into the profession. That there is unrest among teachers and a huge annual turnover is an indisputable fact. Many of

---

1. Ibid

these teachers who are on the move "broadcast" applications working on the percentage theory, and generally make connections resulting in employment. This broadcasting of applications complicates and pyramids the work of the school personnel departments, creating a vast amount of additional clerical work as well as consuming hours in interviews.

This paper does not attempt to go into the causes of teacher turnover, and the following reference is presented for the figures pertaining to the per-centage of teachers changing positions. <sup>1</sup>

In 1937-38 in 87 Nebraska 6 year, 4 year and senior public high schools, 57.5% of teachers changed positions for salary reasons. Of those who withdrew for salary reasons 72.9% resigned after re-election to accept better paying positions. <sup>1</sup>

Wang describes the situation in his summary as follows:

The practise concerning the items of information secured in employing teachers by the various school officials throughout the country is very indefinite and lacking in uniformity. From the simplest methods of relying upon evidence of graduation from normal schools to the most complicated process of evaluating a stack of documents including application blanks, reference blanks, scholastic records, statements from former superintendents, teachers' agencies, and possibly other papers, as well as going through personal conferences and demonstration

---

1. Scott, Cecil W. & Reed, Calvin H. Salary as a Cause of Teaching Turnover in Nebraska Public High Schools. School and Society 49:30-2 Jan. 7, 1939

teachings, there is an almost unmeasurable and indescribable range of variation among the various school officials. Not only do they vary from one another in the methods of securing information on their prospective teachers and in the items of information they try to secure, but also they do not always follow the same procedure among themselves for all applicants coming to their attention. <sup>1</sup>

Concerning candidates of which there are thousands Woellner says,

In many instances the candidate's only virtue is his place of birth, the fact that he has been to college (no matter which college), or the fact that he has a certain church affiliation. The reduction of standards to the levels implied by such practises is distasteful to most school administrators. <sup>2</sup>

No less an authority than Cubberly says:

The superintendent of schools should nominate all teachers, principals, supervisors and assistant superintendents in writing to the board of education for election or for promotion. <sup>3</sup>

Cubberly further points out how this responsibility has shifted to administrative officials.

In the early days of our educational systems and with but few trained teachers available, supervision in its beginning and demands made on the schools were comparatively simple, the selection of

---

1. Wang, Chas. K. A. A study of the basic information utilized in employing teachers in the United States. Education 48: 355-74 Feb. 1928.

2. Woellner, R. C. Improvement of a personnel through efficient recruitment. Elementary School Journal. 35:175-85, November 1934.

3. Cubberly, Elwood P. Public School Administration, Houghton-Mifflin. 1922 pp 207-10 Chap. XIV.

teachers by boards of education answered the needs of the situation fairly well. <sup>1</sup>

As has been stated all evidence points conclusively to the fact that the superintendent of schools is the official responsible for the final selection of the teaching personnel.

Along with growth and development of city school systems there has arisen an increasing need for organized personnel research. It is no longer possible for the superintendent to meet personally the hundreds of candidates seeking employment in his schools. In fact he can scarcely become acquainted directly with those already employed. Yet the superintendent is definitely responsible for the intelligent selection and placement of the teaching staff. No other function of his office is more important. Fine buildings and adequate equipment are desirable, but schools are no better than the teachers employed. <sup>2</sup>

The impression is not to be gained that the superintendent has no hand or voice in the important and often delicate matter of personnel selection. The committees examine, cull, select, follow up references, prepare and certify lists of eligible candidates, and often makes recommendations to the superintendent. From these lists the final selections are made.

Committees are formed of principals and supervisors who are familiar with teaching technique and who know and can judge teacher qualifications. Some committees examine primary applicants, others take the intermediate, and still others have charge of the

---

1. Ibid.

2. Hughes, W. H. How to select the best teachers. Nations Schools, 13:36-9, January 1934.

junior and senior high school subjects. A number of committees functioning at one time is necessary.<sup>1</sup>

While he is responsible it is not to be assumed that in any modern system he has the time to sit at his desk hour after hour interviewing teaching applicants. If such is the case, his system must run of its own inertia or those in supervisory capacities subordinate to the superintendent will be the ones making the decisions of policy which should come from an executive's office.

The duties of a superintendent of today in a large system employing several hundred teachers are so multifarious, so semi political in nature, so tied up in public relations that responsibility is delegated where ever possible. Pressure groups, individuals, well meaning groups of friends are always at work to further the interests of certain candidates for election or for the advancement of those already in service. To avoid embarrassment, to give him time for the real duties of his office the modern school executive has referred all personnel work to a director, or to a committee working under the direction of a head who devotes part time to this phase of work, or who organizes committees as needed to carry on.

---

1. Miles, L. E. Keeping up with the applicants. American School Board Journal, 84:58. May, 1932.



The personnel committee may operate under various names in different systems but functions toward the same end where ever used.

Educational periodicals, school administrators, others in the profession, school boards and laymen are now recognizing that certain changes in our educational philosophy are long past due. Changing and chaotic economic conditions over a long period of years, confusing political situations, social disorganization, the struggle between the totalitarian states and democracies, have all combined to bring about a more comprehensive educational philosophy.

We need a new formulation of American ideals to which all may subscribe, and a new sense of responsibility among all groups in the local community in the training of youth, a new willingness to subordinate selfish interests to the development of the larger citizenship. <sup>1</sup>

The burden of carrying on this new and comprehensive educational philosophy will be assumed by the public school teachers of America, hence the importance attached to their selection after the colleges and universities have done their part in the proper training.

Beautiful buildings, monuments in stone, concrete and brick to their builders, elaborate equipment and palatial administrative offices do not make an efficient

---

1. Rainey, Homer P., and others. How Fare American Youth? p. 174 D. Appleton-Century Co. New York 1938.

school system capable of training youth for a larger citizenship. These are but the outward expression or symbols of an organization. The individual teacher, the actual person making the daily and intimate contacts with the boys and girls is the axis of the school system.

3. Method of Procedure. The problem of Public School Personnel selection is one that for some time has claimed the interest and attention of the writer. From first hand experience the impression has been gained that there are many vagaries at work in the selection of personnel. This experience has included the positions of high school principal, city superintendent, the taking of a battery of written examinations and the attendant orals in a large city system and later serving on several examining boards in the same system.

A questionnaire covering the main points at issue was prepared and sent to all city superintendents of the 93 cities in United States with a population of 100,000 or over according to the 1930 census. There were 78 returns on this questionnaire or 83.8%.

Comments from many of the city superintendents made it seem advisable to mail out a supplementary questionnaire to secure additional data on some points about which there might be some misinterpretation by different individuals. This supplementary questionnaire was sent

only to those superintendents responding to the original. The return on the second request was most gratifying, all responding but one, making the percentage reply 98.7%

Data received on both questionnaires has been compiled and treated as one. The high percentage return in the first case was no doubt due to the courtesy extended to the writer by Superintendent Chas. A. Rice who permitted the request for information to go out over his signature. The same courtesy was extended by his successor Superintendent Ralph E. Dugdale. Accompanying each questionnaire was a letter of transmittal fully explaining the nature of the study and the method by which it was being conducted.

Opinions and statements of those in the field of education, taken from books and periodicals have been quoted where they pertain to the subject under discussion.

Conclusions have been drawn by the writer, based on the trend of procedure as indicated by the survey, by the comments of those contributing to the available literature on the subject, and from actual cases and facts under his observation and brought to his attention.

## CHAPTER II.

## COLLECTION AND INTERPRETATION OF DATA

1. Extent of the examination system, and length of time in use. A comparison of figures available and figures compiled from the survey as carried on by the writer reveals nothing that would indicate an increasing use of the written examination for applicants.<sup>1</sup> The following table shows the comparison.

: Cities over:		Number	:	Per Cent	:	Written exam	
Survey	: 100,000	:	Replying	:	Replying	:	Number Per Cent
1931-32:	93	:	85	:	91.4	:	24 : 28.2
1937-38:	93	:	78	:	83.8	:	25 : 32.0

The 1937 figures reveal that oral examinations are being given in 26 cities or 33.3% of those reporting. One city has abandoned the examination plan as unsatisfactory, while another reports the consideration of the examination system. The plan is used in one city for negro applicants only, and still in another city for principals only. Elementary applicants only are admitted by examination in one city and another reports that they use examinations "in part only".

The examination system is nothing new and investigation reveals its use in at least one city for 50

---

1. Vol X No. 1 Research Bulletin of N.E.A.  
 Jan 1932, Administrative Practises Affecting Class Room  
Teachers. Part I: The Selection and Appointment of  
Teachers, page 4, Table 8 page 24.

years or more, another reports its use for 60 years for high school principals and 15 years for elementary principals. Compiled returns indicate the average age of the examination system to be about 20 years. One city reported that they had discontinued examinations in their state by state law in 1935.

2. Organizations responsible for administering examinations. The investigation further reveals that the Superintendent's Office administers the examinations in most instances followed in order by the Board of Examiners, Division of Personnel, Department of Research, School Board and lastly Supervisors.

3. Growth of Personnel Organizations. For some time there has been a growing trend to organize departments of personnel in many of our large school systems.

Englehardt says:

More recently departments of personnel have been organized in many of the large cities. All the problems which have to do with selection, retention, salaries, promotion, and training are referred to this department.<sup>1</sup>

Departing from the established personnel organization working as a part of the superintendent's office we find that the end result is the same as revealed by Miles.

---

1. Englehardt, Fred, Public School Organization and Administration. Ginn & Co. 1931: p 180-85



Committees are formed of principals and supervisors who are familiar with teaching technique and who know and can judge teacher qualifications. Some committees examine primary applicants, others take the intermediate, and still others have charge of the junior and senior high school subjects. A number of committees functioning at one time is necessary. <sup>1</sup>

Hughes outlines the duties of personnel committee.

The specific functions of the personnel committee have been as follows: (1) to interview prospective candidates for appointment to position; (2) to appraise and evaluate the applications, examinations and credentials of prospective candidates; (3) to prepare for the guidance of the superintendent eligible lists of candidates who are fully qualified from every standpoint to meet the highest requirements for appointment; (4) to examine and evaluate for purposes of classification the records of all the teachers in the local system.

Over a period of five years the personnel practises described in this study have been found satisfactory in the selection and promotion of teachers. The cumulative records provided for in the plan facilitate a continuous follow-up that would otherwise be impossible. One evidence of the efficiency of these personnel practises is revealed in the fact that no teacher selected within this five year period has proved herself poor enough to justify a request for resignation. Some teachers however who were employed before inauguration of these practises have resigned upon request. But the personnel procedures of any school system, however progressive they may be, need constantly to be studied and improved. Personnel research within a school system is of first importance. <sup>2</sup>

---

1. Miles, L. E. Keeping up with the applicants. American School Board Journal, 84:58. May 1932.

2. Hughes, W. H. How to select the best teachers. Nations Schools, 13:36-9, January 1934.

4. Purpose of Examination. "What is the underlying purpose of the examinations?" The answers to this question are varied and interesting and in some instances superintendents have apparently been very frank in making their statements. Their comments are stated as follows:

To determine the fitness of candidates to teach so as to insure that merit rather than other influences shall govern in the appointment of teachers.

To determine character, scholarship, general fitness. To set up eligible lists for assignment.

Open competitive examinations to qualified applicants for placing names on appropriate list of eligibles.

To rank applicants on the basis of merit and in accordance with their relative excellency for the purpose of election to teaching and administrative positions.

To lessen the superintendent's personal responsibility and consequent exposure to pressure.

To differentiate among applicants for positions in accordance with their examination marks and to establish eligible lists so that appointments may be made without regard to pressure from any source.

- a- To get best qualified persons.
- b- Eliminate politics.
- c- Save time.

The written examination is to eliminate hundreds of persons we are unable to interview who are not strong teachers.

To select the best candidates who have met eligibility requirements of the board of examiners, moral character, citizenship.

To serve as an added checkup on ability and scholarship. An eligibility list is thereby established.

Ability in subject or field. Evidence of teaching ability.

To provide information not easily secured from transcripts, references etc. To provide applicants in order of desirability.

To enable the administration to compare the quality of the applicants.

To determine objectively the qualifications of teachers in relative and comparable terms as a basis for the nomination by superintendent of schools to school committee.

To eliminate the unfit and locate the best if possible.

Largely to eliminate personal interests.

Selection of good teachers.

To eliminate unsatisfactory candidates.

The written examination proves little as you know. It is somewhat of an elimination contest.

To make teacher selection impartial and impersonal.

To determine rank.

Determine upon aptitudes, capacity and alertness.

To obtain best teachers.

Secure best qualified teachers and eliminate pressure appointments.

To obtain first hand impression of candidates. To observe candidates reaction to various types of questions. To obtain brief sampling of candidate's functional educational philosophy.

Provide a list of candidates.

The following is quoted from an article by a New York school teacher in *School Life* concerning the examination system in that city:

Prior to 1898 teachers used to secure positions through ward politicians, religious or social connections and other ways. Since that time there has been civil service. The civil service system according to school officials has (1) elevated the standards of scholarship and professional attainment required for entering the teaching profession; (2) incited teachers to an amount of professional study to improve their efficiency; (3) eliminated improper extraneous influence from the listing of teachers in this city; (4) its initiation in New York has been followed by other cities. 1

#### 5. Arguments concerning the examination system.

No less an authority than John C. Almack has the following to say concerning the written type of examinations.

Often the superintendent supplements the information he gathers from the teacher and her references by special examination.

Lists of questions may be prepared by professional people, unconnected with the school system, and papers may be read and graded by impartial outside individuals. The resulting marks are then arranged in order and appointments made from those highest on the list. Sometimes the results of the examinations count 1/3 or 1/2 and ratings from the references, application and personal judgment of appointing authority make up the remainder.

Two serious objections may be had to the first type of examination. When the examination marks are combined with ratings, another weakness may be admitted. In the first place, the examinations are probably not valid tests of teaching ability. The teacher who makes a good grade in arithmetic may not be successful in teaching arithmetic and she may be a failure in discipline. Second, the examinations are not wholly reliable. Usually a wide variation will be found in the grades assigned the same paper by different persons and the same person marking the same

---

1. Abelow, S. P. How New York City selects its teachers. School Life 16:32-4 October 1930.

paper at different times will also assign different values. In brief, all of the defects which exist in the typical school examination also exist in the teacher's examination.

Furthermore assuming that the examinations were a perfectly accurate measuring device, the introduction of the personal factor as in the use of references would make it possible to manipulate the total grade in any way one pleased, and thus secure the appointment of the person most in favor of the appointing authorities. <sup>1</sup>

The Director of Administrative Investigation and Research at Pasadena California has the following to say concerning the written examination:

A qualifying examination is given which is "calculated to test the candidate's mental alertness, general and professional information, and ability to express ideas convincingly on selected problems related to school work. In addition to this a technical examination in the candidate's special field may be required."

The examination taken by all candidates is objective in nature, excepting for the introductory part requiring something in essay form. The first section of the examination is entitled Educational Problems and is introduced by the following directions: Three current problems in education are stated below. Select one of them and discuss it constructively. Do not try to recall what someone else has said on the subject. We are interested primarily in your own ideas. Organize these ideas logically and express them clearly. Consider the problem from the standpoint of one in the type of position for which you are making application. <sup>2</sup>

---

1. Almack, J. C. and Lang, A. R. Problems of the teaching profession. Houghton Mifflin Co. 1925, p 40-42-46

2. Hughes, W. H. How to select the best teachers. Nations Schools, 13:36-9, January 1934.



The written examination is designed to discover the intelligence of the teacher and his ability to comprehend and present educational problems and situations as well as his attitude toward them.

The purpose of the exam is to determine the relative merits of the applicants and to rank them in their order of merit as shown (1) by the written examination; (2) by the applicants references; (3) by the oral examination, and (4) by all other information gained from any source.

In Los Angeles "The written examination is designed to discover the intelligence of the teacher and his ability to comprehend and present educational problems and situations as well as his attitude toward them. <sup>1</sup>

The National Education Association makes the following statement concerning the use of the written examination in large school systems:

The written examination as a device for the selection of teachers is apparently little used by city school systems. The relative unreliability of such measures for predicting success in teaching, limits their practical value at present. This, however is no reason why school systems should discard written examinations entirely. Further experimentation in this promising field is greatly needed and perhaps it can be carried on nowhere else as well as in the school systems, themselves under the direction of competent specialists. But until methods of testing are developed much further than at present, considerable caution should be exercised in the interpretation and application of test results. <sup>2</sup>

---

1. Lewis, E. E. Personnel Problems of the Teaching Staff. Century Co. 1925, pp 135-8, 293. Chap. VII

2. Vol X No. 1 Research Bulletin of N.E.A. Jan, 1932. Administrative Practises Affecting Class Room Teachers. Part I: The Selection and Appointment of Teachers.

In an earlier bulletin the N. E. A. states that in our early history teachers were examined by the minister or some representative of the dominant local church.<sup>1</sup> The principal consideration was that the teacher should be acceptable in his church affiliations. Little else mattered. Later this job fell to school board committees using such methods as their experience and prejudices dictated. This bulletin further states that, "Rapid progress is now being made in the development of scientific examination procedures. We may look forward to the time when examining instruments of high validity and reliability will be available to aid those charged with personnel administration." Whatever progress has been made in the development of examination procedures has received little recognition in the way of adoption as indicated by figures presented earlier.

All will agree with the following statement from the same source:

A poorly devised and poorly administered written examination system may be far worse than none at all. Unless a school system is able to do the job well, it would probably do better to have no written examination for selecting and promoting teachers.

That the examination system provides a means of

---

1. Research Bulletin of N. E. A. Practises Affecting Teacher Personnel. Sept. 1928, Vol. VI, pp 213-224.

sidestepping local pressure is stated by Rudeiger who says:

The examination method undoubtedly makes it easier to steer clear of certain political influences, but it is also undoubtedly a method that seriously interferes with the building up of a strong teaching corps. No high school principal, for example, can build up a strong unified faculty with teachers that are sent to him automatically by an examining board. <sup>1</sup>

The written professional examination in the third place holds forth great promise both as a time saver and as an indicator of probably teaching success the most objective record we may have, and it has already partly demonstrated its usefulness. To refine and standardize it, we must give many more experimental tests and study our results in their relation to subsequent teaching success of those examined. <sup>2</sup>

Rudeiger in concluding gives an example of a high school principal who, "actually had the pick of the best teachers in his region and he built up a superb high school faculty. Had there been an examination to pass, not one out of 20 of the caliber he could select would have taken it. The teachers that he selected already had their basic credentials for they were already teaching."

---

1. Rudeiger, W. C. New Duties, New Occasions teach. School and Society, 24:334-5; Sept 11, 1926.

2. Tiegs, E. W. How shall we select our teachers? American School Board Journal 70:37 June 1925.

From experience the writer is of the opinion that the examination system can be carried too far, and that questions asked on examinations are irrelevant having no practical connection with education or educational problems, and their only connection with education is a demonstration of the fact that the compiler of the questions can read the encyclopaedia and ask a lot of questions from his readings, questions that ordinarily do not even come within the classification of general information. By no stretch of the imagination can some of the questions or even their correct answers have any connection with the candidate's ability to teach, his powers of observation, his ability to think, or his scope of general knowledge.

Such artificial barriers and hurdles to the teaching profession cause many promising young individuals to sidestep in disgust the whole procedure and turn to other occupations and professions. Those in the teaching profession should make it easy for newcomers to join them who are willing to devote a life time to the service of youth. At the same time boards of education should fix salary schedules so that these high type young people who are properly trained and qualified will stay with the profession instead of being lost to other fields after a few years because of inadequate salaries.

An anonymous article in a recent number of

Harpers Magazine states that the requirements for teachers of high school chemistry would automatically debar most of the Nobel prize winners.<sup>1</sup> In the same article John Erskine is quoted as saying that Toscanini would not be allowed to teach music because of the requirements.

Do examinations give additional information not obtained from under graduate record with subsequent career data ? If so, what? Two affirmative answers and one negative answer with no comment were received relative to this question, others are listed as follows:

Mental acuity, thinking power, fund of information pertinent to position. Personality, physical condition.

- 1- Special or practical training or experience.
- 2- Native ability.
- 3- Personal fitness.

The examination gives information about the candidate in relation to the particular demands and needs of the --- schools, including personal appearance, physical condition, breadth of interest, philosophy of education, ability to teach in accordance with methods and practises of the --- schools.

Inasmuch as the exams are objective and very comprehensive, they do give us a general idea as to the breadth of knowledge of the applicant.

Yes, accuracy and thoroughness of scholarship, objective tests used.

Written examinations deal with current problems and by them we hope to determine whether or not a teacher is up to date in her reading and theory of

---

1. I didn't have a Teacher's License. Anon. Harpers 176: 291-7 Feb. 1938.



modern education and on world events.

Personal fitness for position, knowledge of subject matter.

Yes, they show whether or not the candidate can think, or what he would do in a given situation for which we require his services.

Knowledge of educational theory and practise, social consciousness etc.

Personality, alertness, knowledge of educational method and procedure, care of person, ability to use good English.

Yes, most emphatically. Records from schools and colleges are neither objective nor comparable.

Yes, since the examinations include training and service records.

Supplements other records and gives objective data at time candidate is being considered.

Is a step in the right direction.

Is best to see a person react before a board of examiners. Something can be gained regarding poise, personality, physical condition etc.

They serve in securing a comparable basis for judging candidates from institutions of varying curricula.

Serves purposes stated.

Yes, knowledge of subject matter.

Oral examinations give insight into applicants reactions, scholarship, thought process.

Grasp of subject matter, method of teaching, extent of knowledge.

6. Scope of Examination. Candidates for teaching positions in the cities where examinations are in vogue will find themselves faced with examinations including everything

from their elementary school preparation up to and including higher education. It is interesting to note that in only two instances is there an adoption of standardized tests. One city reported using the Carnegie mental ability test, and another reported using the Coxe-Orleans Prognosis of Teaching Ability test. Reporting on examinations, another city includes, "All subjects in curriculum, primary and intermediate, both content and method. Junior High includes general professional subjects. Theory of Junior High content in two chosen subjects unless absolved because of previous training and method in two chosen subjects." Following is the list of subjects and the number of cities giving examinations in them. History of Education 7, General Psychology 7, Educational Psychology 9, Abnormal Psychology 3, Adolescent Psychology 3, Psychology of Adjustment 4, English 9, General Information 15, Teaching Problems 11, Special Field 18, Community Problems and Relations 6, Child Study 1, Personality 1, Modern Social Events 1, Effect of alcohol and reactions on human system 1, American History 1, Arithmetic 1, General Culture and Professional Information 1, Science and Art of Teaching 1, Principles of Secondary Education 1, General Education 1. Another reports that the examinations are comprehensive enough to cover method and subject matter, and especially presents situations and asks for solutions.

7. Observation of Candidates. Superintendents in 41 cities report that they observe candidates for teaching positions, in an actual teaching situation, and 22 replies indicate that there is no observation whatever of the teaching ability of candidates. The 1932 survey shows 44.7% of the cities practising the plan of observing applicants classroom work as compared with 52.5% from figures on the present survey.<sup>1</sup> This however may mean little as there were 85 replies from the 93 cities in the 100,000 or over class in 1932 as compared with 78 replies in the present survey. The degree and method of observation varies greatly according to the returns tabulated, and some answers indicate that it is not the universal practise in their system and is not taken too seriously. Two report observing candidates sometimes, one seldom, six when possible, one when convenient and two for some positions. On the other hand many replies imply that observation of candidates is a standardized procedure. One superintendent reports that candidates must teach two days in a city practise center, seven say that they are observed as substitutes. Another says that all candidates are observed in their own teaching situation if within a

---

1. Vol X No. 1 Research Bulletin of N. E. A. Jan. 1932, Administrative Practises Affecting Class Room Teachers. Part I: The Selection and Appointment of Teachers.

a radius of 50 miles, if from a greater distance must give a demonstration in ---- schools. An interesting comment from one source is to the effect that observation is not significant unless it is a natural part of constructive supervision. Many aim to decentralize supervision so it will become a function of the building principal. Twelve replies state that the teacher is observed in her own teaching situation, another that they must come to ---- and give a demonstration.

That observation of candidates' positions is approved procedure is verified by the National Survey of Secondary Education.

Probably one of the best single devices for judging an applicant is to observe his work in a situation with which he is familiar. Numerous superintendents follow the policy of narrowing the choice for new teachers to a limited few and then either visiting them personally in their classrooms or send staff members to observe their work. Sometimes the candidate must come to the city and teach a prepared lesson. Sometimes if the candidate is inexperienced and in a teacher training position institution visits are made to interview her supervisor and to observe her in practice teaching.

The advantages of such plans are apparent. They allow the superintendent to observe what an applicant is able to do in a teaching position. However, several cautions should be kept in mind concerning use of these plans. A great deal of the superintendents time and considerable expenditure of money are required in comparison with other methods of teacher selection. It should be asserted, however, that the expenditure of a reasonable amount of money in locating and securing competent teachers is a highly desirable investment for any school board to make. Good teachers require less detailed

supervision, do better classroom work, and if the salary schedule is adequate to pay them sufficiently for their services, their tenure will be longer than would be the case with inferior teachers.<sup>1</sup>

Hanna says: Leave it to the superintendent or principal and give him the opportunity of going to visit a candidate or candidates and actually see the teacher at work. The money thus expended is an investment that is sure to bring results.<sup>2</sup>

The N. E. A. supports the observation of teaching candidates by stating that, "Probably the best way to observe the teaching ability of an applicant is to observe him teach."<sup>3</sup>

Steiner reports that:

Over a period of nine years, of those teachers in his school system who were selected by correspondence alone, 75 percent were not recommended for reappointment. Of those chosen by means of an interview, 24 percent were not reelected; while of the teachers selected after observation of their teaching, none failed to be reappointed on account of unsatisfactory teaching or discipline.<sup>4</sup>

Speaking very frankly about this subject Reeder

---

1. Deffenbaugh, W. S. and Zeigel, W. H. Selection and appointment of teachers. National Survey of Secondary Education, Monograph 12, U. S. office of Education, Bulletin 17, 1932.

2. Hanna, J. C. My method of selecting teachers. Education 57: 177-83, November 1936.

3. Vol X. No. 1 Research Bulletin of N.E.A. Jan. 1932, Administrative Practises Affecting Class Room Teachers. Part I: The Selection and Appointment of Teachers.

4. Steiner, M. A. The Technique of Interviewing Teachers. American School Board Journal 76:65-6 June 1928.



has the following to say:

In the last analysis, the evidence of qualifications to teach is demonstrating ability to teach; not all promising candidates survive this acid test. Even the intellectually scintillating member of that time-honored society Phi Beta Kappa, may turn out to be a "flop" as a teacher. <sup>1</sup>

Where candidates are required to give a demonstration of their teaching ability according to the rules of the local school boards where applying, there is a great variation in the personnel of those acting as observers or critics.

Those charged with the responsibility of acting as observers of the applicant at work, either in her own position or a training or provisional situation are:

Board of Examiners

Regular classroom teachers

Board of Examiners and Assistant Superintendents

Director of practise teaching

Associate Superintendent in charge of personnel

Principals, Supervisors and Deputy Superintendents.

Assistant Superintendent, Supervisors and Principals

Department heads and Special Supervisors

---

1. Reeder, Ward G. The Fundamentals of Public School Administration. MacMillian Chap IV pp 55-84 1934.

Assistant Superintendents

Superintendent and Department Directors

Superintendent's Staff

Superintendent, Supervisors and Principals

Supervisors

Assistant Superintendent, Executive Assistant, Superintendent Supervisors

Student Teachers

Principals

Principals, Supervisors and Department Heads

Superintendent, Assistant Superintendent, Two High School Principals

One elementary and one vice principal

Merit Committee

Principal Supervisors, Department Heads, sometimes Superintendent

Principals and Supervisors

Director of Personnel and Principals

Supervisors and Directors of Departments

If a teacher is to be hired to teach, why not go to some time and trouble to see her actually do the

thing for which she is hired? How much more sensible to spend time and money to observe her teach than to have to go through the humiliation and expense of a trial to dismiss her after she becomes frozen in her position through tenure. Even with a probationary period before tenure becomes a reality, many principals and administrators will not prefer charges or file adverse reports on an inefficient probationary teacher. Strong local connections have been made by the teacher, and in many cases she can bring about influence to retain her in her position. Principals have experienced this, and will generally try to get her transferred to some other building, thus passing the misery on to some one else. To face the issue has been an unpleasant reminder of political and community influence in past years. Patrons will do a lot of talking about teachers, but it seldom progresses beyond the talk stage and into action over a signature, or into testimony at a hearing.

Observation of qualified teachers within a reasonable distance of their place of prospective employment could be made a reality if school boards would switch a part of the money budgeted for travel expenses of administrative officials, supervisors and board members, to the numerous conventions held at frequent intervals throughout the United States. This money should be transferred to a

fund for observation of teachers in their own positions. As the teachers' salary is the heaviest item in any school budget, why not budget some expense money to make certain that this expenditure of this large sum will secure the most adequate personnel available?

### 8. Tenure, Retirement, and Physical Examinations.

Table showing the extent of tenure, retirement associations, and required physical examinations for newly elected teachers in 77 of the 93 cities of 100,000 population or over in 1937-38.

	No. of cities	Per cent
Tenure	56	72.7
Retirement Associations	67	87.0
Compulsory Membership in Association	58	75.3
Physical exam- ination for newly elected teachers	57	74.0

The N. E. A. survey<sup>1</sup> revealed that in cities of 100,000 population or over, a physical examination was

---

1. Vol X. No. 1 Research Bulletin of N.E.A. Jan. 1932, Administrative Practises Affecting Class Room Teachers. Part I: The Selection and Appointment of Teachers.

required of newly elected teachers in 42 cases or 49.4% of those reporting. Despite the fact that the 1937-38 survey had slightly fewer returns, there is a marked increase in the number of cities requiring the physical examination. At present writing 57 cities have adopted the physical examination for new entrants into the system or 74.0 percent. This increase over the 1930-31 N. E. A. survey is no doubt due to stricter requirements brought about by tenure and retirement associations. It is evident that retirement associations with disability clauses for retirement are not admitting all comers into their ranks, especially when membership is compulsory in 75.3% of the associations.

Comments were few concerning the physical or health examination. One was to the effect that it was for tuberculosis only, another that it was a rigid examination given by our school physician. The opposite viewpoint was revealed by another reply which commented on the question in the affirmative by stating, "but not well done."

Oertel says, "It is becoming a real art to be able to select good teachers. The operation of tenure laws is making it more essential than ever that this art, this technique, be prized and nurtured." 1

---

1. Oertel, E. E. How shall teachers and superintendents be selected. American School Board Journal. 82:47-8. Feb. 1931



Hughes referring to Pasadena says:

An important qualification for appointment is physical fitness. In every case a physician's statement concerning the candidate's physical fitness is required. This is usually presented with the written application. The Superintendent reserves the right to require, in addition to this an examination by the school physician or by some other physician designated by the Board of Education.<sup>1</sup>

School administrators and school boards are not to be blamed for the stand they have taken in regard to the physical examination required for teachers coming into the system, especially when the following statement comes from the Department of Classroom Teachers of the N.E.A.

Fifteen to twenty percent of the Nation's teachers lack the kind of vigorous health necessary for regular and effective classroom work.<sup>2</sup>

The term health is often interpreted as meaning physical health. If teachers could meet the broad meaning of health as given hereby Wood, the life of a superintendent or principal would indeed seem to be Utopian.

The term 'health' is very often too narrowly conceived. Physical health is only one element that enters into the attainment of a healthy personality. It is only the foundation or starting point, toward the larger health goal. A healthy personality implies the realization of the highest mental, emotional, spiritual and social possibilities of the individual, just as surely as it implies the attainment of

---

1. Hughes, W. H. How to Select the Best Teachers. Nations Schools, 13:36-9, January 1934.

2. National Education Association, Department of Classroom Teachers. Fit to Teach. Ninth Yearbook, Washington D. C. The Association 1938 . 276 p.

physical strength and vigor. It is good health in the broader sense that teachers ought as fully as possible to acquire.<sup>1</sup>

An estimate can be made of the dollars and cents loss because of illness of teachers, but no estimate can be made of the loss of instructional time and the lost motion caused by substitutes valiantly attempting to carry on where the other teacher left off. Actual learning difficulties and handicaps are imposed on boys and girls because of too many teaching personalities during a school year, caused by illness of regular teachers.

Wood has made the following statement concerning absences:

Yet during each school year some 280,000 teachers are absent from their classrooms one or more days because of illness losing altogether about 2,000,000 days.<sup>2</sup>

#### 9. Part of Board Members in Personnel Selection.

Do board members personally interview candidates? Investigation reveals that authorities are unanimous in their opinion that the interviewing of candidates is not a board function, yet the survey reveals that in at least four instances this is still carried on by boards. Two replies indicate that it is optional, two report that it is seldom done, another says that it is sometimes done but

---

1. Wood, T. D. Health - The Teachers "Pearl of Great Price". School and Society 47:635-37 May 14, 1938.

2. Ibid.

not officially, while two replies say that it is done at times. Replies in 57 instances say that board members do not interview candidates. Two superintendents show their personal reactions to this question and their apparent dislike of any thought of board action in the selection of teachers by setting their answer "NO" down in capital letters, underscored several times with a series of exclamation marks following.

In only one case does the teachers committee of the board even interview candidates.

The U. S. Office of Education says, "As the size of the city decreases, the role played by school board members in the interviewing of teachers increases." 1

Who should do the selecting? There is but one answer to this question, namely --- the best qualified person. --- A layman doesn't know teaching and usually will not exercise unbiased judgment in selecting teachers. He is often moved by trivial, personal, political, social, charitable, religious or other influences. One of the chief reasons for the low efficiency of American public schools is due to the fact that in the past, laymen, ignorant of what constitutes teaching skill have selected most of the teachers. 2

Under no circumstances should the administrative officers of the board of education be obliged to recommend candidates on any other basis than personal

---

1. Deffenbaugh, W.S. and Zeigel, W.H. Selection and appointment of teachers. National Survey of Secondary Education, Monograph 12, U.S. Office of Education, Bulletin 17, 1932.

2. Lewis, E.E. Personnel Problems of the Teaching Staff. Century Co. 1925 pp 135-8 , 293. Chap. VII.

fitness for the work of teaching. Appointments made on the basis of 'wire pulling' are exceedingly harmful to the school children of a community. Candidates who are elected to position through such subterfuge are not particularly concerned about the type of service rendered after their election has taken place. The school system must necessarily be completely divorced from social or political influence.<sup>1</sup>

It is only in some of the back country districts and the few remaining "politically" governed city school systems, that boards of education still select the teachers.<sup>2</sup>

Experience has taught that, wherever board members attempt to determine upon the qualifications of those who serve in the professional ranks, embarrassment is certain to follow.<sup>3</sup>

The tendency of teachers to invoke the aid of politically influential friends is no great departure from the time honored procedure. Since that day which is reached by no man's memory teachers pleas for appointments have rested in part upon the support of characters given them by relatives, their former teachers, former employers and friends. It is consequently but a slight shift that needs be made to include among one's backers a political sponsor.<sup>4</sup>

It is an accepted principle of good school administration that no appointment should be made by the board unless the candidate is recommended by the superintendent.

---

1. Maurer, H. R. Factors in the selection of teachers. American School Board Journal, 89:30. Nov. 1934

2. Reeder, Ward G. The fundamentals of public school administration. Macmillan Chap. IV pp 55-84 1934.

3. Editorial American School Board Journal. The Final Voice in Teacher Selection. 93:42, December 1936

4. Shouse, J.B. Teaching appointment and political patronage. American School Board Journal. 92:22-3 Feb 1936.

In general, the best school systems are those where the board realizes that the schools exist solely for the benefit of the children and not for the purpose of providing jobs for friends or relatives of the board members or other influential citizens.<sup>1</sup>

As a rule, teachers who attempt to use all sorts of political influence to secure an appointment, should be rejected for that reason alone. Ordinarily these influences continue to interfere if the appointment is made -- a better position is desired, or perhaps a better salary insisted upon. If perchance it seems desirable to dismiss the teacher, all sorts of embarrassment usually come to the superintendent and board of education.

If the community learns that political procedure is a handicap to the candidate, much trouble will be avoided. On the other hand, if political appointments are made, and the impression gets abroad that illigitimate factors influence the appointment of a teacher, there is no end of trouble which is thereby started.<sup>2</sup>

Evidence so far presented has pointed to the fact that personnel committees have been organized to relieve the superintendent of the necessity of being an office man to interview candidates.

For the superintendent personally to interview each and every applicant, seems to be an old established custom dear to the heart of administrators who no doubt could profitably spend some of that time in getting acquainted with some of the hundreds of forgotten corps mem-

---

1. Simmonds, E. S. Some comments on hiring and firing teachers. American School Board Journal, 94:74, March 1937.

2. Carney, E. B. Principles governing the employment of teachers. American School Board Journal 76:50 Feb 1928.



bers and learning of their in-service training needs.

Through administrative guidance every person in the teaching corps should be able to grow and render progressively a higher grade of service. <sup>1</sup>

Investigation revealed that out of 68 replies to the inquiry concerning superintendents interviewing candidates 41.1% still adhere to the practise, while 20.5% do not. As previously stated, this is being delegated to committees under the direction of a personnel officer or that it is the function of an assistant superintendent. The superintendent interviews only those up for final selection, who have been interviewed by those in charge of the personnel work, acting collectively or as units according to the dictates of the head office.

Political domination and board interference with the selection of personnel, and applicants exerting pressure through board members for appointment has caused the authorities in the field to be rather outspoken in their comments on such procedure.

The members of the board of education should refer all applicants to the superintendent of schools, and refuse to discuss positions with them. To this end the board should announce that, by rule, it has given the power of nomination to the superintendent and that the members do not desire applicants or their friends to visit them on the matter.

---

1. Englehardt, Fred Public School Organization and Administration. Ginn & Co. 1931 p 180-85

In a city where a competitive examination system is in use, the board should refuse to see applicants or their friends individually, and should announce that the attempt so to visit them will be regarded as unprofessional conduct and will prejudice the applicants' chances of securing a position. <sup>1</sup>

Business, political, or social influence is often a factor in the selection of teachers. In certain cities a candidate cannot secure a position without it. Nor are the politicians the only members of a community who are moved by selfish or partisan considerations. To minimize such influence, in so far as possible some superintendents have appointed boards of examiners, composed of administrative and supervisory officers, who are charged with the responsibility of recommending candidates to the superintendent. <sup>2</sup>

In general, the best school systems are those where the board realizes that the schools exist solely for the benefit of the children and not for the purpose of providing jobs for friends or relatives of the board members or other influential citizens. <sup>3</sup>

10. Part of Supervisors and Principals in Personnel selection. General supervisors of special school departments take part in the interview of candidates in 55.% of the cities reporting. In 16.4% of the cities reporting, supervisors take no part in the interview. Scattering replies indicate that supervisors often take part in the interview, are at times invited by the examining board, may assist in the interview, are called in in special cases

---

1. Cubberly, Elwood P. Public School Administration, Houghton-Mifflin. 1922, pp 207-10 Chap. XIV

2. Granrud, J. E. Selection of Teachers. School Executives Magazine, 53:35-7 October 1934.

3. Simmonds, E. S. Some comments on hiring and firing teachers. American School Board Journal, 94:74. March 1937.

and as a rule are generally asked.

It is difficult to understand just why some administrators should express themselves so vigorously in reference to the question concerning the principal being given the opportunity to interview candidates before election to a position in his school. Of the 70 replies to this question, 37.1% definitely stated that the principal does not have the opportunity to interview candidates before election to a position in his building, and 27.1% replied in the affirmative. The 1932 survey reported that principals were consulted or had a part in the interview in 12.3% of the cases before teachers were assigned to his building.<sup>1</sup> One reply stated that the interview was granted, "only rarely and on special request of the superintendent in charge." Again two replies indicated that in "rare cases" was the principal called in for interview. The high school principal is specifically designated in four cases as being a participant in regard to interviewing those assigned to his building. In another case the high school principal was always called in and the elementary principal "if possible".

---

1. Deffenbaugh, W.S. and Zeigel, W.H. Selection and appointment of teachers. National Survey of Secondary Education, Monograph 12, U.S. office of Education, Bulletin 17, 1932.

One city reported that the principal was not a participant in the interview, but could object if not satisfied with the teachers assigned to his building. To what degree the objection was upheld was not revealed.

Deffenbaugh and Zeigel have the following to say in regard to the interview: "The data show that principals of junior high schools and senior high schools or 4 year high schools are much more likely to interview teachers than are principals of elementary schools. In all cases the superintendent of schools is the person who most frequently interviews teachers. In the larger cities he often shares this duty with the assistant superintendent of schools and special subject supervisors." <sup>1</sup>

Englehardt does not commit himself either for or against the plan of the principals to have a voice in the selection of teachers but says

Various plans have been devised to make it possible for the principal of the schools to participate in the selection of the teachers who are to be recommended for appointment. Most plans now in operation do not appear entirely satisfactory in this regard. <sup>2</sup>

DeLong says, "All applicants were interviewed by two superintendents, the high school principal and an elementary school principal." <sup>3</sup>

---

1. Deffenbaugh, W.F. and Zeigel, W.H. How teachers are selected. School Life, 16:112-113 Feb. 1931.

2. Englehardt, Fred Public School Organization and Administration. Ginn & Co. 1931; p 180-85

3. DeLong, V. R. Planned Teacher Selection. American School Board Journal, 90:31-2 March 1935.

Lewis takes a viewpoint that seems democratic and would be welcomed by all principals when he says,

The superintendent and his co-workers should select the new teachers. The person who has to work with the teacher should always be consulted before the selection is made. No principal or supervisor should be deprived of the right of passing judgment on new teachers that they must direct.<sup>1</sup>

The following statement by Maurer is in the opinion of the writer one that if carried out would make easier the duties of supervisors and principals and bring about harmony, mental relief and teaching efficiency:

All selections should be made by professional experts in consultation with supervisors, principals, and those who will be directly responsible for the supervision of the person employed.<sup>2</sup>

Oertel holds to much the same opinion as the two authors last quoted and says:

Aside from knowing personalities, the superintendent should check on abilities and skills. Here too he is not always the best evaluator. He should call frequently upon his principals, supervisors and heads of departments for assistance in rating newcomers.<sup>3</sup>

Reeder sums up the situation by the following statement:

In the selection and placement of teachers the

---

1. Lewis, E. E. Personnel Problems of the Teaching Staff. Century Co. 1925, pp 135-8, 293 Chap. VII.

2. Maurer, H. R. Factors in the selection of teachers. American School Board Journal, 89:30. Nov, 1934.

3. Oertel, E. E. How shall teachers and superintendents be selected. American School Board Journal. 82:47-8. Feb. 1931.



superintendent of schools should work cooperatively with his principals, his supervisors and other immediate superiors of the teachers. In fact, in an ideal situation the nomination of teachers should be made by their immediate superiors, that is, by the heads of departments, principals, and supervisors to the superintendent of schools. We are not saying that these nominations should always be accepted, but we are offering that the nominations should thus be secured. We have long thought it incongruous that in many of even the larger and better administered high schools the principal has little to say concerning who the members of his teaching staff shall be. Here is another place where democracy in school administration would probably improve practise.<sup>1</sup>

America is a democratic country where the people govern themselves, with freedom from imperialism above. Thus far in this study only one instance has been discovered wherein teachers themselves have a voice in teacher selection, namely as qualified observers of candidates in actual teaching positions.

Practically every school building in the country with a dozen or more teachers on the staff has at least one outstanding individual. This person has a depth of understanding coming only from long years of experience and sympathetic association with young people. Are administrators blind to the fact that here is a person capable of rendering invaluable assistance to their office and the school organization in the matter of personnel organi-

---

1. Reeder, Ward G. The fundamentals of public school administration. Macmillian Chap. IV pp 55-84 1934.

zation?

Superintendents, principals, supervisors and others occupying key positions do not have a monopoly on ideas and insight to character. Why not use some of these teachers who have spent a life time in the teaching profession, as committee members to administer examinations both written and oral if such are given? If no examinations are given, the opinions of some of these teachers concerning candidates should at least be of as great value as some of the shallow statements from references furnished by the applicant, especially after opportunity has been given for adequate interview and formulation of opinion.

If the democratic ideals and teachings of our schools are to be put into practise, here indeed is a good starting place, namely the democratic selection of teaching personnel by inviting members of the teaching corps to play a part in the selection of their co-workers. It is assumed that those who might be so trusted and honored by higher authority and given a voice in the selection of personnel, are above allowing social congeniality, politics, building or otherwise to interfere with decisions in this advisory capacity. If such is the case, this plea for democratic selection of teachers by allowing teachers themselves to have a voice, is lost.

11. The Interview. The interview plays such an

important part in personnel selection, yet in only 11 cases reported does the interview get a set plan of procedure. In 43 cases the interview follows no definite procedure, and is just an interview. Investigation reveals the following methods in vogue in cities at the present time:

Candidate gets one half hour to study an excerpt and then discuss implications with education. We also have candidate read selected diagnostic reading selections to judge further on oral English.

Each applicant appears before two separate committees. Committee one, evaluates training and experience on basis of application, filed transcript of college record, check sheets filed from former employees, and supplementary evidence submitted by the applicant at time of interview.

All candidates are called before examining board for an oral interview. Consists of superintendent and his deputies. Each candidate gets 10 minutes interview.

Four to six members of board of examiners interview jointly with specialists.

Before an application blank is sent to the applicant the interview record must be completed. The letter of inquiry and attached form are then sent to selected references. At this point we much prefer the accumulated records of a state department of education or of the bureau of recommendation of the college or university from which the applicant has graduated or in which he is doing graduate work. If these records are available, they usually contain the estimates or ratings of the principal and superintendent under whom the applicant has been working. At this juncture we are not interested in the estimates of school board members or of unprofessional acquaintances and friends. Frequently the applicant goes on the basis of these records to the principal of a school who has a vacancy; and if all reactions are favorable, we may then send the application blank to the candidate. I am interested particularly in the type of success in and evident results from professional growth, which may

include advanced college work, professional reading, travel with an educational purpose, membership and participation in professional groups, authorship; second, in personal adaptation of the candidate as represented by evidence of friction with pupils or parents, teachers of principal; third, the attitude of the candidate towards essential overloads in the school day; and fourth, the apparent physical health and emotional stability of the candidate. Of course, such matters of age, basic preparation, and length of experience are all indicated on the interview record or the application blank.

We use a personality interview blank and compare reports of interviewers.

Questioning on subject matter and experience.  
Reading ability.

Committee of supervisors, principals and other administrative officers interview applicant following written exams. On this basis are recommended for final interview with superintendent and decision on employment.

Five persons conduct separate interviews. Written portion is intelligence test followed by essay on some educational topic. Gives applicant a chance to show if he has any ideas and if he can express them using good English.

Informal interview, if application and references are not on hand. Interview required after formal application. Application is basis for interview and personal qualifications.

Get candidate to talk about interests, contacts with children, experience in teaching, aims, ambitions etc. Rated on value to faculty, influence on children.

Five individuals interview each candidate individually at scheduled times.

Have specific things we want to get from an interview, and are very much of the opinion that it must be informal and friendly to put the applicant at ease if we are to get the information we want.

Consider scholastic and professional attainments and personality traits.

Principal, supervisors of special subjects must recommend teachers to the superintendent who in turn recommends to teachers committee of board.

Each department director plans own interview.

Three boards of three principals each. General and educational questions asked with the idea of drawing out the character and personality of each candidate.

Oral reading and discussion of a given selection for appraisal. Description of previous experiences, special equipment and attitudes. Recommendations and records.

Character, references and connections. Ability in activities, scholarship training, personality, English, manners.

Informal.

Application must be completed before interview is scheduled. Only one interview granted per year.

Almack says:

The interview is often a test of the teachers adaptibility --- The occasion is important, because it probably means the last step in the employment of a teacher --- the most important duty a superintendent performs. <sup>1</sup>

Corey in commenting on the interview has the following to say:

The general validity and reliability of the interview has received some attention but not enough when one considers its widespread use as a technique of teacher selection. <sup>2</sup>

---

1. Almack, J. C. and Lang, A. R. Problems of the teaching profession. Houghton Mifflin Co. 1925, p 40-42-46

2. Corey, Stephen M. The Present State of Ignorance about factors effecting teaching success. Educational Administration and Supervision. 18:481-90 October, 1932.



Corey says;

Most of us have a great deal of faith in the interview. As a result of years of practice, we believe that there is no way to become acquainted with an individual quite so satisfactorily as by visiting with him for a time. We pride ourselves on recognizing quickly certain so-called symptoms, or signs of character; much as a firm handshake, which are about all in the way of new information that the interview furnishes before we make our final selection. <sup>1</sup>

Hull says that such beliefs persist, despite much experimental evidence to the contrary. <sup>2</sup>

The prevalence of this practice of making the interview the acid test of the applicants fitness for the job has sufficed to direct considerable attention to it. <sup>3</sup>

Continuing from Corey;

If it is impossible, and such seems to be the case to judge accurately of an individuals aptitude for teaching by means of either an interview or the traditional reference, what can the public school man do?

His answer to his own question is a plan whereby one would interview the person giving the recommendation or sending in a reference blank to secure information on which to base an estimate of true worth and teaching aptitude. <sup>4</sup>

---

1. Corey, S. M. Interview in teacher selection. Journal Educational Research, 26:525-31, March 1933.

2. Hull, C. L. Aptitude Testing, Yonkers-on-Hudson, New York: World Book Co. 1928.

3. Bingham, W. B. and Moore, B. V. How to Interview. Harper & Co. New York.

4. Ibid.

According to Granrud:

The interview should reveal in so far as possible the candidates attitudes toward its subject, as well as methods of teaching. Should disclose his attitude toward educational problems. Should help acquaint the superintendent with what the teacher is doing over and above the ordinary accepted requirements of his position in additional study, in extra curricular activities, in guiding pupils, or in revising courses of study. Should enable a superintendent to determine whether the applicant is an unusual or an exceptional person, and if so, how. Should aid in revealing the applicant's ability to consider factors involved in a problem and reach a workable conclusion. Finally it should help the superintendent to judge those traits of character which determine behavior, such as sincerity, directness, dependability, sense of responsibility, determination, enthusiasm and loyalty. For in the last analysis, though personal magnetism in a teacher is to be desired and though intelligence and professional training are essential, these are the qualities which underlie the ability to succeed in the teaching profession. <sup>1</sup>

Holy says that:

Perhaps the most important reason for having so much confidence in the interview is that most of us pride ourselves on our ability to size up an individual by observation and conversation. He comments on the fact that it is impossible to make reliable judgments of a candidate during interview because different boards and officials react so diversely to the same quality. One judge might be biased toward a certain mannerism of the applicant which might be due to his previous experience, while another might respond favorably toward this trait. He sums up his argument by saying, "There are so many outside circumstances entering into the interview that traits of initiative, industry, planning and organization ability cannot be estimated with very much degree of reliability. <sup>2</sup>

---

1. Granrud, J. E. Selection of Teachers. School Executives Magazine, 53:35-7 October 1934.

2. Holy, R. A. Employing teachers by interview. School executive's magazine. 51:21-2 Sept 1931.

The technique used by Hughes is to have at least three members of the personnel committee interview the candidate separately, the purpose of which is to enable the members of the committee to check on the personal qualifications of the candidate. Each interviewer uses a rating scale of seven points.<sup>1</sup>

Steiner suggests four general rules for successful interviewing.

- (1) Keep control of the situation by carefully judging the quality of salesmanship used by the candidate as distinguished from his quality as a teacher.
- (2) The interview must be entirely free from personal embarrassment on the part of the applicant. --- Make every applicant so sure of a fair hearing that he can satisfactorily present his best qualities.
- (3) The person interviewing applicants should be able to visualize or to list the qualities which a successful teacher must have in the position which he is desiring to fill.
- (4) The interviewer should use a list or an outline of qualities on which he desires to be informed, and a score card of some kind for recording the results of the interview.<sup>2</sup>

Still another viewpoint on the interview is voiced by Stevens and Hamrin who state that:

Despite the unreliability of the interview, however, it will continue to play an important role in teacher selection. Hiring officers want to see prospective teachers even though such interviews may be of

---

1. Hughes, W. H. How to Select the Best Teachers. Nations Schools, 13:36-9, January 1934

2. National Education Association. Administrative Practises Affecting Classroom Teachers: Part I: The Selection and Appointment of Teachers. National Education Association Research Bulletin 10:1-33 Jan.1932

slight predictive value as to teaching success.<sup>1</sup>

The authors continue on the subject of the interview and describe a successful method of interviewing whereby the applicant fills out a blank preceding the interview. The replies of the applicant to this analysis blank are used as a basis of discussion and questioning during the interview proper. The interviewer jots down his reactions to the applicants replies on this blank during the course of the interview. A record is thus had both of the applicant's written answers to a group of questions and also of the interviewer's reactions to the verbal responses of the applicant.

There is no mistake in the fact that interviewers place a great deal of confidence in their ability to evaluate a candidates personality, ability to succeed in a given teaching situation and other points on which prospective teaching personnel may be judged. Interviewers will hold to this theory despite the fact that all opinions may be rendered in the light of past associations either pleasant or unpleasant that are parallel to those regarding the candidate at hand. Also several on a board of interviewers may each arrive at a different decision because of past associations and experiences. There is definite need

---

1. Stevens, S. N. and Hamrin, S. A. Interviewing the Prospective Teacher. American School Board Journal 82:59-60.

for additional research in this field, and until such time as a valid and reliable method is at hand we shall no doubt justify our practices by our prejudices.

That there is danger in this is mentioned by Teigs who says:

The personal interview furnishes something which written credentials cannot supply. And important as it is, it is open to serious objections because of the very trust we place in it.

The danger of the personal interview is that it may be too personal. Some applicants may get five or six minutes, others may consume half an hour. The interview may all too easily get into fields not related to the position under consideration.<sup>1</sup>

Candidates for teaching position in all but four cities may expect to have their interview someplace in the building occupied by the administrative officials of the school, including the offices or meeting place of the school board. The four exceptions state that interviews may be held in a school building, any place convenient or no set place at all in two instances.

Is the interview a personality test? Thirty replies say that it is not and nine say that it is, while others rate it as follows:

Blank has questions dealing with personality.  
Call it oral interview.  
Personal fitness test.  
No, but has a bearing on personality.  
Partly

---

1. Tiegs, E. W. How Shall We Select Our Teachers?  
American School Board Journal 70:37 June 1925.



An estimate.  
Teaching personality.  
Could be, but don't call it that.  
No, but that is what it is.  
To some extent.

Although those granting an interview and not calling the interview a personality test may be granted their point, it is safe to assume that judgments are formed either for or against the candidate on the basis of the interview. It is difficult to conceive an interview being granted solely for the purpose of determining the candidates educational qualifications and experience without any impression being made or formed concerning personality.

What is personality? Edith M. Leonard says:

Although no one has satisfactorily defined personality, it is possible to measure certain characteristics by their results. It is dependent among other things upon physical conditions, intelligence level, and moral standards. It consists of those characteristics which make the individual pleasing or unpleasing, effective or ineffective in his social relations. In continuing on this subject the author breaks personality up as follows:

- (1) general appearance and address
- (2) speech
- (3) versatility
- (4) imagination
- (5) reliability and integrity
- (6) health (Physical control)
- (7) emotional control
- (8) elements of leadership including:
  - (a) originality, vision and initiative
  - (b) judgment
  - (c) sympathy and tact;

- (d) definitness and largeness of purpose
- (e) persistence. 1

Bennett states the importance of personality as follows, assuming that no superintendent would ever place any desirable trait wanted in a teacher over character:

Character was placed above every other qualification that teacher may have by the large majority of 531 superintendents of schools in Kansas, Missouri and Oklahoma who responded to a request by Kansas State Teachers College to place comparative ratings on four points; character, personality, training and experience. Character scored 36.07% in the average results of the questionnaire, personality 24.75%, training 26.22% and experience 12.96%. 2

Butsch in reporting on four studies causing teacher failure says, "Personality and laziness." 3

Culp in quoting from the speaker at a schoolmasters banquet says:

Hire teachers with experience, personality and leadership ability. The largest single element in a successful teacher is her personality. If she has personality, the other desirable traits are likely to be present, but scholarship, experience, and training cannot take the place of personality. --- I never hire degree --- I hire real teachers with personality and common sense. If they happen to have degrees so much the better. 4

---

1. Leonard, Edith M. The Personality of the Teacher. American School Board Journal 93:42, Nov. 1936.

2. Bennett, Ernest, American School Board Journal 76:65.

3. Butsch, Russell, L.C. Review of Educational Research. 1:99 Chap. VII, April 1931.

4. Culp, V. H. Supt. Standard gives secret of success. American School Board Journal, 82:58.

Some school systems have "raised their standards" by insisting on higher degrees, and those with degrees over and above a B. A. or a B. S. are given preference. Relative to higher degrees, Granbery says:

---the kind of training called for has little relation to the duties of the teacher, whether in college or high school, or of the school superintendent and principal.

Possession of an M. A. or Ph. D. may be in one's favor, but there are other qualifications more important. <sup>1</sup>

Clement states the following factors,:

---prevent teachers from securing positions, in order named: surplus, choice of location, marriage (women), limited certificate, poor subject combination, age, unsatisfactory personality (unfriendly, immature, unresponsive, uncooperative, exotic, poor voice, poor English, lack of initiative, unpleasant appearance).--- <sup>2</sup>

Maurer asks the question, "Is the teacher's personality such as will command the respect of pupils, parents and working associates?" He continues with the statement, "It is needless to point out that the personality of a teacher definitely conditions the pupil's attitudes toward a subject." <sup>3</sup>

Clinton's study reveals that:

---

1. Granbery, J. C. The Ph. D. Superstition.  
N. E. A. Journal 26:305 December 1937.

2. Clement, Evelyn. A Survey of the Oversupply of Teachers as Reflected in the Placement Agencies of the California Teacher-Training Institutions--November 1, 1930. Sacramento, California; State Department of Education, 1930 8 p.

3. Maurer, H.R. Factors in the Selection of Teachers. American School Board Journal 89:30 Nov. 1934

The most desirable traits of teachers in the opinions of students of various ages were; mastery of subject matter, personality, appearance, fairness, kindness and sympathy. 1

Qualifications that indicate personality are sought avidly by executives. For example, appearance, character, originality, responsibility, reliability, quick or slow worker, original thinker, resourcefulness, attitude of fellow students or teachers, appreciative, ability to hold high school pupils to work, to fit into community life -- all of these that fit are interesting to the superintendent and to his board of education, and even more so if presented by incidents and with a little detail. 2

A decided lack of uniformity or method of evaluating or interpreting the written examination plus the oral examination or interview was found on investigation:

Written examination 7 points out of 10

Oral examination 3 points out of 10

Written examination	30%	) If no performance test is given.
Personal character	30%	
Training and experience	40%	

Written examination	20%	) If performance test is given.
Personality test	30%	
Personal characteristics	30%	
Training and experience	20%	

	Maximum score
1 Written examination	400
2 Applicants ability	200
3 Extra credit	150
4 Certification	100
Total of 1, 2, 3, 4 above	

---

1. Clinton, R. J. Qualities College Students Desire in College Instructors. School and Society 32:702

2. Anderson, C. R. Teachers' Recommendations That Are Honest -- or Otherwise. American School Board Journal. 90:19, May 1935.

5 Oral Interview 200  
 Total of 1,2,3,4,5 above

---

70 points written examination

30 points oral examination

In three cases the value placed on the oral and written examinations was equal or 50-50.

One reports vaguely that, "Considerable weight is given to scholastic record in college and graduate school."

Tiegs has the following to say concerning scholarship and teaching efficiency:

No evidence to show that the teacher with the highest marks will always do the best teaching; but certainly the teacher who is deficient or indifferent in scholarship will not make the best teacher. <sup>1</sup>

Continuing with the findings of the investigation another city reports:

Decision is based on interview, the written application and recommendations from superintendents and principals the applicant has worked for.

A 1000 point rating scale used in one city.

General Culture 100

General intelligence 100

Professional information 100

Major subjects 100

Minor subjects 100

Experience 100

Training 100

Teaching Personality 300

---

1. Tiegs, E. W. Guess Work and Teacher Selection. American School Board Journal. 84:27-8 March 1932.



Written test	60%
Experience	20%
Personality and fitness	20%

College and teaching record substituted for examinations. Interview very important when combined with reports from others outside the system relative to personality and character of applicant.

- (a) 600 points for written
- (b) 300 points for oral
- (c) 100 points for training and experience

The total score of a candidate is the sum of (a) the points earned in the written examination, plus (b) the points granted in the oral examination plus (c) the points granted for training and experience. (a) The number of points earned in the written examination is computed by multiplying the percentage earned in the written examination by 600, the maximum allowed for a perfect score. For example a candidate who makes 100% will receive 600 points; a candidate who makes 50% will receive 300 points. (b) The number of points granted in the oral examination is the average number of points granted by each of the members of the board, 300 points being the maximum. (c) The number of points earned under training and experience is determined by length of teaching experience under contract and extent of training as explained above.

- 25 points for Professional and general knowledge
- 25 points for specific knowledge of subject matter
- 25 points for academic and professional preparation
- 15 points for experience
- 15 points for references
- 15 points for intelligence

Two schools report decision is based 100% on the interview.

One school system reports that a state license is accepted in lieu of written examination.

300 points for general background  
 300 points for subject content field  
 250 points for personality  
 150 points for training and experience

80% written  
 20% oral

Written 60%  
 Oral 40%

Written test 50%  
 Interview 30%  
 Oral 20%

Almost wholly on interview and certification.

Interview and evaluation of training and experience.

Examinations	500
Training	150
Experience	150
Teaching personality	200

The Pasadena Circular of Information gives the following Composite Rating as paragraph 8.

The final rating of the candidate will be determined by a combination of four factors: (a) written application; (b) qualifying examination; (c) personal interview and (d) reference reports. Preferences will be given those who stand among the best twenty-five percent of candidates as determined by composite ratings.

12. Personnel Committee Rating Blanks or forms used with reference to the interview, and method of procedure. The Personnel Board of the Pasadena City Schools is using a rating blank that gives definite instructions to the members of the board. The blank is reproduced as follows:

PERSONALITY RATING OF CANDIDATE  
Pasadena City Schools

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

Guide to Rater

In making this estimate the rater will try to consider those qualities of personality which are more or less constantly in evidence and which are essential for happy association with fellow workers and students.

A circle placed around one of the numbers below shows the location of the candidate on a ten-point scale. For a finer rating a plus sign may be placed before the circle or a minus sign after the circle.

Definition of this Rating.

1 or 2 means Excellent, as good as the best 10%; 3 or 4, Good, as good as the next 20%; 5 or 6, Fair, only as good as the middle 40%; 7 or 8, Poor, as poor as the next 20%; and 9 or 10, Very Poor, as poor as the poorest 10%.

Some Suggested Qualities of Personality

The rater may find it helpful to consider the following qualities as defined, and if time permits, to rate the candidate on each item.

1. Grooming as evinced by neatness, cleanliness and appropriateness of dress.

1      2      3      4      5      6      7      8      9      10

2. Voice as evinced by enunciation, modulation, pleasantness of tone.

1      2      3      4      5      6      7      8      9      10

3. Sex-character as evinced by masculinity in man and femininity in woman.

1      2      3      4      5      6      7      8      9      10

4. Refinement as evinced by good breeding, courtesy, poise and culture.

1      2      3      4      5      6      7      8      9      10

5. Forcefulness of Personality as evinced by energy, enthusiasm, decisiveness.

1      2      3      4      5      6      7      8      9      10

6. Versatility of Mind as evinced by sense of humor, adaptability in conversation.

1      2      3      4      5      6      7      8      9      10

7. Any other outstanding qualities of personality which may affect the candidate's value to the system either favorably or unfavorably.

1      2      3      4      5      6      7      8      9      10

SUMMARY RATING OF PERSONALITY

1      2      3      4      5      6      7      8      9      10

REMARKS:

PERSON RATING: \_\_\_\_\_

The procedure of another city is as follows: The examining board is appointed by the superintendent to represent him in meeting applicants and in examining their credentials. The examining board should not be confused with The Board of Education. The examining board generally consists of five persons: the assistant to the superintendent, chairman; the assistant superintendent in charge of high school education and the Opportunity School; the assistant superintendent in charge of elementary school education; and two principals.

The examining board holds interviews with applicants on specified dates, in accordance with a schedule furnished each applicant at the time he secures his application blank. The applicant interviews each member of the examining board separately. In this manner each member of the examining board forms his estimate of the applicant's personal qualifications independently of the estimate made by other members. After these interviews are held, the examining board meets as a body and examines the applicant's credentials. These credentials consist of the facts revealed by the application form, the replies made by references, and the data obtained from any other form of inquiry that may have been made. A type of inquiry now being used experimentally consists of two brief formal examinations, the first of which is a group general informa-



tion test, and the second an English composition test in which the applicant discusses one or more professional topics which should be familiar to all teachers. The results of these tests are used only as a supplement to the other credentials of the applicant.

The committee plan is followed in another western city as revealed by the circular on, "Information to Applicants."

Each applicant appears before two separate committees. Committee 1 evaluates training and experience as basis of contents of application form filed, transcript of college record, check sheets filled out by former employers and supplementary evidence submitted by the applicant at the time of interview. Committee 2 makes a rating of personal characteristics. The committees are not required to ask predetermined questions.

A mid-western city reports that committees are composed of principals and supervisors, and that their duties are to judge candidates on:

Office interview record.

Notes on interview.

Personality and appearance.

Scholarship and Culture.

Professional Attitude.

Forcefulness.

Probable success in \_\_\_\_\_ or general rating.

Another mid-western city reports that the committee consists of five people namely the superintendent, two assistant superintendents, one elementary principal and one high school principal. This city gives no written examinations and states that the purpose of the interview is, "To get an evaluation of personality, speech, voice, physical defects, philosophy of education, training etc.

An eastern city has set up administrative machinery for the establishment of three grades of substitutes. The first list is known as "A Preferred List of Substitute Teachers", the second, "An Eligible List of Substitute Teachers", and the last, "An Emergency List of Substitute Teachers". A letter of transmittal accompanying the circular and signed by the superintendent to whom the questionnaire was addressed stated, "I expect to use this same board in the selection of regular teachers. The policies which they will follow in the selection of regular teachers will be practically the same as the policies which they have followed in the selection of substitute teachers." The information circular has the following to say concerning the establishment of these lists.

In order to secure the assistance of a competent body of administrative officers in the selection of substitute teachers for these lists, a Board of Examiners has been appointed by the Superintendent. Membership on this Board is a great responsibility. This board of examiners is made up of four principals on the secondary school level and four principals on the elementary school level.

The members of this Board will meet as a body for the discussion and formulation of general policies.

In compiling information concerning individual candidates and for the purpose of interviewing applicants this Board of Examiners will be divided in two Divisions, the secondary school principals on the Board meeting together as a Secondary School Division to determine the qualifications of applicants for secondary school positions, and the elementary school principals meeting together as an elementary school division to determine the qualifications of applicants for elementary school.

In the conduct of the work of either Division each principal in turn will serve as the presiding officer for successive meetings. There will be no regular chairman of either Division when the Superintendent of Schools is not present.

The discussions and findings of the Board and of its Divisions are to be strictly confidential. Under no conditions whatsoever is any member of the Board of Examiners to discuss or reveal the deliberations or decisions of the Board to anyone except to the Superintendent of Schools. Absolutely no exceptions are to be made to this rule. Any inquiry from any person concerning the status of a candidate is in each and every instance to be referred directly to the Superintendent of Schools.

Under no conditions whatsoever are applicants to be interviewed by individual members of this Board. An applicant is not to be interviewed except by a Division of the Board meeting in a regularly called session. No exceptions may be made to this rule.

The Board of Examiners and both Divisions of the Board may obtain the opinions of other principals and of supervisors concerning the qualifications of a candidate. In every case, however, the decision of the Board will be its own responsibility.

Opinions of various individuals who know the candidates will be obtained. The worth of these must be carefully evaluated. Many people are willing to recommend anyone, others are prejudiced, and still others have little judgment. As a general proposition if the ordinary recommendation does not indicate something negative which requires investigation it should be more

or less taken for granted. There may be applicants who will attempt to substitute for merit business, social or political influence in order to secure a position; these are to be disqualified automatically. There is one type of recommendation, however, which is extremely valuable. It is the recommendation of someone in the profession whose judgment is good, who has had direct supervision over the candidate as an administrator, supervisor, or instructor, and who evaluates the qualifications of the candidate for a specific position.

When an observation of the work of a candidate for a secondary school position is deemed necessary or desirable he or she shall be observed by both Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_ or else by both Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_. When an observation of the work of a candidate for an elementary school position is deemed necessary or desirable he or she shall be observed by both Miss \_\_\_\_\_ and Miss \_\_\_\_\_ or else by both Miss \_\_\_\_\_ and Miss \_\_\_\_\_. The independent ratings of the members making the observations shall be submitted to the proper Division of the Board of Examiners.

Substitute teachers are to be selected in accordance with the rules and regulations of the School Committee. They are to be selected on the basis of their ability to teach children and without regard to race, creed, color, or political affiliation.

Substitute teachers on the Preferred List will not be given preference in the appointment of teachers for regular positions.

Applicants for secondary schools may present a major and a minor subject as fields of study in which they are capable of substituting for regular teachers. They will not be considered for appointment outside of these two fields.

No immediate relative (parent, son, daughter, husband, wife, brother, sister, uncle, aunt, nephew, niece, cousin ) of any member of the Board of Examiners may be recommended for a position.

Any statistical work in the compilation of ratings or other data will be done by Miss \_\_\_\_\_ and Mr. \_\_\_\_\_.

Within the next two months every teacher on the present substitute list will be called in alphabetical

order by Miss \_\_\_\_\_, Secretary of the Board of Examiners, and given an opportunity to present his or her qualifications to the Board.

A southwestern city issues a circular to applicants entitled, "Personnel Policies". The three opening paragraphs are quoted here:

The personnel committee of the Board of Education is conscious of the fact that every plan, method, activity, or motive --- in fact, the sum-total of every effort at public education must point to, find expression, and be accomplished in and out of the classroom with the individual pupil. Consequently the teacher and the teaching must be of the highest order. It is the purpose of the personnel committee to see that this situation is realized as nearly as possible.

The function of this committee extends to the entire personnel of every department, including the education staff, maintenance, clerical, cafeteria, book store, print shop, etc.

The committee consists of four members, and its actions must have the approval of the Board of Education as a whole before they are in effect. By virtue of the fact that its members serve without pay, its responsibility is confined to policies some of which we desire to set out as clearly as possible.

The paragraph pertaining to Personal Qualifications contains what the writer would call timely information and places a definite value on personality. It is the most complete set of specifications found in the entire study and is here quoted in full.

While training and experience are fundamental and necessary, there are other factors without which these are valueless, and may be detrimental. There should be that indefinable attribute called personality which is the reflection of such traits of character as interest, integrity, sympathy, energy, love of profession, honor, kindness, unselfishness, high moral character and exemplary living, uncom-



primising with any trends or fads that tend to destroy the best of the heritage of our nation; desire to uphold the fundamental ideals of free democracy in America; a careful sense of obligation in personal finance; and more important and without which these cannot be, a living faith in eternal verities and a deep consciousness of right and wrong. We believe in religious freedom and complete separation of church and state, but we do recognize the fact that such qualities of character as those mentioned develop more readily in a religious atmosphere. To impart these qualities by precept and example is a true function of teaching. The school is the reflection of the character of the personnel. A desire, or need for employment, while necessary and commendable, does not constitute a qualification for teaching. The appointment of any person to any position shall depend solely upon his fitness to serve the \_\_\_\_\_ schools. The date of filing application, place of residence, personal needs or interests are not to be considered as qualifications for or claims upon appointment. The \_\_\_\_\_ Board of Education is interested in the employment of teachers who are boy and girl specialists, who have attained a superior scholarship record in their special subject matter field, and who are trained in the craftsmanship of teaching. As a rule, the preferred maximum age for new teachers entering the system is thirty-five years. Applications must be accompanied by the certificate of health and the personal health record, showing that the candidate is in good health and physically able to perform the duties of the position desired.

Paragraph number 3, has for its title, "Personnel shall be selected as follows:" The text is here reproduced in full.

Vacancies are filled by appointment from an eligible list of applicants who present satisfactory evidence of the highest academic and professional qualifications.

Application blanks are sent to all who request them, regardless of existing vacancies. The issuance of such blanks does not necessarily signify that the candidate is under consideration for appointment. All applications shall be filed with the personnel director who will check references and make sufficient inquiries to determine qualifications.

The Superintendent is selected by the Board of Education. Likewise the assistant superintendents upon recommendation of the superintendent. Other administrative personnel, including principals, are selected by the superintendent upon approval by the committee. Teachers are selected upon recommendation of the superintendent, each applicant having first filed his application with the personnel director. The committee asks that each recommendation be accompanied by the approval of the assistant superintendent, and where possible the principal in whose school the applicant may be placed and the department director in whose department the applicant will teach. Personal interviews with an applicant are very important and are of value both to the applicant and to the school system. Personal interviews are, therefore, desired with applicants who may later teach in the \_\_\_ schools. However, candidates are advised to communicate with the Director of Personnel before going to any considerable expenditure of time or money in seeking an interview.

The same procedure shall apply to all employees in the Business Department, including maintenance, cafeteria, book store, print shop, etc. The committee asks that in this case the recommendation of the Superintendent be accompanied by the approval of the Business Manager.

Paragraph 4, refers to attempts to secure positions by political pressure and says:

In view of the fact that the Board of Education is not political in character, but functions rather as a Board of Directors of a business institution, we suggest that time and effort will be saved all applicants if they will proceed through the regular channels outlined, and feel no need to contact members of the Board Committee either personally or through friends. Our effort is to employ solely on the basis of merit.

The concluding paragraph or number 5 of the circular says:

We recognize the fact that errors can be made in the selection of personnel. Since we are not primarily a training school, we try to select individuals whose native ability and academic training ably fit them to handle the assignment given to them. If it is discover-

ed that a mistake has been made in the selection of a member of the education staff the individual will be advised and counseled in an effort to remedy the defect. One year, or two at most, is considered sufficient time to demonstrate one's ability, and upon failure to evidence such ability the superintendent shall not recommend him for renewal of contract, but shall submit to the Board of Education a record of conferences and copies of communications, between the Superintendent, assistant superintendent, principal, department director and the teacher, in sufficient detail to present the case clearly to the committee.

We recognize the fact that time and circumstances affect individuals, and know that among any thousand individuals, there are those, perhaps even because of conditions beyond their control, who recede and therefore, become subject to kind but positive treatment just as a newcomer. All are human and certain situations may arise which make for a "clash of personalities" between teacher and principal, or others, and consequently tend to disrupt a building organization. In such cases, a transfer may be desirable, provided the teacher has otherwise satisfactorily handled his assignment.

Discharge of employees in the business department will be governed by usual high class business practices.

An ideal school situation can be approached only when all concerned endeavor to work together in a spirit of harmony, loyalty, and good fellowship.

A southern school system uses a Personal Interview card made up on a four point scale with sub-heads under each of the four main points. Adjectives are to be checked on each point.

#### 1. Personal Appearance

1. Dress -----neat ----- fair ----- careless -----

#### 2. Physical qualities

a. Height-----tall----- medium-----short-----

b. Build-----stout----- medium-----thin-----

c. Complexion light----- medium-----dark-----

very good----- average-----undesirable-----

3. Physical defects none- slight-----serious-----

4. Artificial aids none-- some-----many-----

5. Countenance cheerful-- expressionless--gloomy-----

# 11. Character Traits

1. Approach forceful----modest but timid-----  
courageous-----insistent-----too bold-----
2. Energy-----high-----medium-----low-----
3. Disposition----cheerful----serious----gleomy---
4. Temperment----quiet----cool----restless---nervous-
5. Candor and honesty--sincere---reserved--deceitful-

# 111. Mental Qualities.

1. Response---quick,-keen---medium---slow-----
2. Judgment---good---fair-----poor-----
3. Vocabulary---broad-----average-----limited-----
4. Use of English---excellent---fair---poor-----
5. Information-----well read-----fair---poor-----

# iV. Professional Qualities.

1. Voice---pleasing-----fair-~~s~~---weak-----
2. Personality---pleasing---unaffecteding--repellant--
3. Self-analysis---good---fair-----poor-----
4. Attitude toward others  
sympathetic---appreciative---hostile-----
5. Attitude toward teaching  
service-----lifework-----job-----

An eastern school system uses a rating blank

based on a thousand point scale as follows:

300 points-----General background

300 points-----A subject content field

250 points-----Personality

150 points-----Training and Experience

The information circular gives the following explanations concerning the scale;

The first six hundred points will be determined on the basis of examinations. The first three hundred for general background required of all candidates will be designed to measure desirable qualifications which should be common to all members of the teaching profession. They will include: (1) academic aptitude; (2) general professional information; (3) general information relative to contemporary affairs. The next three hundred points will be based on special examinations in the subject content of one field of interest.



The last four hundred points cover an appraisal of the personality of the candidate, and an evaluation of his training and experience. The personality rating will be determined after careful consideration of statements and records which may be obtained from schools attended by the candidate, from superintendents and principals of schools where the candidate may have taught, statements from those who know the candidate intimately in a professional way, and through a personal interview by members of the superintendent's staff in charge of examinations. Any candidate who may choose to do so will be given an opportunity to have his teaching personality considered as a part of his personality rating through demonstration teaching. Special arrangements for demonstration teaching will have to be made with the Deputy Superintendent of Schools. Opportunity will be given each candidate to express his wishes in this regard. Training and experience will include such elements as (1) education and practise teaching; (2) actual teaching experience; (3) any other experiences which may be valuable as a background or foundation for successful teaching such as work in summer camps, community clubs, boy scout work, extra curricular work in college or in teaching.

All examinations with the exception of a few special subjects are of the new type rather than the essay type.

The scores of all examinations will be translated into percentile ratings, and these will be added to provide a total rating. The maximum rating is 1000 points.

Candidates will be recommended in accordance with their position on the established list within the subject classification.

This same school system uses a blank that is headed, "Personal Qualities and Characteristics", which is given here:

(Name)	(Street and Number)	(City)
--------	---------------------	--------

The above named person is an applicant for secondary school teaching position or principalship in \_\_\_\_\_, \_\_\_\_\_. You have been suggested as qualified to give discerning opinion as to his or her fitness. A



confidential statement concerning the candidate will be appreciated. You are requested to add any other data on the reverse side of this report which we should consider with regard to the applicant.

Please indicate your estimate of the applicant on the following items by placing a cross (x) on the appropriate line below the question.

I. How are you ( and others) affected by the applicant's appearance, voice and manner(s)?

<u>Avoided by</u> others	<u>Tolerated by</u> others	<u>Liked by</u> others	<u>Well liked by</u> others
-----------------------------	-------------------------------	---------------------------	--------------------------------

Sought by  
others

II. Does the applicant have poise and dignity?

<u>Is grossly</u> familiar	<u>Has little</u> sense of proportion	<u>Is modest</u> and friend- ly without sacrifice of dignity	<u>Does the</u> right thing at the right time in the right way
-------------------------------	---	--	--

Has a clear  
sense of pro-  
portion and the fitness  
of things

III. In what degree does the candidate comprehend situations?

<u>Makes stupid</u> interpreta- tions	<u>Fails to</u> grasp new situations in an under- standing way	<u>Understands</u> but is in- different	<u>Grasps facts</u> quickly but judgments not always sound
---	--	---	---

Penetrates situations  
in a discriminating  
manner and responds  
fully

IV. Can other people work with the candidate?  
Does he or she inspire them to fuller achieve-  
ments?

<u>Most individuals are reluctant to work with him or her</u>	<u>Does not work well in most groups</u>	<u>Works fairly well with most individuals</u>
---	--	--

<u>Works very well with all but a few</u>	<u>Other people eager to work with the applicant</u>
---	--

V. Does the applicant show a willingness to apply himself to a task and stay with it until it is completed?

<u>Starts but rarely finishes</u>	<u>Applies himself or herself in a half-hearted manner</u>	<u>Applies himself or herself for a time but gives up when obstacles seem difficult of solution</u>
-----------------------------------	--	---

<u>Generally finishes a task but is not always insistent satisfactory work</u>	<u>Can always be depended on to stay with the job until it is finished satisfactorily.</u>
--	--

VI. Does the applicant possess self-reliance?

<u>Is swayed by every influence</u>	<u>Is a follower not a leader</u>	<u>Is opinionated but judgments are frequently unsound or unwise</u>
-------------------------------------	-----------------------------------	--

<u>Plans with care but is never quite sure when confronted by obstacles</u>	<u>Relies on own resources, possesses confidence in his or her own ability and judgment</u>
---	---

VII. Does the applicant show enthusiasm for his work and cheerfulness in meeting its requirements?

<u>Is a plodder. Inclined to be depressed. Worries about his work</u>	<u>Meets his or her obligations as a task to be done</u>	<u>Shows some enthusiasm at times</u>
---	--	---------------------------------------

<u>Is enthusiastic but terribly serious about it. Reflects good cheer on occasion.</u>	<u>Is outstanding in this respect.</u>
--	--

VIII. What are the applicants prospects for growth and leadership in his or her chosen field?

Poor      Fair      Good      Excellent      Outstanding

\_\_\_\_\_  
Signature of person filling out this blank.

\_\_\_\_\_  
Official position.

Date \_\_\_\_\_

A New England city reports that in conducting the personal interview they use three boards of three principals each. General and educational questions were asked with the idea of drawing out the character and personality of each candidate.

A midwestern city has drawn up the following rating blank to be used by the committee:

Public Schools  
Record of Interview with Applicant

Date \_\_\_\_\_

Name \_\_\_\_\_

Name of person holding interview \_\_\_\_\_

	150	125	100	75	50	Score
1. Personal appearance						well groomed appropriately dressed attractive unappropriately dressed poor posture pleasing careless ill kempt slovenly
2. Facial expression						radiant animated grim cheerful kindly sour responsive stolid forbidding
3. Apparent health						abundant adequate sickly vigorous frail
4. Bearing and self possession						well poised reposeful dignified affected at ease stilted silly cringing insignificant
5. Voice						musical strident well modulated husky resonant whining weak Harsh pleasing shrill
6. Speech						clear easily understood distinct mumbling defective indistinct
7. Use of English						Perfect construction well chosen words colorless, drab grammatical verbose forceful incorrect slovenly
8. Culture and refinement						keen sense of values appreciation of beauty well mannered crude high ideals boorish genuine uncouth

9. Attitude toward life	Buoyant wholesome philosophic optimistic open minded superficial serene frivolous pessimistic	
10. Companion- able spirit	Sympathetic interested in others intolerant unapproachable self centered antaginistic	likable cold
11. Mental alertness	brilliant apathetic scattering eager	interesting stupid keen dull
12. Profession- al interest	real permanent feigned	enthusiastic indefinite transient
13. Understand- ing of children	intelligent sympathetic	bungling appreciative
14. General scholar- ship	broad thorough strong narrow	progressive sufficient indefinite
15. Judgment and common sense	well balanced reactionary fair minded consistent revolutionary	erratic extreme
16. Energy	dynamic	

On the basis of this interview do you recommend that this applicant be given consideration for appointment to a \_\_\_\_\_ position? \_\_\_\_\_ if so, for what work? \_\_\_\_\_



### 13. The Probation Period

Qualities of merit or demerit cannot be known except by association and when known or experienced in association or co-labor the true worth or estimate of an individual can be revealed. Thus the probationary period for teachers is the final hurdle to be surmounted after all the preliminaries such as examinations, filing of papers, interviews and notification of appointment have been disposed of.

With all the sureness that men place in themselves and their qualifications to judge a candidate's ability by every means except that of observation of them at work, they leave a loop hole for escape from their mistakes, bad guesses, or errors in judgment. This is called the probationary period, and should be a wise precaution in school systems operating under tenure. Figures are not available to show how many or what per cent of teachers are dismissed during probation. More attention is focused on another group of incoming teachers, than on the defects or in service training needs of those on probation. Before election a whole board or battery of committee men has turned the searchlight on the individual. After election and on probation, the assignment may be to some obscure school under an elderly, about to retire principal who will not be too aggressive in taking steps leading to dismissal. What

value can a supervisor place on the work and ability of a probationary teacher when observation is based on a 20 minute visit scattered at a few intervals throughout the term? Some of the attention of boards and committees now turned on applicants, should be given in an organized manner to probationary teachers. It would result in better teaching and in better teachers, and would at least give the personnel committee an opportunity to check up on themselves and determine just how good their original estimates turned out to be.

From observation, the instance is rare when a probationary teacher is dismissed for inefficiency, which makes superintendent's guesses and personnel committee work just about 100% efficient, when all know that of several hundred new teachers coming into a system over a period of years, it is a certainty that some do not measure up to original expectations.

A probationary period for newly elected teachers seems to be a well established custom as the survey indicates. Investigation reveals that 55 cities have a probationary period, and 10 report that they do not. One city reports that the establishment of a probationary system is under consideration. Another city reports that, "a candidate must be highly **successful** before a contract is granted at the end of five years. The following table shows the great variation in the length of the probationary period:

Cities reporting	Length of probation
1	80 days
1	5 months
9	1 year
1	1 year if inexp.
3	1 to 2 years
8	2 years
1	2 to 3 years
27	3 years
2	5 years
1	no limit
1	varies

The teaching efficiency of many school systems could be improved if part of the organization now giving time to applicants, could be brought about to critically evaluate the teaching efficiency of those on probation. More attention should be given to probationary teachers.

This statement is born out by Tiegs who says:

In view of the weaknesses and uncertainties inherent in most current plans for the selection of teachers, it has become the practice to employ them first on probation. This allows an opportunity to learn more about their abilities and limitations before a final decision on tenure becomes necessary. However, all too often decisions on permanent tenure are made without any real study of the teacher's work. Too often, there is no real plan for keeping in touch with probationary teachers; supervisors, many of whom spend most of their time in demonstration teaching, know little of what teachers are actually doing. Principals in many school systems are notorious in their neglect of classroom visitation, and lack of first hand knowledge of teaching activities, due no doubt in part to an overcrowded program, but also in part to a lack of training in supervision. The results of tests which the teacher took upon entrance are forgotten and never carefully compared with other tests given in determining permanency of tenure. The test results of her classes are not preserved and compared with the previous record of the same classes under other teachers. The teacher's record of self improvement, her magazine reading, book reading and university courses are unknown and

unconsidered. In other words, decisions on permanency of tenure are not made on the basis of careful, objective evidence.<sup>1</sup>

14. Examination Dates. The assistant superintendent of a large city system once reported to the writer that because of the inflexibility of the examination schedule, the system lost many good applicants, who could not find it convenient to report on stated dates for examinations. This reference was made particularly with regard to teachers making inquiry during the summer months and who were on vacation tours. These teachers were earnest in their desire to locate in this particular city after investigating the school system first handed, but in many cases to travel several thousand miles or take a leave of absence to be on hand for examinations set for certain dates was out of the question.

Investigation reveals the following figures for examination schedules in 64 cities of 100,000 population or more:

No. of cities	Time of examinations
7	Any month
1	Any time, but mostly Sept.
4	When necessary
1	Prefer June, but as demanded
1	Mostly Sept. or Feb. or any time
1	Jan. or June or as needed
1	Sept. and Feb.
1	Usually Sept 1.
4	April or May
7	May
5	April, May or June

2	May through Sept.
1	May, June, July, August
1	June, July, August
1	Jan. July or August
1	August or Jan.
1	March to August
1	January or June
1	June to Aug.
1	July
8	April
3	June
1	July or Aug.
1	Feb. of April
3	May and Aug.
1	August
1	Spring and summer
1	March of April
1	May and Sept.
1	Cadets June, Teachers April.

15. Other helpful factors in personnel selection. The following paragraphs are answers by superintendents when asked to enumerate or indicate any other factor deemed especially helpful in determining which candidate shall be elected.

Records of ability of candidates in the matter of pupil teaching.

We attempt to make the examination procedures one in which we not only ascertain the qualification of the applicant, but in addition "sell" the \_\_\_\_\_ school system to prospective teachers. \_\_\_\_\_

All elementary teachers are appointed in the order of their rank in class and date of graduation from the Teachers College maintained by Board of Education. Other elements of preparation being equal, promotion of eligible teachers to high school positions is given preference over new applicants.

Get transfer of records from institutions where candidate received professional training. Pay no attention to references furnished by applicant.

Limit eligibility list to a period of two years.



Give superintendent power to order eligibility lists reopened for new examination at any time he deems it necessary. Give the superintendent a full hand to use the system to the best advantage.

Appoint teachers to positions according to their place on lists.

When a vacancy occurs in high school, four or five substitutes are sent to the principal for interview. He selects one to substitute in his school. If all concerned are satisfied, may get regular appointment after a year.

Must first qualify and be eligible to take examination.

Teachers are recommended for election as soon as vacancy exists. As soon as qualified are elected.

Are developing a plan for establishing an eligibility list. Contemplate the use of examinations.

Factors entering teacher selection are personality, adaptability and educational equipment. No matter how strong a teacher may seem at assignment, she may be dropped at any time during the probationary period.

Superintendent and staff working independently rate everything in applicants file.

Consider recommendations concerning past experience.

We try to select teachers who have well integrated personalities.

Practically all the teachers in \_\_\_\_\_ want to come to \_\_\_\_\_, so we have the pick of the state. It is not difficult to select a sufficient number of teachers each year.

For several years have given preference to local applicants. Have relied on training and successful experience with possibly some consideration to the economic problem.

American Council personality reports are used on all student teachers and substitutes by principals,

critics, supervisors and department heads, also on probationary teachers. This form is very helpful.

Secondary school teachers are selected on basis of training and service record without written test.

Depend entirely on paper credentials and personal interview by superintendent and assistant superintendent.

Written tests for elementary and kindergarten teachers only. Teachers in special departments and junior and senior high appointed without examination at the discretion of the superintendent.

We do not consider our plan ideal as it consumes too much of the superintendent's time.

If college records are satisfactory we place much emphasis on investigating the social and cultural. This is done formally and informally in writing and interviewing those who know the applicant. This is not confined to professional people. We are much interested in the opinions of lay people.

Much weight is placed on opinions of those knowing candidates.

Teachers selected from local normal schools on basis of experience of faculty with students for three years.

Personnel committee appointed by board to make recommendations to the superintendent.

Written recommendations from former employers. Statements from teacher training institutions.

Type of training and amount and type of experience.

Record of placement bureaus and of principals or superintendents under whom they have taught.

Always extend a hand in greeting to find out whether the other hand is wet sand, mushy or deadly earnest. In many a case this is helpful.

Four headings. Academic rating, professional preparation, personal qualifications, teaching success. Rating scale 1-2-3-4, "1" high.

Secure a complete record from schools and colleges, from superintendents and principals plus a visit and interview.

Personal interview with principals and superintendents under whom applicant has taught.

Careful examination of transcripts of college records, recommendations, especially of critic teachers or principal. Extra curricular program participation.

Academic standing must be good, then personality whatever that is.

We use a composite rating blank.

Appointments are made as vacancies occur, from a list of eligible candidates ranked in order of their ratings on the combined written and oral examination.

There are professional attitudes, ambitions and ideals. Backgrounds, cultural and otherwise. Motives surrounding application. Ours is a profession.

Residence, authorization of a certificate very large factor. Preference to single women.

Obtain rating opinion from as many persons as possible who are familiar with applicant.

#### 16. Application and Reference Blanks.

Investigation shows a great deal of difference in form and content of application blanks. No doubt all of these blanks have been developed over some period of time and adapted to each particular situation as the need was felt. Some are stock blanks from a school supply mail order house. All blanks vary greatly in regard to pertinent data or personal information concerning the candidate, some more complete than others.

Application blanks ranged all the way from a simple  $3\frac{1}{2}$  x 6 inch card for use in a patented filing system

to many four page and some six and eight page, folders  $8\frac{1}{2}$  x 11 inches in size. In most cases where the more lengthy application blank was in use, the system had a definite organization or personnel department to tabulate and file data revealed. The lengthy blanks went into very much detail regarding the applicant's professional preparation, courses, hours or terms of each. Career data was demanded from time of completion of undergraduate work up to the present.

Some blanks demanded pertinent data that was too pertinent, and only a lively imagination could attach any importance between data called for and efficient instruction and inspirational leadership of boys and girls in the classroom.

The survey reveals that some superintendents place no credence in the recommendation blank. From experience the writer has received and returned reference blanks on teachers that are very difficult of interpretation in those qualities that make successful teaching. In place of the reference blank many school systems, through the superintendent's office are writing personal letters to the individuals named as being familiar with the applicant's qualifications, and soliciting a personal letter in reply. Many of the reference or recommendation blanks are of the type requiring yes and no answers, or of the type that has to be

checked on multiple choice questions and answers. Blanks of this type reveal only what the prospective employer indicates he wishes to know, when in reality there might be many good reasons why this teacher should not teach but the blank has no provision for these reasons. The warmth of a good personal letter from one superintendent to another concerning the qualifications of a teacher should bring more facts of value when considering employment than a formal, stereotyped blank which does not fit the facts to the position sought or desired.

A recent survey conducted among high school principals concerning application letters, brought a surprising amount of voluntary comments on letters of recommendation, indicating that the subject is of considerable moment.

In the first place, the principal or the superintendent, must be alive to the four ways that a man may handle the request for a recommendation. (1) He may elect to drop the request gently into the wastebasket, which is an effective, though scarcely noble, procedure that will not be encountered if the applicant uses any judgment in giving references. (2) He may write a curt note that says nothing, except possibly that the applicant has always kept out of jail. (3) He may write a rambling letter full of generalities so that the reader sees between the lines that all is not perfect in Denmark. (4) He may state facts, clearly and concisely, telling only what he really knows, being honest, and making an obvious effort to fit the facts as he knows them to the position desired.

And this last type answers the question of what the school executive wants even though it is so scarce that when one comes the august educator wants to rush to the housetop and shout "Eureka". Anyone can write a glowing recommendation without facts--but no one gives any attention to it.

When a man writes a recommendation, his own



reputation is at stake. He is not only morally responsible for what he says, but his criticism and judgment go on trial. <sup>1</sup>

Reference blanks were submitted by the superintendents of 40 school systems. Six stated that they did not use reference blanks, and six stated that they secured their information concerning applicants by means of a personal letter.

One superintendent said, "We pay no attention to references furnished by the applicant", and another stated that, "We check facts of employment but seek opinions only from supervisors who are known to us."

Character was placed above every other qualification that a teacher may have by the large majority of 531 superintendents of schools in Kansas, Missouri and Oklahoma who responded to a request by Kansas State Teachers College to place comparative ratings on four points: character, personality, training and experience. Character scored 36.07% in the average results of the questionnaire, personality 24.75, training 26.22 and experience 12.96.

Certain of the superintendents refused however, to attempt any rating, saying that without any one of the first three qualifications a candidate is totally disqualified.

Eight years experience as a high school principal has taught me that we may have a Phi Beta Kappa teacher, with an M. A. degree, a fine personality, wonderful character and a great deal of experience, who can teach bolshevism, cause dissatisfaction among teachers etc. to such a degree that her usefulness is almost entirely destroyed.

Two or three school men have decided, moreover

---

1. Anderson, C.R. Teachers' Recommendations that are Honest,-- or otherwise. American School Board Journal. 90:19 May 1935.

that they cannot gauge a candidate's stock of knowledge by his college grades.

In my mind college grades are a farce, says one despite the fact that he is answering a questionary from a college.

I should choose a teacher with a record of average college grades who has been active in many school activities, rather than a member of Phi Beta Kappa with no experience in curricular activities.

Give me an individual with character and training and a good personality, and I am not afraid of the success the person will make in teaching.

We have been fooled by stock recommendations put out by certain colleges.

Recommendations by college instructors in about 50% of the cases are useless, and mean little. <sup>1</sup>

17. Married Women as Teachers. The survey of 1928 shows that 35 in number of 39.8% of the 88 cities in the 100,000 or over class, employed married women as new teachers. <sup>2</sup> The 1931 survey shows that 26 out of 83 cities or 31.3% hire married women as new teachers. <sup>3</sup> The question on this subject sent out by the writer was as follows: Do you hire married women as new teachers, who are living with nondependent husbands? Of the 76 replies to this question 32.8% or 25 indicated that they did, and 51 or 67.1% definitely indicated that they did not.

---

1. Bennett, Ernest, American School Board Journal 76:65.

2. Vol X No. 1 Research Bulletin of N.E.A. Jan. 1932, Administrative Practises Affecting Class Room Teachers. Part I: The Selection and Appointment of Teachers.

3. Ibid.

Comments were few, two indicating that married applicants were not considered if other qualified applicants were available, and one reply said that married women were hired reluctantly.

The following statement is from one of the replies:

A married woman, except when the husband is incapacitated, as per certificate from the Board of Health shall not be recommended for employment in the School District, and shall not be eligible to take an examination therefore. The marriage of substitute women employees shall make them ineligible for further employment.

Seventy seven replies were received to the inquiry concerning the resignation of women who marry while in service. Nineteen stated that resignations are in order while 40 said that they need not resign. Other replies are:

<u>No. of Cities</u>	<u>Comment</u>
6	Not if under tenure.
1	marriage cancels contract at close of term.
1	must resign but may be reelected.
4	must resign if during probationary period of three years.
1	no rule but a recognized practise.
1	can finish term as substitutes.
1	not after two years of service.
1	no rule, individual circumstances.
1	teachers who marry during the school term must take leave of absence and will be reelected next year on the recommendation of the superintendent. Those who marry during summer vacation may be reelected the following year.
1	Must resign, but may apply in 1 year.

Opinion of writers in the field appertaining to the question of married women is varied. Bedwell says:

"It requires years of training and the expenditure of thousands of dollars, followed by years of practise, to make an expert teacher." He then asks the question, "Must all this time and capital be junked when the expert teacher does the perfectly normal thing of marrying---?" 1

Snedden says that more school boards should give consideration to the many social consequences of employing married women, as is increasingly the case in industry. 2

An editorial writer has the following to say:

"---the hard headed board member is ---unalterably set against the married teacher who has an able bodied husband to support her, who wishes to escape the burdens of motherhood, or who merely wants money for dress and fineries and so on." 3

Lewis says:

That to prefer an unmarried woman because she needs the work is almost as poor a reason as to prefer her because she is a niece of the mayor. 4

The opinion of a woman on the subject is as follows: "We do not claim that married women as a class are inferior to single women, but we do claim

1. Bedwell, R. L. The Married Woman as a Teacher. Mississippi Educational Advance 22:168-69 March 1931

2. Snedden, David. A Sociologist Discusses the Problems of the Married Woman Teacher. Nations Schools. 3:31-34 May 1929.

3. Again the Married Woman Teacher Question. American School Board Journal 77:64 Sept 1928.

4. Lewis, Ervin Eugene. Personal Problems of the Teaching Staff. New York Century Co. 1925.

that no woman can do two tasks and do them equally well. <sup>1</sup>

Emery holds to the idea that, "The object is to secure the best teachers for the salaries, married or single. <sup>2</sup>

A writer in refering to the situation in New York City says that "so long as a teacher serves efficiently in the classroom the board has no right to inquire into her home life, anymore than into her religious or political views." <sup>3</sup>

18. Source of Applications and Local Residents as Applicants. Do you seek teachers in nearby educational institutions? Of the 74 responses to this inquiry, 53 or 71.6% indicated that they did, and 25.6% answered in the negative. One reply stated that all must qualify by examination and another frank reply stated, "We did for nearly 20 years, since the depression, home rule."

Do you seek teachers in nearby teaching positions? There were 72 replies to this question, 34 superintendents or 47.2% indicating that they did seek teachers from nearby teaching positions, and 37 or 51.2% indicating that they did not. One answer merely said that all teachers must

---

1. Hornaday, Florence "An Answer to 'A Plea for Married Women Teachers.'" School and Society 30:846-47 December 21, 1929.

2. Emery, James N. Shall We Bar the Married Teacher? Journal of Education. 113:35-36 Jan.12, 1931.

3. Married Teachers and Multiple Positions in the New York City Schools. School and Society 34:621 Nov. 7, 1931.



qualify by examination.

Qualifications being equal, do you give preference in appointment to local residents? A total of 77 replies were tabulated on this question. Nine or 11.6% said that they did not give preference to local candidates, and 66, or 85.7% said that local applicants were given preference. One answer was evasive, the reply being, "yes and no." Another reply was yes for high school positions and no for elementary and junior high positions.

Two significant comments relative to the above question were, "Decidedly so, in order to keep peace with local politicians, who are interested in local candidates." The second answer was, "In recent years exclusively, on account of public opinion."

A review of the literature in the field reveals nothing that would support the 85.7% in their present practise.

There is always pressure on boards of education to employ hometeachers. It is a fact that they can usually be secured for less money than those coming from outside. This of course would be an advantage to the public if they could be selected on a merit basis without local political influence, and if they could be discharged when such discharge is desirable without uproar. 1

---the range of selection is much too narrow. Boards of education almost always wait for applicants and then select from those who apply. The local can-

---

1. Carney, E. B. Principles Governing the Employment of Teachers. American School Board Journal 76:50, Feb 1928.

didate has the inside track under such a plan, can bring plenty of local pressure to bear, and usually secures the position. This tends to keep the home schools for the home girls, when as a matter of fact the home girls are not the equal of girls equally well prepared from the outside, unless they have gone away from home for their training. It is an important part of the training and life experience of a young person to get away from home, to get new ideas from others and to be influenced in new ways, and to come in contact with new people and gain new points of view. In no line of professional work is this more important than teaching.<sup>1</sup>

Under ideal conditions the matter of residence should not be considered in the selection of teachers. Boards and superintendents should concern themselves only with the selection of the best staff of teachers possible without regard to residence.

Studies show that a considerable number of local teaching positions are awarded as personal favors far in advance of certification.

The home town girl argues that her father is a tax payer and deserves such consideration. Absurd as this argument is, it is widely used. The logic is the same as the proposal that home merchants be patronized exclusively, even when their prices are higher and their goods inferior. If this policy were followed the death of trade would result and the social system would be so inbred that we would revert to the tribal state.

While competition appears to be the life of trade it is the death of the professions.---The schools have had an era of cheap teachers, and experience should have taught school boards that a return to that condition means the loss to the profession of the best trained, intelligent teachers.

Because her appointment comes through pressure,

---

1. Cubberly, Elwood P. Public School Administration, Houghton-Mifflin. 1922, pp 207-10 Chap XIV

the local teacher is frequently a problem to the superintendent.<sup>1</sup>

The most commonly advanced arguments for and against the home talent teacher, together with conclusions have been presented by Wimbish and Lafferty in a recent article in The School Review.

Some school boards support the employment of home talent teachers on the grounds that such a policy serves as (1) a practical and an economic investment, (2) a safeguard against teacher transiency, and (3) a means of protecting pride and loyalty by giving economic assistance to local unemployed teachers.

Other school boards either legislate against or discourage the employment of local teachers in an effort (1) to reduce local politics, (2) to insure the selection of properly qualified applicants, and (3) to facilitate the dismissal of teachers who have proved unsatisfactory.

Every teacher applicant should be judged solely on the extent to which his qualifications measure up to the demands of the vacancy to be filled. Any other approach to the selection and the appointment of teachers cannot be justified.<sup>2</sup>

---

1. Young, Otis E. Problems in the Hiring of Local Teachers. American School Board Journal 93:32 November 1936.

2. Wimbish, W. R. and Lafferty, H. M. More Evidence on the Home Talent Teacher. School Review 46:685-93 November 1938.

A mid-western city has set up its own plan concerning local applicants and makes it easier for them to qualify. The opening paragraph of their circular of information states:

Preference shall be given to \_\_\_\_\_ residents in filling teaching positions and to that end applicants will be listed in two files--the \_\_\_\_\_ residents in an active file and the non-residents in an inactive file. If, in the judgment of the Superintendent of Schools, a satisfactory candidate can not be found in the active file, then he shall consider those whose names are recorded in the inactive file. \_\_\_\_\_ residents shall be construed to mean (a) all those who received all or a substantial part of their educational training in the \_\_\_\_\_ schools, or (b) those who have established a continuous bona fide residence in \_\_\_\_\_ for at least two years.

Paragraph five of the same circular states:

If \_\_\_\_\_ residents applying for a teaching position have fully met the specified minimum professional training qualifications, but are unable to qualify on account of partial or total lack of teaching experience, a twelve week training course will be provided where applicants may secure training under a competent teacher of the \_\_\_\_\_ teaching staff. The applicant shall receive credit for a year of experience upon the successful completion of this twelve week training period. The trainee will be given this training without charge and without pay. A trainee can apply for only one training period of twelve weeks in the case of an elementary applicant or two periods in the case of a junior or senior high school candidate. It is understood that this training period is established to make it possible for inexperienced applicants who are residents of \_\_\_\_\_ to meet the minimum experience requirement. Not more than twenty trainees will be admitted to the junior or senior high schools or forty trainees will be admitted to the elementary schools at any one time. These trainees shall be selected by the Superintendent of Schools, keeping in mind the applicant's desirability as a prospective teacher.

Paragraph VI of the same circular refers to the matter of local residents qualifying via the substitute route:

If \_\_\_\_\_ residents applying for a teaching position have fully met the specified minimum professional training qualifications, but are unable to qualify on account of partial or total lack of teaching experience, the equivalent of one year of teaching experience may be secured by accumulating twelve weeks of substituting in the \_\_\_\_\_ Public Schools after September 1, 1935. To that end, preference on the substitute teacher list shall be given to those who are securing training so that they may qualify for a regular teaching position.

The concluding paragraph is entitled, "Final Selection of Teachers to be Recommended", and states:

The Board of Education for Approval shall take into consideration the following factors:

1. Recommendations by those who know of the candidate's character and professional experience.
2. Ability to fill the particular vacancy to be filled.
3. Personality.
4. Health (A health certificate will be required of each applicant as a prerequisite to a recommendation for a teaching position.)

A Pacific northwest city has the following to say concerning employment of local residents as teachers:

A. Employment of Beginning Teachers-Local Residents.

- 1 Undoubtedly every large school system should assume the responsibility of training a few beginning teachers each year. But to what extent shall vacancies be filled by the employment of



beginners who have not satisfied the two years experience requirement? The employment of such applicants, of course, operates to limit the opportunities of experienced local residents now employed elsewhere. In many cases these candidates were just as outstanding at the time of their graduation as are the best of the beginners now available. Their experience has added to their ability to render effective service. As a consequence they would be more valuable additions to our staff than even the best of the beginning teachers.

2. On the basis of the foregoing considerations only a limited number of beginning teachers are being employed - an average of four per annum during the last six years. This fact accentuates another problem, however, - the problem of local employment opportunities for the large number of \_\_\_\_\_ young people who are being graduated annually from the teacher training institutions. The facts with respect to this point should be fairly faced and stated frankly; This school system cannot absorb any substantial percentage of local beginning teachers even if all vacancies are filled from among such applicants; there are never enough positions for them. The conclusion is obvious: A large majority of local beginners must enter the profession in other communities.

#### B. Limiting Selection to Local Residents - Effects Thereof

1. The tendency to secure replacements from the ranks of local applicants has become common in many school systems. There appears to have been a strong tendency in that direction in \_\_\_\_\_ prior to the depression. Since then it has been adhered to very closely, about 80 per cent of all teachers selected since the beginning of the depression being local residents.

Despite this fact there are still many local residents now employed elsewhere whose efforts to locate here have been of no avail because the number of local resident applicants is always many times greater than the vacancies.

2. This practise can be defended from the point of view of extending the employment opportunities of local people. Followed rigidly, however, it results in the selection of a considerable number of mediocre recruits and no small number of people unprepared for the particular vacancy, since local applicants are not always prepared to fill such vacancies as do occur. In fact one of the problems confronting this school system is a dearth of teaching talent in certain fields and an oversupply in other fields, due partially to the fact that the urgent requests of local residents for favorable consideration have sometimes outweighed the more important question of preparation for a specific position the exact nature of which has been pre-determined. As a result some of these new people or some staff members already in the service have had to accept teaching assignments for which they are not well prepared. To illustrate, five teachers who are prepared for foreign language are now teaching something else while they await an assignment to the field of their choice. Quite obviously there will be no demand for new foreign language teachers in this school system for some time.
3. There are other defects in a rigid adherence to the practise of limiting selection to local residents. If a school system is to avoid sterile provincialism it must have a leaven of teaching talent with an educational and social experience acquired elsewhere.
4. Still another problem arises out of a strict application of the practises of local selection. If none but local res-

idents are selected through a long period of years, there is a tendency to perpetuate in the staff of the school system the local political, social, and economic feuds of fathers and grandfathers. It has been the experience of older communities, where local residents have been selected to a marked extent over a long period, that community factionalism finds expression in the school system, interfering with essential cooperative effort on the part of building staffs or on the part of committees assigned to survey work, curriculum improvement work etc. This is another reason why a leaven of talent with experience far removed from the local situation is necessary.

#### CONCLUSION AND SUMMARY

- A. The number of \_\_\_\_\_ young people who are being graduated annually from the teacher training institutions far exceeds the total number of vacancies that occur annually in this school system. Therefore, if local beginners were selected for all vacancies, there would still be a large number of such people who would have to enter the profession in other communities. Furthermore, such a procedure would eliminate from consideration all experienced local residents now employed elsewhere.
- B. The number of applications from local residents now teaching in other communities also far exceeds the number of vacancies that occur annually. Accordingly, the policy of employing only a limited number of beginners does not mean employment opportunities for any considerable number of experienced local residents. In other words, the total number of new teachers required annually in this city is always far less than the number of applications received from experienced local residents now employed elsewhere.
- C. The teaching situation can never be met satisfactorily in a school system of any size unless a certain number of non-residents are employed because (a) vacancies occasionally occur for which there are no well prepared local appli-

cants, and (b) an unwholesome provincialism is almost uniformly the result of a rigid adherence to the practise of limiting selection entirely to local residents. In this connection it should be said that the loyalties, achievements, and devoted service of individuals transplanted from one community to another in transient America have long ago exploded the age-old notion that duration of residence in a community measures a man's loyalty to and ability to serve the community.

- D. The practise of giving preference to local residents has been adhered to very closely in        for a good many years and will continue to be observed in so far as this can be done without jeopardizing the efficiency of the staff.

### 19. Experienced versus Inexperienced Teachers.

Experienced teachers are increasingly in demand as you progress from the elementary school, through the junior high to the senior high school. The following table reveals the findings:

	Experience required	
	No. of cities	No. of cities
Elementary school	22 yes	51 no
Junior High school	28 yes	43 no
Senior High school	42 yes	31 no

Of the 22 elementary schools requiring experience for applicants, four demand 1 year, 17 demand 2 years and only 1 demands 3 years. In one instance teachers act as substitutes for one year to qualify for experience. In another instance the reply states, "If the superintendent considers the candidate exceptional and outstanding, experience is waived."

The 28 cities where experienced junior high school teachers are required are divided into several groups. Twenty cities want two years experience, three want one year experience and two want three years experience. Two cities allow two years probationary work to count as experience and one city will accept two years substitute teaching as experience. The same system waives experience for outstanding candidates in all three fields, elementary, junior high and senior high.



The 43 cities demanding experience for senior high school teachers are mostly found in the two year classification, there being 27 requiring two years experience. Seven cities require only 1 year experience and six want three years experience. Two cities accept two years probation as experience, and one city accepts two years substitute work for experience.

A plea for the inexperienced teacher is very ably advanced by Cleland.

A capable, ambitious young man of sound scholarship, good training, finest character and personality is refused a position because he is inexperienced. How far should this policy be carried? How much experience does it take to make a dull unambitious, colorless man or woman a better choice for a teaching position than is one who ranks high in every respect except experience? May it not be true that a record of long years of experience in an unimportant position is a reasonable basis for suspecting that the holder of the position lacks the qualities which would enable him to rise?

There is a sense in which there are no wholly inexperienced prospective teachers. The teacher's entry into his profession is not parallel to that of the beginner in any other occupation. The new teacher is in an environment to which he has been accustomed since childhood. Many years of his life have been spent in the schoolroom. To be sure he is now playing a new role and a more difficult one than he heretofore played, but the scene is one in which he has had a part for many years. The new teacher is taking up work of which he already knows the routine and much of the purpose and plan.

We would be justified in urging that the schools especially the larger and stronger schools, make it a policy to employ in each year a number of inexperienced young people as regular teachers. Aside from the fact, frequently commented upon, that it is unjust to force beginners into the rural and small town schools where, because of the complexities of the problems, experienced

teachers are especially needed, the strong schools are losing the chance to select and train the best product of the colleges. To school officers who say, "We'll get the best ones anyhow later on, after they have been tried out in the provinces," it may be replied, "Many of the very best you will never get. They are lost to the schools; they have turned to occupations where superior quality is sought for and appreciated." <sup>1</sup>

Here the author suggests an apprenticeship or internship in our public schools, under close supervision and direction of the administrative officers in charge, and continues:

There is available a very large number of superior young men and women ready to go into the public schools at incomes barely sufficient, or less than sufficient, to provide for maintenance, if they can feel that the profession which they are entering is one which will nurture and train them and give them an opportunity to move forward into a place of security, influence and fair income.

Emphasis upon seniority, routine, opposition to the coming of new blood --- these have been the bane of government service. Unless our schools make an attractive way of entry for talented and ambitious but inexperienced prospective teachers, the schools will become a refuge for those who have patience, a kind of plodding industry and but few other virtues. Our plea is that our schools be on the lookout for superior young men and women, as the great industrial corporations now are, and that school boards and other school officers be willing to balance youth, ability and personality against length of service. Superior quality handicapped by inexperience may be worth more than ordinary quality no matter what the inexperience.

A more definite apprenticeship plan that is in actual operation is described fully by Hereford.

---

1. Cleland, J. S. A Plea for the Inexperienced Prospective Teacher. American School Board Journal, 91:17 August 1935.

The young graduate just out of college who wishes to enter the teaching profession is confronted with more serious problems each year in finding a position. The trend among the better schools to require actual teaching experience makes the problem increasingly difficult. These would-be teachers who have had no preparation in actual service in any schools are forced into the rural districts to secure their experience. They go to the rural areas unprepared and in many instances with no purpose save gaining experience. At the end of two years they come back to the city systems with experience, but experience that fits them poorly for the city. In many instances their experience proves a positive detriment in the new field.

How then shall the beginning teacher secure experience and the city system obtain experienced teachers? Many plans have been devised such as apprentice teachers who teach when they are called, substitute teachers, and numerous other programs.<sup>1</sup>

The suggestion is here advanced by the author to employ 2% of regular quota of teachers as apprentice teachers.

These teachers must have outstanding scholastic records, good personalities and must show real promise in practise teaching. They are employed full time by the board on a regular salary scale somewhat lower than the regular minimum. This recognizes the responsibility of the beginning teacher in carrying part of her training expense and of the school in paying for experienced teachers.

Each of these beginning teachers is assigned to a regular teacher in the system. The beginning teacher assists the regular teacher in the supervision of work and in preparing and distributing material and observes the experienced teacher direct the learning process. When substitutes are needed anywhere on the grade level to which the apprentice teacher is assigned, she is called for this duty. This partially repays the board for the money expended on her salary. From time to

---

1. Hereford, E. H. Apprenticeship for Beginning Teachers. American School Board Journal. 94:51 June 1937.

time during the school year the apprentice is moved from one teacher to another and from one school to another. Thereby she gains first-hand knowledge of the techniques and attitudes of more than one teacher. She familiarizes herself with the general educational program of the city. She continues this type of service for two years at which time she is put on the regular faculty with full pay.

At the end of two years the apprentice teacher should have valuable experience of the type needed for the particular school in which she is placed. The school board will have invested in this teacher a considerable sum of money. This should, however, be a good investment since the teacher theoretically should be able to render a better service than she would have if she had spent the two years in a rural school.

This plan in the Corpus Christi Independent School District is an additional attempt on the part of the larger schools to recognize and meet the problem of the beginning teacher in securing experience.

20. Life Certificates. Regarding life teaching certificates, 59 or 77.6% of the 76 cities reporting, stated that teachers in their school systems were eligible for life certificates after meeting certain requirements. Thirteen or 17.1% of the 76 cities reporting stated that life certificates were not granted to members of their teaching corps. One reply said that certificates are not granted any more, another stated that none will be granted after September 1938. In one instance the certificate must be renewed every four years. Another stated that life certificates are required by law before employment.

In 54 cases or 91.5% of the 59 cities reporting that life certificates were granted, the issuing authority

is the State Department of Education. Two cities state that the Board of Education issues these certificates. In one instance each, the County Board, the Superintendent and the City have the authority to issue life certificates.

Requirements for life certification are almost as numerous as the various cities recognizing them.\* A brief summary is presented here, sufficing to show the general lack of uniformity. The number after some items refer to the frequency.

3 years satisfactory teaching.

Bachelors degree plus 20 semester hours education.

Credits from approved institution plus 20 semester hours education.

Recommended by superintendent on basis of preparation and approval of board.

3 years experience after college graduation plus 6 credits in education.

State credential.

Degree plus two years experience.

7 years experience.

Experience and study beyond 5 year certificate, to be discontinued after September 1, 1938.

4 years training, plus special professional preparation.

3 years experience and advanced study.

Experience and training 4

48 months satisfactory experience 2

18 semester hours in education in special fields.

Graduation and 4 courses in education.

8 year provisional may be converted into life on basis of successful experience and other factors.

5 year certificate of highest type, 10 years experience after issuance of first professional certificate. Masters degree.

---

\*. For detailed information relative to certificate see The Authority to Issue Teachers' Certificate in the U.S. Robert C. Woellner, Elementary School Journal 38:751-58 June 1938.



Graduation plus required courses in education.<sup>2</sup>  
 Teaching experience.  
 24 months successful teaching experience. 4  
 Degree. 2  
 2 years experience under limited certificate.  
 12 years successful experience on top of necessary college training.  
 Degree plus four years successful teaching.  
 First grade license and 5 years experience.  
 Degree and special training subject and department.  
 Degree plus 3 years experience.  
 Normal or college graduation.

"---Life certification on easy conditions leads to the production of great numbers of potential teachers who do not teach but use their life license as a potential 'meal ticket' when need appears."

Within the various state systems exist some of the strongest factors opposing or making difficult a rational adjustment of demand and supply of teachers. First there is almost unrestrained certification of teachers. Persons of all degrees of preparation may find some legal method of certification in practically every state in the United States. So there is an enormous over-supply of persons certificated to teach and an under-supply of teachers with standard preparation.<sup>1</sup>

Life certification has been too easily attainable in the past and now steps are being taken to tighten up on the requirements. This is verified by Frazier writing in a recent issue of School Life.

A condition of teacher oversupply and other causes have led to numerous changes in certification requirements and practise during the past decade. Several long time trends in certification were intensified during the depression years of this period. These trends, among others include: A steady rise in

---

1. Mead, A. R. Obstacles to Adjustment of Supply and Demand in the Teaching Profession. Educational Administration and Supervision 18:523-30 October 1932.

minimum scholastic requirements; increase in specialization of certificates by subjects, grade levels, and fields of work such as school administration; centralization of certification in the State board of department of education; decrease in issuance of certification upon an interstate exchange basis of institutional credentials; increased issuance of probationary rather than unconditional life certificates; and the lengthening and enrichment of the education of applicant for certificates.

There has been a marked tendency in recent revisions of certification requirements to place more emphasis on the issuance of initial certificates on a probationary, conditional basis rather than on a permanent, unconditional basis. The number of states issuing certificates valid for life of the holders tends to decrease slowly. The number of these states decreased from 42 in 1911 to 35 in 1937 and the states that issue life certificates tend to raise the requirements for them, and to strengthen the provisions designed to keep the holders of permanent certificates professionally up to date.

Unless economic, social, or other reverses not now **foreseen** occur, the steady heightening during recent years in the standards of teacher-education curricula and of certification requirements may be expected to continue for a number of years to come. <sup>1</sup>

---

1. Frazier, B. W. Trends in Certification of Teachers. School Life 24:123-4 January 1939.

## CONCLUSIONS AND RECOMMENDATIONS

The problem of selection of public school personnel is one of major importance, and should merit the attention and direction of a Personnel Director, acting under the authority of the Superintendent, and have a rating on the administrative staff comparable to an assistant superintendent. In some cities, all on the school district pay roll including shop, clerical, maintenance and others are under his authority. Organizing committees for conducting interviews is one of his major duties. Class room teachers should receive consideration as committee members.

The use of the written examination in the selection of teaching personnel is still in the experimental stage, and has possibilities. Definite progress is being made in this direction. High marks in examinations are no indication of teaching ability or success in that field. At present the chief value of the written examination is to narrow down the field of applicants and enable school officials to side step pressure in favor of certain candidates.

The oral examination should be called a personality interview, conducted according to a predetermined plan. Committee members should act independently, make their own ratings and form their own judgments independent of the group. Personality in the class room is a

trait much more desired in a teacher than the ability to make high examination grades.

Committee members acting as a group should weigh and evaluate credentials and references of candidates as compiled by the director.

Committees should submit to the director the results of their efforts, and he should prepare and submit to the superintendent a list of qualified applicants, the superintendent in turn to make appointments from this eligible list.

Every effort should be made to allow the person responsible for the work and supervision of the prospective appointee to have a voice in the selection before being assigned to his or her supervision or building.

All applicants should be required to submit to a complete health examination by the school board medical staff. Health here is to be used in the broad sense and to include mental as well as physical health.

A designated percentage of the teaching corps should be admitted each year on a plan of internship, paid a salary below the minimum, assigned to outstanding teachers as assistants and allowed to act as substitutes in the system when necessary and within their grade or specialty.

The most promising members of the graduating

classes of the institutions of higher learning of the state should be solicited to apply for an internship.

Outstanding teachers in nearby teaching situations should be solicited for their applications.

All incoming members of the teaching corps should serve a probationary period of at least two years, those having internships to have their time as such count on their probationary period.

The personnel director should keep a file on all teachers in service, and require interval reports on all probationary teachers. These reports should come from all acting in any supervisory capacity and having knowledge of the teacher's work. If necessary, the director should make supervisory visits and assign committee members for the same purpose, if others to whom this duty belongs are dilatory in this task.

Every effort should be made to observe the actual teaching of a candidate under consideration for an appointment. This observation should be made in her own teaching position. A secondary arrangement would be for the candidate to teach under observation in a provisional situation. Observations should be made by qualified observers under the direction of the personnel director.

An interview should be held with some of those named as references by the applicant. If an interview is



not feasible, personal letters to the references requesting information that a prospective employer should know both for and against the candidate should be mailed. The stereotyped, hackneyed reference blanks are too often generalizations and meaningless in interpretation of the candidate's qualifications both good and poor.

It should be clearly understood that school board members interfering or using pressure in the appointment of any candidate will disqualify candidate from taking examinations or interviews, and if pressure comes after preliminaries are completed, the candidate will not be placed on the eligible list to go to the superintendent's office.

The best teachers available should be considered for employment in the larger interests of boys and girls regardless of place of residence.

The case of married teachers, or those who marry while in service, should each be considered on its own merits.

Examinations should be given or held at stated intervals, and also on special occasions whenever the need or situation arises.

The mandatory requirement that experience is necessary for applicants is of doubtful value in some cases, especially when this experience is gained under unfavorable conditions and in situations well known to those in the

teaching profession. Under certain situations and conditions experience is quite necessary to successfully assume charge of the job.

Further effort on the part of personnel directors and administrators should be directed toward classifying positions relative to experience necessary.

Requirements for life certificates should be strengthened or eliminated entirely and teaching certificates should be granted for stated period of time. These to be renewable when satisfactory evidence is presented showing the completion of a required unit or amount of work in the field of the teacher.

## BIBLIOGRAPHY

- Abelow, S. P. How New York City Selects Its Teachers. School Life 16:32-4 October 1930.
- Almack, J. C. and Lang, A. R. Problems of the Teaching Profession. Houghton Mifflin Co. 1925 p 40-42-46
- Anderson, C. R. Teachers' Recommendations that are Honest--or Otherwise. American School Board Journal. 90:19 May 1935.
- American School Board Journal. Editorial. The Final Voice in Teacher Selection. 93:42, December 1936.
- American School Board Journal. Editorial. Again the Married Woman Teacher Question. 77:64, September 1928.
- Bedwell, R. L. The Married Woman as a Teacher. Mississippi Educational Advance 22:168-69 March 1931
- Bennett, Ernest, American School Board Journal 76:65
- Bingham, W. B. and Moore, B. V. How to Interview. Harper & Co. New York.
- Butsch, Russell, L. C. Review of Educational Research. 1:99 Chap. VII, April 1931.
- Carney, E. B. Principles Governing the Employment of Teachers. American School Board Journal 76:50 Feb 1928
- Cleland, J. S. A Plea for the Inexperienced Prospective Teacher. American School Board Journal 91:17 August 1935
- Clement, Evelyn, A Survey of the Oversupply of Teachers as Reflected in the Placement Agencies of the California Teacher-Training Institutions. November 1, 1931. Sacramento, California; State Department of Education, 1931 8 p.
- Clinton, R. J. Qualities College Students Desire in College Instructors. School and Society 32:702
- Corey, Stephen M. The Present State of Ignorance about Factors Effecting Teaching Success. Educational Administration and Supervision. 18:481-90 October 1932.

- Corey, S. M. Interview in Teacher Selection. Journal Educational Research. 26:525-31 March 1933
- Cubberly, Elwood P. Public School Administration. Houghton-Mifflin. 1922 pp 207-10 Chap. XIV
- Culp, V. H. Supt. Standard Gives Secret of Success. American School Board Journal, 82:58.
- Deffenbaugh, W. S. and Zeigel, William H, Jr., Selection and Appointment of Teachers. Table 3 p. 9 Office of Education Bulletin No. 17, 1932. National Survey of Secondary Education Monograph No. 12 Washington, D. C. Office of Education. 1933 115 pp.
- Deffenbaugh, W. F. and Zeigel, W. H. How Teachers are Selected. School Life, 16:112-113 Feb 1931.
- DeLong, V. R. Planned Teacher Selection. American School Board Journal. 90:31-2 March 1935.
- Emery, James N. Shall We Bar the Married Teacher? Journal of Education. 113:35-36 January 12, 1931.
- Englehardt, Fred Public School Organization and Administration. Boston: Bill and Company pp 18-185
- Frazier, Benjamin W. Professional Education of Teachers. Biennial Survey of Education in the United States 1928-30, Chapter XIV Vol 1. Bulletin 1931, No. 20 Office of Education. p 3.
- Frazier, B. W. Trends in Certification of Teachers. School Life 24:123-4 January 1939.
- Granbery, J. C. The Ph. D. Superstition. N. E. A. Journal 26:305 December 1937.
- Granrud, J. E. Selection of Teachers. School Executives Magazine. 53:35-7 October 1934.
- Hanna, J. C. My method of Selecting Teachers. Education 57: 177-83 November 1936.
- Harpers 176 I didn't Have a Teacher's License. Anon. 291-7 Feb. 1938.
- Hereford, E. H. Apprenticeship for Beginning Teachers. American School Board Journal. 94:51 June 1937.

- Holy, R. A. Employing Teachers by Interview. School Executive's Magazine. 51:21-2 September 1931.
- Hornaday, Florence An Answer to 'A Plea for Married Women Teachers'. School and Society 30:846-47 December 21, 1929.
- Hughes, W. H. How to Select the Best Teachers. Nations School. 13:36-9 January 1934.
- Hull, C. L. Aptitude Testing. Yonkers-on-Hudson, New York. World Book Co. 1928.
- Leonard, Edith M. The Personality of the Teacher. American School Board Journal 93:42, November 1936.
- Lewis, E. E. Personnel Problems of the Teaching Staff. Century Co. 1935 pp 135-8 Chap. VII.
- Maurer, H. R. Factors in the Selection of Teachers. American School Board Journal. 89:30 November 1934.
- Mead, A. R. Obstacles to Adjustment of Supply and Demand in the Teaching Profession. Educational Administration and Supervision. 18:526 October 1932.
- Miles, L. E. Keeping up with the Applicants. American School Board Journal. 84:58 May, 1932.
- Research Bulletin of N. E. A. Practises Affecting Teacher Personnel. September 1922. Vol. VI pp 213-224
- Vol X No. 1 Research Bulletin of N. E. A. January 1932  
Administrative Practises Affecting Class Room Teachers.  
Part I; The Selection and Appointment of Teachers.  
p. 4 Table 8.
- National Education Association, Department of Classroom Teachers. Fit to Teach. Ninth Yearbook. Washington D.C. The Association 1938. 276 p.
- Oertel, E. E. How Shall Teachers and Superintendents be Selected. American School Board Journal. 82:47-8 February 1931.
- Oregon State Teachers' Association 1936. Teacher Selection and Preparation. Table 1 p. 3.
- Rainey, Homer P. and others. How Fare American Youth? Appleton-Century Co. New York 1938. p 174.



Reeder, Ward O. The Fundamentals of Public School Administration. MacMillian. Chap. IV pp 55-84 1934.

Rudeiger, W. C. New Duties, New Occasions Teach. School and Society. 24:334-5 September 11, 1936.

School and Society. Married Teachers and Multiple Positions in the New York City Schools. 34:621 November 1931

Scott, Cecil W. and Reed, Calvin N. Salary as a Cause of Teaching Turnover in Nebraska Public High Schools. School and Society 49:30-2 January 1939

Shouse, J. B. Teaching Appointment and Political Patronage. American School Board Journal 92:22-3 February 1936.

Simmonds, E. S. Some Comments on Hiring and Firing Teachers. American School Board Journal 94:74 March 1937

Snedden, David. A Sociologist Discusses the Problems of the Married Woman Teacher. Nations Schools 3:31-34 May 1929.

Steiner, M. A. The Technique of Interviewing Teachers. American School Board Journal 76:65-6 June 1928.

Stevens, S. N. and Hamrin, S. A. Interviewing the Prospective Teacher. American School Board Journal 82:59-60

Tiegs, E. W. How Shall We Select Our Teachers. American School Board Journal 170:37 June 1925.

Tiegs, E. W. Guess Work and Teacher Selection. American School Board Journal 83:27-8 March 1932.

Wang, Chas K. A. A Study of the Basic Information Utilized in Employing Teachers in the United States. Education 48: 355-74 February 1928.

Wimbish, W. R. and Lafferty, H. M. More Evidence on the Home Talent Teacher. School Review 48:685-93 November 1938.

Woellner, R. C. Improvement of a Personnel Through Efficient Recruitment. Elementary School Journal. 35:175-85 November 1934.

Woellner, Robert C. The Authority to Issue Teachers' Certificate in the U. S. Elementary School Journal 38:751-58 June 1938.

Wood, T. D. Health - The Teachers "Pearl of Great Price".  
School and Society 47:635-37 May 1938.

Young, Otis E. Problems in the Hiring of Local Teachers.  
American School Board Journal 93:32 November 1936.

Survey and Study of Methods  
Commonly Used  
For Selection of Teaching Personnel

1. Do you give oral or written examinations to applicants?\_\_\_\_\_
2. How long have such examinations been given in your system?\_\_\_\_\_
3. What department of your organization administers examinations? (Underline)
  - 1- School Board
  - 2- Superintendents
  - 3- Department of Research
  - 4- Principals
  - 5- Supervisors
4. In your judgement what is the underlying purpose of the examinations?\_\_\_\_\_
5. Do the examinations give additional valuable information not obtained from graduate record with subsequent career data? If so, what?
6. Check subjects in which applicants are examined.  
History of education\_\_\_\_\_

## Psychology:

- a. General\_\_\_\_\_
- b. Educational\_\_\_\_\_
- c. Abnormal\_\_\_\_\_
- d. Adolescent\_\_\_\_\_
- e. Adjustment\_\_\_\_\_

English\_\_\_\_\_

General information\_\_\_\_\_

Teaching problems\_\_\_\_\_

Special field\_\_\_\_\_

Community problems or relations\_\_\_\_\_

Others:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Do you observe candidate actually teaching?\_\_\_\_\_
- If so, in her own teaching position, or in a situation in your own system? (comment)

8. What is the official position of the observers in your system? \_\_\_\_\_

9. Do you require a physical examination of applicants?

\_\_\_\_\_

10. Do board members personally interview candidates?

\_\_\_\_\_

11. Does the superintendent interview each candidate for a teaching position?\_\_\_\_\_
12. Does the general supervisor of a special school department have a part in the interview?\_\_\_\_\_
13. Does the school principal have an opportunity to interview prospective candidates before election to a position in his particular school?\_\_\_\_\_
14. Do you have a set plan for conducting the personal interview? If so, what is your method?
15. Where does the interview take place?
16. Do you call the interview a personality test?\_\_\_\_\_
17. In the final conclusion as to ability of the applicant what weight is placed on the written test and what on the interview?
  - a. Written test:
  - b. Interview:



18. Are newly elected teachers required to serve a probationary period?\_\_\_\_\_ If so, how long?\_\_\_\_\_
19. During what month or months of the year do your teacher elections occur?\_\_\_\_\_
20. Briefly will you indicate any other factor in your process of determining which teachers shall be elected which seems especially helpful.
21. Will you kindly enclose a copy of the teachers' application form used in your system?
22. Will you also kindly send a copy of the blank you send to the references furnished by the applicant?

Please fill out and return to

Superintendent R. E. Dugdale,  
School Administration Building,  
631 N. E. Clackamas Street,  
Portland, Oregon.

1. Do you have tenure?\_\_\_\_\_
2. Do you have a retirement association or the equivalent?\_\_\_\_\_ If so, is membership compulsory?\_\_\_\_\_
3. Do you hire married women as new teachers who are living with non-dependent husbands?\_\_\_\_\_
4. Must single women who marry while in teaching positions resign from their positions?\_\_\_\_\_
5. Do you seek teachers in nearby educational institutions?\_\_\_\_\_
6. Do you seek teachers in nearby teaching positions?  
\_\_\_\_\_
- 7- Do you require experience of newly elected teachers?  
\_\_\_\_\_
8. Is a physical examination or health certificate required of newly elected teachers?\_\_\_\_\_
9. Qualifications being equal, do you give preference to local residents?\_\_\_\_\_
10. Are teachers in your system eligible for life certificates?\_\_\_\_\_ If so, by whom issued?\_\_\_\_\_  
Requirements necessary\_\_\_\_\_

Please use this space or other side for any remarks.