FACTORS AND TECHNIQUES INVOLVED IN TEACHER SELECTION IN TEXAS

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FACTORS AND TECHNIQUES INVOLVED IN TEACHER SELECTION IN TEXAS

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CHAPTER I

INTRODUCTION

The Problem

Since one of the most important responsibilities of school administrators is the selection and appointment of teachers, this study was made to attempt to determine what factors most affect teacher selection in Texas and what techniques are employed in making these selections. In order to learn what factors affected teachers' selection in the schools of Texas, questionnaires containing various questions regarding practices employed in the selection of teachers and check lists of factors which influence the selection or rejection of prospective teachers were sent to 333 superintendents in schools of various sizes in the State. These questions and check lists were constructed so that the responses to them would serve as data with which the factors and techniques involved in teacher selection might be determined.

Importance of the Selection of the Right Teachers

Who are the right teachers? This question has challenged the skills and techniques of all school administrators. The
science of education is constantly seeking the solution to this problem. Each year the administrators whose duty it is to select the teachers, face this question when they appoint a large portion of the nation's teachers to new teaching positions. Superintendents realize that the selection and appointment of teachers are among their most important functions. "Full authority," says Shaw, in selection, assignment, promotion, transfer, or dismissal of members in his supervisory or teaching staff" should be given the superintendent by the school board.

Meyers tells of the following incident to illustrate the necessity of refusing the board members the power of recommending all the applicants for election to teaching positions in the schools. In the story a very "good looking" lady applied for a position in the school of an average American city. The applicant was a splendid saleslady—of her own good qualities. She had made a "hit," as we say, with all of the board members. The board members were anxious to use her as a teacher in their school. The lady had also persuaded the board members to promise to pay her


$50 per month more than the former teacher had received. However, before the final act of approving her as the teacher the school needed, the superintendent asked her to tell them how much college training she had had. To the surprise of all, she had attended high school only six months. This represented her training above the elementary school work. The school's requirement for the position about to be filled was six years above the elementary school. These board members were about to hire a saleslady, not a teacher. Thus is seen a common danger that may threaten any school whose policy it is to permit board members the power of selecting the teaching staff.

Purpose of the Study

The aim of this study is to secure data regarding the practices employed in the selection of teachers in some of the schools in Texas and the factors that most affect the selection of teachers. Many educational writers have written articles on various phases of teacher selection and studies have been made in various sections of the nation regarding certain factors that affect teacher selection, but, so far as the writer could determine, no study has previously been made in the school systems included in this study. The writer desired to compare the administrative practices concerning teacher selection in various sizes of schools in the State.
How the Data Were Collected

The data presented in this study were obtained by the use of questionnaires which were sent to all the superintendents of the schools in groups I, II, III, IV, and V, inclusive. The groups are the same as those used by the State Department of Education in its statistical work. A sixth group was obtained by arranging in alphabetical order all of the independent districts, whose population was less than 2,500, maintaining four-year high schools and by selecting every twelfth school to be included in the study. The seventh group was obtained by arranging in alphabetical order all the common schools maintaining four-year accredited high schools and selecting every third school to be included in the study. Briefly, the schools used in the study were divided into groups according to size, as follows:

Group I. Independent districts of more than 100,000 population.

Group II. Independent districts of population 25,000 to 100,000.

Group III. Independent districts of population 10,000 to 24,999.

Group IV. Independent districts of population 5,000 to 9,999.

Group V. Independent districts of population 2,500 to 4,999.

Group VI. One-twelfth of the independent districts of population less than 2,500.

Group VII. One-third of the common school districts which maintain four-year high schools.
Questionnaires were sent to a total of 333 superintendents and replies from 237 were received in time to be included in the study. A franked envelope was enclosed for use in returning the checked questionnaires.

Figure 1 graphically presents the number of schools in each group to which questionnaires were sent and the number of replies received from the schools in each group.

Fig. 1--A comparison of the number of questionnaires sent to the superintendents in the various school groups with the number of questionnaires returned.
Now the Study Was Presented

In Chapter I a brief statement of the problem and its significance as an administrative function are presented. In this chapter the method used to collect the data is described. In Chapter II some educational literature relative to the problem is briefly reviewed. Chapter III contains a presentation and interpretation of the data obtained from the returned questionnaires. The data from each group of schools are presented separately in order that comparisons of the replies of the various groups may be easily made.

Conclusions and recommendations based on the findings of the study and opinions of educational writers, respectively, are presented in Chapter IV.
CHAPTER II

A REVIEW OF LITERATURE ON TEACHER SELECTION

Numerous studies have been made, and many opinions voiced, on the bases for teacher selection. No one writer, or group of writers, has satisfactorily solved this important problem. In this chapter the writer will briefly review what some educational writers have said regarding the qualifications which the superintendent and board members consider when employing teachers.

Studies

In a study made by Engelhardt and Tucker, 224 high school pupils were handed a check list of teacher traits numbering one hundred positive items and the corresponding opposites. The pupils were requested to indicate the traits of their best teacher and of their poorest teacher. The ten traits correlating most significantly and positively with the quality of teaching were the following:

1. Good judgment
2. Cleanness in explanation
3. Respecting others' opinions
4. Sincerity
5. Impartiality
6. Fairness
7. Appreciation
8. Interest in pupil
9. Broad-mindedness
10. Knowledge of subject

Bearing out the commonly accepted theory that a good teacher must possess a very strong personality, Dozier, in making an analysis of 1132 recommendations for teachers, reported that social qualities were stressed more often than personal qualities.

Bennett made a survey in Kansas of 531 superintendents who designated, in rank order, character, personality, training, and experience as the most important factors affecting teacher selection.

A survey of 197 trustees in the state of Illinois regarding the factors influencing the selection of teachers showed the following:

1. The selection of a teacher is largely dependent upon, and determined by, the character traits of the applicant.
2. In employing teachers, trustees consider the ability to discipline, and to plan and organize, as very important with teaching skill closely allied.
3. Factors that make for constructive leadership such as: health, courage, energy or

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2Miriam Dozier, "Confidential Recommendations as a Basis for Selecting Teachers," Journal of Educational Research, XIV (December, 1926), 325-335.

enthusiasm, sociability, personal appearance, common sense, and willingness to assume responsibility in the position assigned, rank high in the estimation of school officials when employing teachers.

4. There is a growing tendency to pay less attention to such factors as the following: church affiliation, age, length of experience, salary asked, and political affiliation.

5. School officials have no hesitancy in employing a married man, but there is a question often times when it comes to the employment of a married woman. 4

Lastinger, in a study of 216 applicants for positions in Florida, found the most important factors in teacher selection to be the following:

1. Place of residence
2. Lack of experience and two years training for elementary teachers
3. Lack of experience and four years training for secondary teachers. 5

According to the study of teacher situations in Mississippi, teachers were selected principally on the basis of the following factors:

1. Experience
2. Training
3. Social qualities
4. Church membership 6

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Numerous studies have been made of the content and importance of application blanks as an aid in teacher selection. Franklin's study lists the various items which appear on the blanks used by forty-four of the largest cities in the United States. The ten items occurring most frequently were:

1. Education
2. Marital status
3. Experience
4. Age
5. Physical defects
6. Kind of certificate held
7. Position wanted
8. Health
9. Subject applicant can teach
10. Weight

Following a two-year investigation of teachers' application forms, recommendation forms, and photographs, Tiegs summarized as follows:

1. There was a slight negative relationship between what teachers say about themselves in letters of application and the relative success which they earned in actual teaching.
2. The photograph was practically useless in predicting the probable relative success of a group of teachers.
3. There was only a negligible relationship between recommendations written for teachers and the relative success which they enjoy as teachers.


A study of practices in 1,470 cities of the United States shows that in approximately 42 per cent of the systems represented one or more years of experience are required for appointment to elementary positions. For junior-high-school positions the proportion of cities requiring experience is approximately 53 per cent, and for senior-high-school positions, approximately the same.\footnote{Administrative Practices Affecting Classroom Teachers, Research Bulletin of the National Education Association, X (No. 1, January, 1932), 13.}

In the \textit{National Survey of Secondary Education} the median amount of teaching experience for teachers in the smaller high schools was found to be between three and four years. Approximately one-third of the teachers had two years or less of experience. The median amount of training in education for the teachers in the unselected schools was slightly more than twenty semester hours, as compared with almost twenty-five semester hours for those in the selected schools. Twenty per cent of the teachers in the unselected schools had fifteen semester hours or less of training in education, as compared with only 12 per cent of the teachers in the selected schools. In the small unselected schools fewer than one among ten of the teachers had been in his present position more than three years.\footnote{The Smaller Secondary Schools, United States Office of Education, Bulletin, (No. 17, Monograph No. 6, 1932), 74.}
Reports from 1,488 cities, ranging in population from 2,500 to over 100,000, show that in almost 60 per cent of the school systems represented preference was given local applicants in the appointment of teachers.11

In the schools of today, the principals are called upon to bear, and do bear, a large per cent of the responsibility for the success of the schools. Good theory suggests that this officer of the school should have much to say concerning the selection of the teachers with whom he is later to work. However, evidence is plentiful that indicates that all principals do not exercise this power. In a recent study along this line the general practice was found to be as follows:

1. Of the total group 26.3 per cent reported no voice in the selection and assignment of teachers to their schools.
2. Approximately 50 per cent of the total group were consulted in some teacher assignments.
3. Cooperation in all assignments was reported by 21.7 per cent of the principals.
4. Assignment upon the principal's recommendation only was reported by the remaining 2.1 per cent. 12

Boggs13 made a study of the duties of the elementary principals in thirty large cities selected at random. He

11Administrative Practices Affecting Classroom Teachers, Research Bulletin of the National Education Association, X (No. 1, January, 1932), 22.


studied the school board manuals that contained the practices and procedures of the various boards. Seventy-seven duties were listed, but the selection of teachers was not included. One principal reported that he had the authority and legal right to aid in the selection of the janitor.

Present-day school officials depend to a great extent upon what the teachers of the applicant think of him. These present and former teachers should have a pretty good idea of the character and attitude of the applicant, the school officials conclude. In a study made by Greene, the results justified the good faith that school officials now have in college credentials. He secured the ratings given a group of teachers by their 103 superintendents and 390 other people including their major professors, minor professors, critic teachers, and others connected with the colleges from which the teachers had been graduated. The coefficient of correlation between the ratings was a 4.79. Greene concluded thus:

The study seems to show that school boards and superintendents of small towns may be safe in relying upon the recommendations of those who have had charge of the training of the applicants during college days. It seems to show that the college 'credential' should have considerable weight in the placement of a teacher.14

14G. W. Greene, "Reliability of College Credentials," American School Board Journal, LXXII (June, 1926), 54.
Nietz\textsuperscript{15} made a study of the reference blanks used by superintendents of schools in forty-five of the large cities of the United States and found that seventeen of these officials used no reference forms to aid in the selection of teachers. Ten of the group used printed forms that asked for weighted answers. Seven of the number used a very simple letter form asking for information about the applicant but leaving it to the individual to write what he desires. Eleven used quite complicated blanks which ask for weighted answers. According to this study, the essential things to be listed in reference forms are:

1. Skill in teaching  
2. Scholarship  
3. Discipline  
4. Adherence  
5. Moral character  
6. Defects or peculiarities  
7. For what work fitted best  
8. Personality  
9. Professional attitude  
10. What opportunity have you had to observe the candidate?\textsuperscript{16}

Another technique used in teacher selection is the written examination. Cooke\textsuperscript{17} found this type of examination being used in 40.9 per cent of the cities whose population

\textsuperscript{15}John A. Nietz, "Current Use of Teachers' Reference Blanks," \textit{American School Board Journal}, LXX (March, 1925), 41-42. 

\textsuperscript{16}Ibid., p. 42. 

\textsuperscript{17}Dennis H. Cooke, \textit{Problems of the Teaching Personnel}, p. 191.
was over 100,000. However, the smaller towns exhibited an entirely different attitude toward the use of the test. Only 3.8 per cent of the towns whose population was below 2,500 used them.

In a study of application blanks made by Giese and Stevens,¹⁸ a good coefficient of correlation was found to exist between the teachers' scores on the application form test and the ratings given them by their principals. The form used in the study was very carefully constructed. Age, sex, and athletic ability had no influence upon the teachers' scores as obtained from the application blanks. Participants in from one to five athletic events exceeded those who engaged in too many events. Languages read and spoken had no bearing upon the teachers' relative ratings. The extent of the teachers' travels had no effect.

Opinions

Cubberly gives us a very good paragraph on the important problem of teacher selection. To him, the selection of the correct teaching staff is the underlying principle upon which any successful school must stand. He says:

Few more important duties rest upon a superintendent of schools and a board of education than that of guarding carefully the entrance to the

position of teacher in the public schools. It is much better to keep out unprepared and improper persons in the beginning than to try to dismiss them later on, while the damage in the school is prevented.

Engelhardt believes the superintendent of schools should recommend all teachers to be used in the schools. Engelhardt's opinion follows:

It has long been recognized as a fundamental principle of administration that the superintendents of schools should be responsible for the recommendation for appointment of individuals to all professional offices as well as to other positions in the school system. Evidence available appears to justify the statement that school boards generally recognize this principle. Exceptions are to be found in the very small school systems and in school districts of the open country in which a professional executive is not employed, or in the case in which the county superintendent has no jurisdiction. The acceptance of this principle of administration has no doubt contributed much to the improvement of the schools in recent years.\(^{20}\)

In regard to factors determining teacher selection, Chamberlain has the following comment:

In practically all cases the appointment will be determined on the basis of factors classifiable under the following heads:

1. Teaching experience
2. Preparation
3. Professional reputation
4. Personal characteristics
5. Residence
6. Marital status

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\(^{19}\) Ellwood P. Cubberley, *Public School Administration*, p. 307.

7. Sex
8. Age
9. Elements of prejudice

Falls warns in a most reasonable manner against selection of poor teachers to turn out of our schools poor graduates who later make poor, or poorer, teachers. He also lays special emphasis upon the selection of a teacher who is especially prepared to do a certain type of work. It is the opinion of Falls that we have no "teach-all" teachers. He also adds:

The one and paramount question to be answered in the selection of a teacher is: Is she the most efficient teacher that the system can employ under its salary schedule? All other factors are subsidiary. This nation cannot rise above its educational systems. These systems cannot succeed without cultured, trained, and sensible teachers.

Engelhardt is very brief in listing the factors that should form the basis of teacher selection. He writes as follows:

Training, ability, experience, and capacity to render the service required in a specific position, should form the basis of selection.

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21 Leo W. Chamberlain, The Teacher and School Organization, p. 177.

22 J. D. Falls, "The Selection of Teachers for Classroom Instruction," American School Board Journal, LXXXV (November, 1932), 47.

23 Fred Engelhardt, Public School Organization and Administration, p. 186.
Hines agrees with many other noted authors on the supreme importance of the selection of the right teachers for the schools. His opinion follows:

Upon the selection of teachers depends the success or failure of a public school system, and the wise superintendent will not allow this task to be performed by untrained persons. The following factors should be taken into consideration:

1. General health
2. Scholarship
3. Experience
4. Reference ratings
5. Observation
6. Interview

Concerning the amount of training as a prerequisite to teaching, Cody of Detroit has wisely spoken. He is of the opinion that a minimum of four years of work in college should be the standard requirement in schools regardless of their small scholastic population. He says:

All over the country the demand is springing up that no one be allowed to teach anywhere in the school system with less education than can be secured in four years' time beyond the high school.

The applying teacher always wonders just what person or group of persons she should give as references. This


problem of the teacher must have been in the mind of Chamberlain when he wrote:

The best reference that can be furnished by a candidate who has had teaching experience is a superintendent, or principal, for whom he has taught . . . . For the inexperienced teacher, the best reference is probably that written by the critic teacher who has supervised the candidate's student or cadet work. 26

Much has been written upon the question of whether or not the superintendent who is seeking a desirable candidate for a position in his school should avail himself of the opportunity to observe this prospective teacher in a teaching situation. Many writers take the position that this procedure is extremely unfair to the prospective teacher. They argue that it is not a natural position in which the teacher is placed. Langfitt, Cyr, and Newsom express their opinions in the following:

Probably the most valuable of all the usual steps in the selection of teachers is the visiting of the teacher at work in a natural setting. 27

Many opinions have been voiced concerning the use of the application blanks and the letters of reference. Not many writers have had much to say about the candidate's own letter that usually accompanies the application form. To some superintendents this letter is of great importance;

26 Chamberlain, op. cit., p. 169.

to others, it has no particular prognostic value. In regard to these letters Bolton, Cole, and Jessup suggest:

While in most school systems application blanks are required they should not displace the candidate's own letter. Such letters have considerable diagnostic value.28

Many superintendents have had to face the problem that is presented when the favorite daughter of the first citizen of the town applies for a teaching position in "the grades" of the ward school. Concerning this tremendous problem one writer has very definite opinions. Hunkins says:

One of the ever present problems of school administration is the one of dealing with the favored daughters of local citizens. If one is hired and another is not, the administration is either quietly or openly criticized in many if not in all cases. If all of them are hired, the system is bound to become clogged with mediocre teachers. Some of them may be good enough to be teachers, but have local connections that make them undesirable. Many of them, of course, would make excellent teachers.29

When a position is to be filled the school official readily decides whether the need can best be met by employing a man or by employing a woman. Some administrators are of the opinion that the sex of the teacher has no influence upon his or her ability as a teacher. However, the nature of the position to be filled largely determines the


29 R. V. Hunkins, The Superintendent at Work in the Smaller Schools, p. 43.
sex of the teacher selected to fill it. Chamberlain expresses this view very well when he says:

Whether or not one sex will be favored over the other in the selection of teachers depends upon the type of position to be filled and upon the views of the employing official regarding the sex of the teacher and educational efficiency. 30

As to the age of the applicant, Chamberlain has the following comment:

In general, however, the applicant, if neither exceptionally young nor old, may assume that his age will have only a slight bearing on the question of appointment except as it determines the amount and character of his experience. 31

The religious convictions of the applicants can make no legal difference in the state of Texas. However, many writers are agreed that the religious belief of the applicant should have weight in aiding the school officials to make their selection. Maxwell and Kilzer have the following comment along this line:

Although the laws of some states prescribe that no discrimination is to be shown between teachers on the basis of religious belief, it is unwise to employ teachers whose religious convictions do not harmonize reasonably with those of the community. School officials should ascertain the religious preferences of an applicant, and should pursue a policy which promises the best results for the teacher and the community. 32

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30 Chamberlain, op. cit., p. 185. 31 Ibid., p. 186.
Very few school officials will consider finally selecting an applicant with whom they have not had a personal interview. However, there are certain points that should be kept in mind by the interviewer during the conference. There must be something definite that has prompted the official to desire the interview. Just what does he expect to gain from the applicant that will enable him to decide to use her in his system? Concerning the personal conference Steiner suggests the following principles be kept in mind by the interviewer, namely:

1. Carefully judge salesmanship and teaching qualities.
2. No personal embarrassment for the teacher.
3. Keep in mind the position you are seeking to fill.
4. Record interview as soon as it is over by use of score card.33

Cooke34 has great confidence in the interview as a desirable technique to be employed in teacher selection. He says it is "one of the most reliable techniques."

Certainly one of the most desirable qualities a teacher may have is a genuine interest in boys and girls. Hays35 in discussing teacher selection lists this genuine interest in boys and girls as one of the most important. He says


34Cooke, op. cit., p. 190.

that the children must have utmost confidence in their teacher. He also states that this confidence cannot be gained without a genuine interest, on the teacher's part, in the work and welfare of the children under the teacher's care. Hays also voices strong faith in the theory that the teachers were made for the benefit of the children, not vice versa.

An opinion not commonly accepted by educational writers is the one expressed by Archer in his article on trends in teacher selection. He takes the position that a prospective teacher's credentials are not complete without a cumulative record of all the activities, both inside and outside the classroom, in which the applicant has engaged during his life as a student. This he says is a present-day trend in teacher selection. By this means the school official in charge of teacher selection could get a complete overview or summary of the life of the prospective teacher. Archer attempts to list the items that have the greatest predictive value in predetermining the teaching success or failure of a prospective teacher. He says the most important items to be used in predicting success are:

1. Scholarship
2. Intelligence quotient
3. Personality ratings
4. Physical examinations

36C. P. Archer, "Recent Trends in Teacher Selection," School and Society, XLIX (June, 1939), 769.
Concerning the superiority of the personal interview over the application blank, Cooke has the following to say:

The personal interview is a better method of securing a position and also a better method of securing information from candidates concerning a teaching position.\textsuperscript{37}

Among the strongest advocates for the use of the application blanks are Giese and Stevens.\textsuperscript{38} These writers have great faith in the reliability of the application blank as an instrument of great value in predicting teaching success or failure. They do not think it the only instrument worthy of use in the process of selecting teachers, but they are thoroughly convinced that it should be used by all school administrators as a sure means of eliminating at least the lower twenty-five per cent of the applicants. Of course, they do not take the position that just any application blank will do the trick, but are very strong in the belief that a properly prepared form can be of great value as an aid in the selection of teachers.

Summary

An attempt will be made to summarize briefly various studies and opinions on the problem of teacher selection.

\textsuperscript{37}Cooke, \textit{op. cit.}, p. 197.

\textsuperscript{38}W. J. Giese and S. N. Stevens, "Application Blanks Can Be Made to Predict Teaching Success," \textit{American School Board Journal}, XCVIII (April, 1939), 23.
Many studies are being made and educational writers are still publishing many articles on this important problem in school administration.

Engelhardt$^{39}$ and Cubberley$^{40}$ voice strong beliefs that the selection of the teaching staff is a problem to be solved only by the superintendent of the school. This official, in their opinion, is responsible directly to the board of education for the recommendation of teachers.

In Boggs' study of the duties the elementary principal has to perform, he found no mention made of any responsibility in the selection and placement of teachers. Among the seventy-seven duties listed, one principal reported the responsibility of aiding in the selection of the school janitor.

Giese and Stevens,$^{42}$ in their experiment with application forms, concluded that these forms may be very useful to the administrator as an aid in teacher selection.

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coefficient of correlation was found to exist between scores obtained from the application forms and ratings given the same group of teachers by their superintendents and supervisors.

Cooke⁴³ and Steiner⁴⁴ are two of the strongest believers in the personal interview. Steiner warns the administrator that the success of the interview depends upon the technique employed by the interviewer. He says the superintendent must be able to distinguish between salesmanship qualities and teaching qualities. The prospective teacher must not be embarrassed by any question asked by the superintendent. During the conference, Steiner points out, the interviewer must keep in mind the exact position he is desiring to fill.

The ever present problem of determining how many, if any, local teachers will be used in the school is a most difficult one to handle properly. Hunkins⁴⁵ warns against throwing the doors ajar to as many local teachers as may desire to apply. If all of them are hired, he says, the school will soon become "clogged with mediocre teachers." This writer leans toward a policy of not using any local teachers. The administration is criticised adversely if

⁴³ Cooke, op. cit., p. 190.
⁴⁵ R. V. Hunkins, The Superintendent at Work in the Smaller Schools, p. 43.
it uses some local applicants but refuses to use all of them.

Maxwell and Kilzer\textsuperscript{46} take a definite stand that the administrator in charge of teacher selection should ascertain the religious preferences of the applicants before selecting them to work in his system. These writers take the position that the religious beliefs of the teachers and the general religious belief of the community in which the teachers work should reasonably harmonize.

The credentials of the average college graduate are found to contain numerous recommendations written by former teachers, critic teachers, and many others who have known the student and his work during the period spent in college. Greene,\textsuperscript{47} Hines,\textsuperscript{48} and Chamberlain\textsuperscript{49} have strong faith in the validity of these recommendations. They say that the professors, supervisors, and associates of the students in extra-curricular activities of the school are in a splendid position to predict the teaching success of these potential teachers.

No superintendent desires a teacher whose health is below normal. Many educational writers list good health as

\begin{itemize}
\item \textsuperscript{46}C. R. Maxwell and L. R. Kilzer, \textit{High School Administration}, p. 490.
\item \textsuperscript{47}Greene, \textit{op. cit.}, p. 54.
\item \textsuperscript{48}Hines, \textit{op. cit.}, p. 41.
\item \textsuperscript{49}Chamberlain, \textit{op. cit.}, p. 169.
\end{itemize}
one of the most important factors to be desired in a teacher. Franklin, 50 Hines, 51 Archer, 52 and Rice 53 consider the good health of the teacher a quality without which no teacher, regardless of training and ability, can succeed in doing her work well.

Williams' 54 study of the selection and retention of teachers in Mississippi revealed that training and experience were the most important qualifications considered by those whose responsibility it was to select the teaching staff. Cody 55 agrees that no person should be allowed to begin teaching without at least four years training beyond the high school. In a study of teacher selection in Florida, Lastinger 56 lists the lack of experience as the most important factor affecting teacher selection in that state. The third and fourth qualifications listed by Bennett 57 were training and experience, respectively. Rice 58 says there is a growing tendency to select those teachers who have had several years of experience. After studying application blanks extensively, Franklin 59 lists experience in third

50 Franklin, op. cit., p. 51. 51 Hines, op. cit., p. 41.
52 Archer, op. cit., p. 769. 53 Rice, op. cit., p. 48.
54 Williams, op. cit., p. 776. 55 Cody, op. cit., p. 22.
56 Lastinger, op. cit., p. 50. 57 Bennett, op. cit., p. 65.
58 Rice, op. cit., p. 48. 59 Franklin, op. cit., p. 51.
place among the ten most commonly found qualifications contained in these blanks. Chamberlain\(^{60}\) places experience at the head of his list of factors on which teacher selection should be based. In Hines'\(^{61}\) list of qualifications, experience occupies third place.

Engelhardt and Tucker\(^{62}\) made a study of what the pupils desire in their teachers. Among the most commonly desired traits were good judgment, clearness in explanation, respect for others' opinions, sincerity, fairness, interest in pupils' problems, and good knowledge of subject matter. Hines\(^{63}\) and Archer\(^{64}\) are in accord with regard to the teacher having unlimited knowledge of the subject matter she is attempting to teach.

Bennett,\(^{65}\) Rice,\(^{66}\) Nietzsche,\(^{67}\) and Archer\(^{68}\) advocate the selection of teachers who have irreproachable characters, and strong, positive personalities. Each of these writers lists the two above mentioned qualities near the top of his list of desirable teacher traits.

The results of the studies previously reviewed in this chapter indicate that the most important traits and qualities

\(^{60}\)Chamberlain, \textit{op. cit.}, p. 177. \textit{Hines, op. cit.}, p. 41.
\(^{61}\)Engelhardt and Tucker, \textit{op. cit.}, p. 28.
\(^{62}\)Hines, \textit{op. cit.}, p. 41. \textit{Archer, op. cit.}, p. 769.
\(^{63}\)Bennett, \textit{op. cit.}, p. 65. \textit{Rice, op. cit.}, p. 48.
\(^{64}\)Nietzche, \textit{op. cit.}, p. 42. \textit{Archer, op. cit.}, p. 769.
to be desired of teachers are good judgment, impartiality, knowledge of subject matter, good character, strong personality, good health, enthusiasm, a high degree of ability as disciplinarian, and high scholarship. The study of recommendations indicates a high degree of reliability may be expected of recommendations given by college professors and critic teachers. Opinions reviewed in this chapter coincide very favorably with the results of the studies cited. Opinions and results of studies agree that no prospective teacher should be permitted to begin teaching until he has had at least four years of college work to his credit. Opinion among educational writers is very strong on the desirability of a high intelligence quotient as a necessary teaching quality.
CHAPTER III

FACTORS AND TECHNIQUES INVOLVED
IN TEACHER SELECTION

The duty of selecting the teaching staff is certainly one of the outstanding responsibilities of school administrators. The final effectiveness of the school, as a whole, is dependent upon the personnel. However, all administrators do not employ identical techniques in the selection of their teachers. Certain factors may influence one superintendent, but these same factors may be considered of no significance by another superintendent.

The purpose of this chapter is to present the results of an inquiry regarding the administrative practices relative to the problem of teacher selection in Texas. The independent school districts of Texas were divided into six groups. The population of the districts served as the basis for this division. Group I includes districts whose population exceeds 100,000; group II includes districts whose population ranges from 25,000 to 99,999; group III includes districts whose population ranges from 10,000 to 24,999; group IV

1D. H. Cooke, Administering the Teaching Personnel, p. 27.
includes districts whose population ranges from 5,000 to 9,999; group V includes districts whose population ranges from 2,500 to 4,999; and group VI includes districts whose population is less than 2,500. Group VII is composed of common school districts which maintain four-year high schools.

Three hundred thirty-three questionnaires were sent to the superintendents on May 9, 1940. Approximately 71 per cent of the superintendents answered and returned them promptly. In this chapter, the findings of the study will be presented.

Responsibility for the Recommendation of Teachers for Election

Of the 237 superintendents who returned the questionnaires used in this study, 80.1 per cent of them stated that the superintendents themselves were responsible for the recommendation of teacher for election. Data in Table 2 indicate that 8.9 per cent of the number reporting checked the recommendation of teachers for election as a function that is exercised in their schools by a committee of board members. Ten and one-tenth per cent of the superintendents, whose replies were used in the study, stated that the function of recommending teachers for election was exercised in their schools as a duty of the superintendent and a board committee acting jointly. The superintendents in group III were almost unanimous in stating that, in their schools, the superintendents
alone are the officials responsible for the recommendation of prospective teachers for election. Ninety-five and two-tenths per cent of the superintendents in this group reported this practice. Of the forty-seven superintendents in group VII, 72.3 per cent of them stated that the responsibility for the recommendation of teachers for election was borne by the superintendents.

### Table 1

THE NUMBER OF SCHOOLS IN EACH GROUP THAT ALLOCATE TO THE VARIOUS AUTHORITIES THE RESPONSIBILITY FOR THE RECOMMENDATION OF TEACHERS FOR ELECTION TO POSITIONS

<table>
<thead>
<tr>
<th>School Group</th>
<th>Superintendent</th>
<th>Board Committee</th>
<th>Superintendent and Board Committee</th>
<th>Superintendent and Personnel Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>20</td>
<td>95.2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>IV</td>
<td>32</td>
<td>88.8</td>
<td>3</td>
<td>8.9</td>
</tr>
<tr>
<td>V</td>
<td>53</td>
<td>86.8</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>VI</td>
<td>44</td>
<td>77.2</td>
<td>6</td>
<td>10.5</td>
</tr>
<tr>
<td>VII</td>
<td>33</td>
<td>72.3</td>
<td>7</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>80.1</td>
<td>21</td>
<td>8.9</td>
</tr>
</tbody>
</table>
Only two schools reported joint action on the part of the superintendent and personnel director as the authority for the recommendation of teachers. Only one school in the largest three groups uses a committee of board members for the recommendation of teachers for election. This school is in group II. The board committee is used for this function most often by the small common schools. The small independent schools rank second in the practice of using a board committee for the purpose of recommending teachers for election. Two schools in group I reported the recommendation of teachers as a function of the personnel director and the superintendent acting jointly. This practice is equal to the practice which permits the superintendent alone to perform this function. The personnel director, in most instances, is an assistant superintendent; therefore, the policies may be considered identical.

According to the opinions of educational writers, there are twenty-four schools in these groups whose practice of recommendation of teachers for election is unsound. The twenty-one schools which permit board committees to recommend teachers for election are also practicing an unsound administrative principle. It is interesting to note that seven

\(^2\)Ibid.

\(^3\)Ellwood P. Cubberley, Public School Administration, p. 307.
common schools practice each of these unsound policies. The data indicate that 29.6 per cent of the common schools are practicing unsound principles of administration in the recommendation of teachers for election.

The Practice of Notifying Sources of Teacher Supply of the Occurrence of Vacancies

The practices of notifying sources of teacher supply of the occurrence of vacancies in the various school groups reported in this study are indicated in Table 2. Of the 237 superintendents who returned the questionnaire, only one failed to indicate his practice concerning the notifying of sources of teacher supply of the occurrence of vacancies in his school. In the largest schools, group I, 40 per cent of them notify sources of teacher supply of vacancies; the remaining 60 per cent do not notify such sources. No inquiry was made as to why such sources were not notified of the need of teachers. In group II, 80 per cent of the superintendents notify sources of teacher supply of any vacancy occurring in their schools.

In direct relationship to the topic discussed above, the superintendents were asked to indicate the sources of teacher supply most often used by them in their quest for teachers. In the large schools, group I, 17 per cent indicated "college bureaus"; 17 per cent checked "solicited applications"; and the remaining 66 per cent checked "unsolicited applications." The number of times "unsolicited
applications" was checked in groups I, II, III, and VII varies directly with the size of the respective schools. However, this number varies inversely with the size of the schools in groups IV, V, and VI. Only 18 per cent of the small common schools often use "unsolicited applications" as sources of teachers.

**TABLE 2**

THE NUMBER AND PER CENT OF SCHOOLS IN EACH GROUP THAT DO AND DO NOT NOTIFY SOURCES OF TEACHER SUPPLY OF THE OCCURRENCE OF VACANCIES AND THE NUMBER AND PER CENT OF SCHOOLS USING CERTAIN OF THE VARIOUS SOURCES OF TEACHER SUPPLY

<table>
<thead>
<tr>
<th>School Group</th>
<th>Are sources of Teacher Supply Notified upon Occurrence of Vacancies?</th>
<th>Sources of Teacher Supply Most Often Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>--------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>III</td>
<td>14</td>
<td>67</td>
</tr>
<tr>
<td>IV</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>V</td>
<td>48</td>
<td>79</td>
</tr>
<tr>
<td>VI</td>
<td>37</td>
<td>65</td>
</tr>
<tr>
<td>VII</td>
<td>38</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>73</td>
</tr>
</tbody>
</table>
In group VII, "college bureaus" rank highest as the source of teacher supply most often used. These data indicate that the smaller schools are no more dependent upon "college bureaus" for teachers than the larger schools are. The various sources of teacher supply were checked 323 times by the 237 superintendents who returned the questionnaires. Of the 323 checks, 178, or 55 per cent, of them indicated "college bureaus" as a source of teacher supply often used. The small per cent of the superintendents in group I who checked "college bureaus" as a source of teachers often used is worthy of special attention. This practice is not found in the large schools because so many teachers are desirous of positions in these large schools. Also, the large schools usually have an experience requirement that eliminates a majority of applicants whose recommendations come from "college bureaus." The large number of applications kept on file by the large schools enables these schools to fill their vacancies with first rate teachers without the aid of "college bureaus" and "commercial agencies." The young teacher who anticipates a teaching position in one of the large city systems should apply for such position as soon as academic and experience requirements can be met. She can not afford to depend upon a "call" from the college placement bureau telling her of a vacancy in a certain large city school. It was also interesting to note the almost total absence of checks given by the superintendents indicating "commercial
agencies" as a source of teacher supply often used. Only twelve superintendents, or 3.7 per cent of the checks given in all, stated that this source was often used by their schools. Six per cent of the superintendents of group VI stated that "commercial agencies" were often used by their schools as a source of teacher supply. The superintendents of groups I, II, and III were unanimous in their failure to indicate a policy of using "commercial agencies" as a source of teacher supply.

Policies of Seeking Opinions of Teachers and Principals Regarding the Selection of New Teachers

Who should select the teachers? Cooke answers this question most effectively when he says, "Certainly in the court of administrative opinion it is agreed that the superintendent should select the teachers." Does this statement imply that the superintendent should not seek any advice or aid in his selection of teachers? With the desire to determine the present practice in Texas along this line, the writer included in the questionnaire used in this study the questions: (1) Do you seek the opinions of the teachers with whom the new teacher is to work concerning the prospective teacher? (2) Do you seek the opinion of the principal of the school in which the new teacher is to work regarding

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4D. H. Cooke, Administering the Teaching Personnel, p. 28.
the prospective teacher? A variety of answers was received in reply to the questions. Regarding the seeking of teachers' opinions, school groups I and II unanimously reported the practice of not seeking the opinions of the teachers.

**TABLE 3**

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP OF SCHOOLS THAT DO AND DO NOT SEEK THE OPINIONS OF PRINCIPALS AND TEACHERS REGARDING THE SELECTION OF NEW TEACHERS

| School Group | Teachers | | | | | | Principals | | | |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
|              | Yes | No | No reply | Yes | No | No reply |
|              | No. | % | No. | % | No. | % | No. | % | No. | % |
| I            | 5   | 100|        | 4   | 80 | 1    | 20 |
| II           | 10  | 100|        | 9   | 90 | 1    | 10 |
| III          | 8   | 38 | 12     | 57  | 1  | 5    |     |
| IV           | 10  | 27.7| 25     | 69.4| 1  | 2.9  |     |
| V            | 24  | 39.4| 37     | 60.6|    |      |     |
| VI           | 14  | 24.5| 43     | 75.5|    |      |     |
| VII          | 15  | 31.9| 31     | 65.9| 1  | 2.2  |     |
| Total        | 71  | 29.9| 163    | 68.7| 3  | 1.4  |     |

In groups V and VII, however, the per cent of the superintendents who seek advice of their teachers was 39.4 and 31.9, respectively. Thirty-eight per cent of the superintendents
of group III practice the policy of seeking the opinions of the teachers with whom the new teacher is to work concerning the selection of the new teacher. Seventy-one, or 29.9 per cent, of the superintendents seek the opinions of their teachers regarding the selection of additional members of the staff. Of the sixty-one superintendents in group V, twenty-four, or 39.4 per cent of them, reported the practice of seeking the opinions of the teachers already in the system regarding the selection of new teachers. This was the highest ranking group in this practice.

According to the data in Table 3, the principals in 83.2 per cent of the schools whose superintendents returned the questionnaires were asked to give their opinions regarding the selection of new teachers. This figure is much higher than the figure given by Cooke. He states that the principals in approximately 50 per cent of the secondary schools are consulted regarding the appointment of teachers. The superintendents of group III rank first in the practice of seeking the opinions of their principals regarding the selection of new teachers. Ninety-five per cent of this group reported the practice of this procedure. Group VI, the small independent schools, practices this policy the least. Only 70.1 per cent of the superintendents in this group seek the principals' advice concerning future

\[\text{5Tbid.}\]
co-workers of the principal. The common school superintendents, group VII, reported the practice of this policy in 72.3 per cent of the schools. As indicated in Table 3, one of the most surprising answers came from one of the five large schools in group I. This superintendent has charge of one of the largest school systems in the State of Texas, but he does not consult the principals of the various units of the system regarding the selection of teachers for these units.

From the data in Table 3, it may be concluded that the superintendents of the larger schools do not seek the opinions of their teachers. In a system employing several hundred teachers, it would be almost impossible for the superintendent to contact any large number of his teachers regarding the selection of new teachers. The value of such practice, however, could be gained by action of this kind being taken by the principals of the various schools in the large city systems.

There are principals in each of the seven school groups whose superintendents do not seek the principals' opinions regarding the selection of teachers. This practice should not exist because the principal of the school is an administrative and supervisory officer. Such an official should be given a voice in the selection of teachers. It may be concluded that the thirty-seven superintendents who reported the
policy of failing to consult their principals in regard to teacher selection are practicing unsound administrative policies.

**Outside Influences Encountered in Teacher Selection**

Data regarding the solicitation of applications by board members and school patrons among their friends are presented in Table 4. Of the 237 superintendents replying to the question: Do board members solicit applications among their friends? sixty-six or 27.9 per cent of them reported "Yes." Group I reported no trouble of this type. Group VII, the common schools, ranked highest in reporting the practice of board members soliciting applications among their friends. In this group, twenty-six, or 55.3 per cent, of the superintendents reported this practice among their board members. The superintendents in group III have very little trouble of this type. Only two of the twenty-one, or 9.5 per cent, reported that board members solicit applications among their friends.

The replies to the question regarding the solicitation of applications among friends by school patrons indicate this trouble is common among all the schools. Of the 237 superintendents who replied to this question, 128, or 54 per cent, of them indicated such practices existed in their districts. The superintendents in Group III reported very little trouble
with board members who solicit applications, but this group leads in the number which has trouble with patrons of the school who solicit applications among their friends. In the largest schools, group I, 60 per cent of the superintendents reported a practice of this type. Of the forty-seven schools in group VII, only twenty-four, or 51 per cent, of the superintendents reported activity of this type on the part of school patrons.

The solicitation of applications among friends was not considered to be "pressure" as the term is commonly used. To bring "pressure" upon a board member or superintendent in regard to an applicant is to try to influence the board member or superintendent to select this particular applicant for a teaching position in the school. In order to ascertain just what per cent of the superintendents included in this study are troubled by "pressure" groups, the following question was asked: Do you encounter trouble from "pressure" groups who try to influence the selection of certain teachers? In reply to this question 143 of the 237 superintendents, or 60.3 per cent, answered "Yes." No group of schools was free of this trouble. Group I has the least trouble of this type. The common schools have more of this trouble than any other group. Thirty-three, or 70.2 per cent of the superintendents in the common schools reported trouble from "pressure" groups. Of the five large schools only two, or 40 per cent, of them reported trouble from "pressure groups."
TABLE 4

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP THAT INDICATED CERTAIN TYPES OF INFLUENCES BROUGHT TO BEAR UPON THE SUPERINTENDENTS AND BOARD MEMBERS REGARDING THE SELECTION OF APPLICANTS

<table>
<thead>
<tr>
<th>School Group</th>
<th>Solicitation of Applications</th>
<th>&quot;Pressure&quot; Exerted by Outsiders</th>
<th>&quot;Pressure&quot; Groups That Gave Most Trouble</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By Board Members</td>
<td>By School Patrons</td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>Number Percentage</td>
<td>Number Percentage</td>
<td>Number Percentage</td>
</tr>
<tr>
<td>II</td>
<td>4 40 6 60 5 50 2 50</td>
<td>2 40 3 60</td>
<td>2 40</td>
</tr>
<tr>
<td>III</td>
<td>2 9.5 19 90.5 13 61.9</td>
<td>9 38.1</td>
<td>2 40</td>
</tr>
<tr>
<td>IV</td>
<td>8 22.3 28 77.7 22 61.1</td>
<td>14 38.9</td>
<td>3 9</td>
</tr>
<tr>
<td>V</td>
<td>11 18.1 50 81.9 37 60.6</td>
<td>24 39.4</td>
<td>3 9</td>
</tr>
<tr>
<td>VI</td>
<td>15 26.3 42 73.7 24 42.1</td>
<td>33 57.9</td>
<td>3 9</td>
</tr>
<tr>
<td>VII</td>
<td>25 55.3 21 44.7 24 51</td>
<td>23 49</td>
<td>3 9</td>
</tr>
</tbody>
</table>
| Total        | 66 27.9 171 72.1 128 54 | 109 46 | 143 60.3 | 94 39.7 | 38 116 | 44 | 38 6 | 4 | 143 | 60.3 | 94 | 39.7 | 38 | 116 | 44 | 38 | 6 | 4 | 143
It may be concluded from the data in Table 4 that the common schools have more board members who solicit applications than any other group of schools. It may be that the board members in the small school districts usually desire to assume a great amount of authority relative to the operation of their schools. It is recommended that superintendents in these districts exercise extreme care that trouble caused by "authority-loving" board members may be avoided.\textsuperscript{6} The power of teacher selection should never be granted them.\textsuperscript{7}

The superintendents were asked to check one or more of the "pressure groups" that give them "most trouble." Seven potential "pressure groups" were listed in the questionnaire. Of the 143 superintendents who reported trouble from "pressure groups," forty-four checked "politicians" as troublesome; thirty-eight checked "business men"; thirty-eight checked "patrons of the school"; six checked "Parent-Teacher Associations"; four checked "churches"; 116 checked "relatives of applicants"; and 143, or 100 per cent of the number reporting trouble, checked "friends of board members." Outside "pressure" may be expected by all superintendents who do not take a definite stand to act only in the best interest of their schools. It is recommended that all superintendents exercise

\textsuperscript{6Fred Engelhart, Public School Organization and Administration, p. 181.}

\textsuperscript{7Ibid., p. 181.}
extreme caution against yielding in any way to outside "pressure" groups. The least favor shown some group may, in their opinion, set a precedent for such favors. In this respect, the old adage, "An ounce of prevention is worth a pound of cure," is certainly a thought worthy of following. Moseley says, "Public education suffers in many ways from the fact that officials and employees yield to the selfish interests of minorities and the ignorance of many majority groups."8

Applicants and Application Procedures

Superintendents are often faced with the problem of choosing between the local and non-resident applicants. To determine the present practices in the schools included in this study, the question: Other things being equal, is preference given the local applicant over the non-resident applicant? was asked. Data in Table 5 indicate that a majority of the superintendents practice the policy of giving preference to the local applicant. Of the 237 superintendents who replied, 131, or 55.2 per cent, of them reported the practice of giving preference to the local applicant over the non-resident applicant. The schools in group I almost unanimously practice this policy. Only one superintendent in this group reported a practice of not giving

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8 Nicholas Moseley, "Politics and School Administration," Educational Progress and School Administration, edited by Clyde Milton Hill, p. 69.
preference to the local applicant over the non-resident applicant. Twenty-six superintendents in group VI, or 42.1 per cent, indicated that preference is given the local applicant, whereas four, or eighty per cent, of group I reported this practice.

To determine the practice in regard to the selection of single men applicants in preference to married men applicants, the question: Qualifications being equal, is the single man given preference over the married man? was asked. In Table 5 it may be observed that a large majority of the replies to the question was "No." Only 6.4 per cent of the superintendents indicated practices giving preference to the single man applicant over the married man applicant. The superintendents of group I were unanimous in their negative replies. Group III led in affirmative replies with 9.5 per cent of the superintendents reporting the policy of giving preference to the single man applicant.

Data in Table 5 indicate that 151 of the 237 superintendents included in the study reported the practice of employing married women as teachers. Many superintendents reported that married women are at the present time employed in their schools, but due to recently adopted policies, no additional married women will be employed as teachers. The per cent of schools in the seven groups which employ married women as teachers ranges from 20 per cent in group II to
89.9 per cent in group VII. The replies to the question relative to preference being given the single woman over the married woman as an applicant, indicate a definite policy of giving preference to the single woman. Schools in groups I and II were unanimous in their replies and all gave preference to the single woman applicant. Group VI, the small independent schools, was equally divided in its policies regarding these types of applicants. In the group, the married women teachers are discriminated against less often than in any other group. Of the 151 schools which employ married women as teachers, ninety-four of them, or 62.2 per cent, give preference to the single woman applicant. It may be noted from data in Table 5 that local applicants in a large majority of the three largest school groups are given preference over the non-resident applicants. In the large city system a local teacher may be employed to teach in one of the schools half the distance across the city from her home. In an instance of this kind, the teacher may hardly be considered a local teacher. It is recommended that all schools which employ local applicants set a quota of such applicants that may be used in the respective schools. Educational opinion is divided on the employment of local applicants; however, a majority of the writers give preference to the policy of refusing an excess of 50 per cent of
the total number of teachers in the system.\textsuperscript{9} It may be concluded that the superintendents give no preference to single men over married men if economic conditions relative to the salary received by the teachers and living arrangements available to teachers are considered normal.

\textbf{TABLE 5}

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP THAT DO AND DO NOT GIVE PREFERENCE TO LOCAL APPLICANTS OVER NON-RESIDENT APPLICANTS, DO AND DO NOT GIVE PREFERENCE TO SINGLE MEN OVER MARRIED MEN, DO AND DO NOT GIVE PREFERENCE TO SINGLE WOMEN OVER MARRIED WOMEN, AND THAT DO AND DO NOT EMPLOY MARRIED WOMEN

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>8</td>
<td>30</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>17</td>
<td>30.9</td>
<td>4</td>
<td>19.1</td>
</tr>
<tr>
<td>IV</td>
<td>26</td>
<td>72.2</td>
<td>10</td>
<td>27.8</td>
</tr>
<tr>
<td>V</td>
<td>31</td>
<td>50.8</td>
<td>30</td>
<td>49.2</td>
</tr>
<tr>
<td>VI</td>
<td>24</td>
<td>42.1</td>
<td>33</td>
<td>57.9</td>
</tr>
<tr>
<td>VII</td>
<td>21</td>
<td>44.6</td>
<td>26</td>
<td>55.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
<td>55.2</td>
<td>106</td>
<td>44.8</td>
</tr>
</tbody>
</table>

\textsuperscript{9}D. H. Cooke, \textit{Administering the Teaching Personnel}, p. 114.
Some of the superintendents indicated on the questionnaire that these conditions on certain occasions caused them to give preference to the single man. However, the number stating the practice of giving this preference is insignificant. Therefore, it may be concluded that marriage will not affect the chances of employment of the man teacher.

This picture is almost reversed regarding the single woman and married woman applicant. Only 151 of the 237 schools reporting, employ married women. Most educators are opposed to the employment of married women as teachers. However, some justify their employment in exceptional cases. All advocate that in no case should the standards of the school be lowered in order that a married woman may be employed. Cooke\textsuperscript{10} objects to the employment of married women. He advocates a set of standards that will indirectly eliminate all married women teachers.

Types of Applications Desired by Superintendents

The types of applications desired by superintendents may be one of the determining factors in teacher selection.\textsuperscript{11} To determine the superintendents' desires concerning two specific types of applications, the following questions were asked:

(1) Do you welcome applications for "just anything?" (2) Do

\textsuperscript{10}D. H. Cooke, Administering the Teaching Personnel, p. 96.

\textsuperscript{11}D. H. Cooke, Problems of the Teaching Personnel, p. 139.
you welcome applications for specific positions before vacancies exist in those positions? Groups I, II, and III were unanimous in their disapproval of the "just anything" type of application. Two superintendents in each of groups IV, V, VI, and VII expressed their willingness to receive applications "for just anything." Data in Table 6 indicate that 229 of the 237 schools reported do not welcome the "just anything" type of application. The picture is somewhat reversed according to the replies to the question regarding applications for positions in which no vacancies exist. The schools in group I unanimously welcome such application. Group IV ranks second in this practice with twenty-six superintendents, or 72.3 per cent of them, reporting the practice of welcoming applications for specific positions before vacancies exist. In the common schools, group VII, this type of application is welcomed by only 36.1 per cent of the superintendents. Of the 237 superintendents who returned questionnaires, only one failed to indicate the practice of his school regarding the policy of welcoming applications for certain positions before vacancies exist. The superintendents in group I unanimously welcome applications for positions in which vacancies do not exist. The other six groups, generally, do not vary much. The per cent of superintendents in these six groups who welcome such applications ranges from 36.1 per cent in group VII to 72.3 per cent in group IV. No question was asked regarding reasons for acceptance or rejection
TABLE 6

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP REPORTED EACH TYPE OF APPLICATION WELCOMED AND THE NUMBER OF SUPERINTENDENTS THAT FOLLOWED EACH OF THE VARIOUS PROCEDURES IN HANDLING APPLICATIONS

<table>
<thead>
<tr>
<th>School Group</th>
<th>Types of applications desired</th>
<th>Application Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do You Welcome Applications for &quot;Just Anything?&quot;</td>
<td>Do You Welcome Applications for Specific Positions before a Vacancy Exists There?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>V</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>VI</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>VII</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>3.4</td>
</tr>
</tbody>
</table>

of such applications. However, judging from the data in Table 6, it may be safely concluded that the prospective teacher would make no mistake in applying for her choice of teaching positions in one of the large city systems, although no vacancies exist at the time of application.
TABLE 6—Continued

Application procedures

<table>
<thead>
<tr>
<th>Are All Applicants Asked to Fill out Application Blanks?</th>
<th>Are Application Forms Sent to All Who Request Them?</th>
<th>Are unsuccessful applicants Notified of Their Failure?</th>
<th>May Applications Be Brought up to Date upon the Request of the Applicant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>100</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>90.5</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>28</td>
<td>77.8</td>
<td>8</td>
<td>22.2</td>
</tr>
<tr>
<td>33</td>
<td>86.8</td>
<td>8</td>
<td>13.2</td>
</tr>
<tr>
<td>25</td>
<td>43.8</td>
<td>32</td>
<td>56.2</td>
</tr>
<tr>
<td>19</td>
<td>40.5</td>
<td>28</td>
<td>59.5</td>
</tr>
</tbody>
</table>

| 159 | 67.1| 73  | 32.9 | 98  | 41.3| 139 | 58  | 244 | 179  |

Application procedures vary with superintendents as do items to be found in application forms devised by various superintendents. To determine the present practice among the superintendents of the schools included in this study, the

12 Ibid.
question: Do you keep on file a preferred list of applicants? was asked. The schools of Group III practice this procedure unanimously. In groups I and II, this policy is practiced in 80 per cent and 90 per cent of the schools, respectively. Of the thirty-six schools in group IV, thirty-two, or 88.9 per cent, of them keep on file a preferred list of applications. This practice is followed by 88.5 per cent of the superintendents of the schools in group V. Only 77.2 per cent of the schools in group VI, the small independent districts, practice this procedure. Of the 237 superintendents who reported, 201, or 84.8 per cent of them, stated that they keep on file a preferred list of applicants.

According to the data presented in Table 6, the majority of the schools of groups I, II, III, and IV ask all applicants to fill out application forms. The large schools, groups I and II, were unanimous in making this request of their applicants. In group III, nineteen of the schools, or 90.5 per cent, require the applicants to fill out application forms. The per cent of superintendents in the smaller schools who practice this policy is much smaller. One explanation of this small number is the fact that many of the smaller schools do not use application forms. Only 40.5 per cent of the schools in group VII ask all applicants to fill out application forms. In group III, only 43.8 per cent of the schools ask all applicants to fill out application
blanks. However, generally speaking, most of the schools reporting do practice this procedure. Of the 237 schools included in the study, 159, or 67.1 per cent, of them indicated that they ask all applicants to fill out application forms.

To determine whether or not the superintendents of the schools included in this study eliminated any potential applicants by refusing them the application forms, the following question was asked: Are application forms sent to all who request them? Sixty per cent of the superintendents of the larger schools replied that they do send application forms to all who request them. On the other extreme it was found that only 25.5 per cent of the superintendents in the common schools comply with this request. This per cent, of course, was affected by the ten schools in group VII which do not use application forms. However, after omitting these ten schools from the number that reported the policy of not sending application forms to all who request them, there is still 54.2 per cent of this group refusing applications to certain potential applicants. In this study no question was asked as to why this policy had been adopted by the school officials. Of the 207 reporting the use of application forms, ninety-eight, or 42.5 per cent, of the superintendents practice the policy of sending application forms to as many as request them.
Much has been written and said concerning the practice of notifying unsuccessful applicants of their failure to secure the desired positions. In order to know what the present practices along this line are in the schools of Texas today, the question: Are unsuccessful applicants notified of their failure to secure the desired positions? was asked in the questionnaire used in this study. Data in Table 6 indicate that the large schools, groups I and II, are unanimous in their failure to notify unsuccessful candidates of their failure to secure the desired positions. The number of schools which reported the policy of notifying unsuccessful candidates of their failure to secure the positions varies inversely with the size of the schools.

Of the forty-seven schools in group VII, twenty, or 42.6 per cent, replied "Yes" to the question regarding their policy of notifying unsuccessful candidates. Of the 237 superintendents replying to the question, fifty-eight, or 24.4 per cent, reported the policy of notifying unsuccessful candidates of their failure to secure the desired positions.

Regarding the practices in the schools of Texas concerning applicants who wish to bring their previous applications up to date the following question was asked: May applications be brought up to date upon the request of the applicant? Schools in groups I and III were unanimous in their practice of permitting old applications to be brought
up to date. Ninety per cent of the schools in group II also grant this request of the applicants. According to data in Table 6, the small common schools practice this to a smaller degree than any other group of schools. Of the forty-seven schools in group VII, thirty-five, or 74.5 per cent, of them permit the applicants to bring their applications up to date; five schools do not permit the practice; and seven schools made no reply to the question. Of the 237 schools reporting on the above policy, 204, or 86.1 per cent, of them grant the applicants the privilege of bringing up to date their applications which are kept on file by the various schools.

It may be concluded from data in Table 6 that superintendents desire that applicants for teaching positions be specific in their applications regarding the types of positions desired. Only eight superintendents indicated a practice of welcoming "blanket" applications for "just anything." When vacancies occur in the schools the superintendents do not desire to fill these vacancies with "just any teacher." It is recommended that applicants state specifically in all applications the nature of work for which they are qualified. Otherwise, the superintendent will be justified in thinking of them as "jacks-of-all-trades." From data in Table 6 it may be concluded that the superintendents in the large schools are desirous in most cases of applications for specific positions before
vacancies exist in these positions. It is recommended that the two schools in the largest two groups begin the practice of keeping on file a preferred list of applicants. It is further recommended that these files be revised and brought up to date at least once each year in the largest schools and once each three years in the small schools. Teachers need not hesitate to apply for positions in these schools. However, data presented regarding the policies of the superintendents in the small schools justify the conclusion that applications should not be filled for specific positions before it is known that vacancies exist in these positions.

It may be observed from data in Table 6 that a large number of the superintendents do not comply with all requests for application forms. In the opinion of most educational writers, this practice is an unsound administrative policy. It is recommended that 139 superintendents who do not practice sending application forms upon the request of prospective applicants, begin this practice immediately. The value of such procedure is two-fold. In the first place it gives the prospective candidate information regarding the requirements of the school in which he hopes to teach. After looking over the form, the applicant may readily see that his qualifications do or do not measure up to the standard of the school.

13Lillian E. Miles, "Keeping up with the Applicants," *American School Board Journal*, LXXXIV (May, 1932), 60.
and, being unable to qualify, return the application form unused, or destroy it.\textsuperscript{14} The second value of such procedure is the advantage that might be gained by having on file in the schools a large number of qualified applicants' credentials. This is a splended source of teacher supply, if the applications are kept up to date. It is recommended that the thirty schools reporting, which do not use application forms, immediately begin the use of them. These forms serve as a means of eliminating undesirable and unqualified applicants, and as a rich source of teacher supply.

Educational writers suggest that superintendents notify unsuccessful, as well as successful, applicants of the action taken by the board regarding their applications.\textsuperscript{15} This policy is being practiced in only 24.4 per cent of the schools reporting. None of the schools in the largest two groups practice this procedure. It is possible that the large number of applications on file in these large schools make such a policy seem impossible, or at least impractical. However, it is recommended that some brief, easy method be worked out in these schools whereby applicants for specific positions may be notified of their failure to secure the positions. The small common schools practice this policy in 42.6 per cent.

\textsuperscript{14}D. H. Cooke, \textit{Administering the Teaching Personnel}, p. 44.

of the cases. The number of schools in groups IV through VII which practice this procedure varies inversely with the size of the schools. Evidently the number of applications on file in these schools influences the policy of notifying unsuccessful applicants of their failure to secure the positions desired.

The policy of permitting applicants to bring their applications up to date is practiced almost unanimously in the schools reporting. It is recommended that all schools practice this procedure. This may be done at very little expense and trouble to the schools.

Information Requested in Application Forms

Information requested on the application forms of the schools reporting in this study was found by including in the questionnaire, a check list of such items. Some of the recipients of the questionnaire enclosed copies of their application forms when the checked questionnaires were returned. Thirty superintendents stated that their schools did not use application forms.

As may be seen from the data in Table 7, a large per cent of the application forms used by the schools reported in this study include requests for identical information regarding the applicant. Of the 207 schools which use application blanks, 206, or 99 per cent, of them ask for the "Major" and "Minor"
TABLE 7

THE NUMBER OF SCHOOLS IN EACH GROUP WHICH USE APPLICATION
FORMS AND THE NUMBER IN EACH GROUP WHOSE APPLICATION
FORM INCLUDES CERTAIN OF THE VARIOUS ITEMS

<table>
<thead>
<tr>
<th>School Group</th>
<th>Sex</th>
<th>Age</th>
<th>Weight</th>
<th>Nationality</th>
<th>Experience</th>
<th>Physical Condition</th>
<th>Marital Status</th>
<th>Major Field</th>
<th>Minor Field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>10</td>
<td>100</td>
<td>10</td>
<td>100</td>
<td>8</td>
<td>80</td>
<td>8</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>21</td>
<td>100</td>
<td>21</td>
<td>100</td>
<td>21</td>
<td>100</td>
<td>17</td>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>IV</td>
<td>31</td>
<td>97</td>
<td>32</td>
<td>100</td>
<td>28</td>
<td>88</td>
<td>25</td>
<td>78</td>
<td>31</td>
</tr>
<tr>
<td>V</td>
<td>58</td>
<td>100</td>
<td>58</td>
<td>100</td>
<td>54</td>
<td>93</td>
<td>54</td>
<td>93</td>
<td>52</td>
</tr>
<tr>
<td>VI</td>
<td>42</td>
<td>95</td>
<td>43</td>
<td>98</td>
<td>40</td>
<td>91</td>
<td>36</td>
<td>82</td>
<td>44</td>
</tr>
<tr>
<td>VII</td>
<td>32</td>
<td>89</td>
<td>34</td>
<td>94</td>
<td>28</td>
<td>78</td>
<td>26</td>
<td>72</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td>96</td>
<td>203</td>
<td>98</td>
<td>183</td>
<td>88</td>
<td>168</td>
<td>81</td>
<td>200</td>
</tr>
</tbody>
</table>

fields in which the applicants' college work was done. "Age" of the applicant ranked second in frequency of occurrence. This item was found to be listed in 98 per cent of the forms used by the schools included in this study. In third place came the request for the number of years of teaching experience. Evidencing a belief that the good health of the applicant is an essential element affecting his possible teaching success, 93 per cent of the application forms used in the
<table>
<thead>
<tr>
<th>Coaching Fields</th>
<th>Salary Expected</th>
<th>Place Last Employed</th>
<th>Reason for Leaving</th>
<th>Magazine Subscriptions</th>
<th>Number of Dependents</th>
<th>Position Desired</th>
<th>Certificate Held</th>
<th>Schools Which Use Application Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>3</td>
<td>60</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>2</td>
<td>20</td>
<td>10</td>
<td>100</td>
<td>4</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
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<td>13</td>
<td>62</td>
<td>16</td>
<td>76</td>
<td>7</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>66</td>
<td>26</td>
<td>81</td>
<td>30</td>
<td>94</td>
<td>14</td>
<td>44</td>
<td>9</td>
</tr>
<tr>
<td>39</td>
<td>67</td>
<td>45</td>
<td>78</td>
<td>56</td>
<td>97</td>
<td>35</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>37</td>
<td>84</td>
<td>32</td>
<td>73</td>
<td>42</td>
<td>96</td>
<td>31</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>81</td>
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<td>62</td>
<td>37</td>
<td>100</td>
<td>23</td>
<td>62</td>
<td>6</td>
</tr>
<tr>
<td>144</td>
<td>69</td>
<td>144</td>
<td>69</td>
<td>196</td>
<td>95</td>
<td>117</td>
<td>57</td>
<td>44</td>
</tr>
</tbody>
</table>

Schools reported in this study include a request for a statement of the condition of the applicant's health. The item requested least often was the question regarding the magazines subscribed to by the applicants. The practice of superintendents regarding the applicant who applies for "just anything" has been discussed above. Ninety-six and six-tenths per cent of them replied that they did not welcome such applications. This practice is further evidenced by the requests in 91 per cent
of the application forms for the "position desired" by the applicant.

Of course, some items included in the application forms received from some of the schools reporting are not shown in Table 7. The seventeen most frequently occurring items are listed in this table. Some forms called for "church affiliation" of the applicants, although this number was insignificant. It may safely be concluded that the schools in these seven groups, like the majority of schools reported in other studies, could eliminate at least 20 per cent of the items included in their application forms. It is recommended that the thirty schools which use no forms immediately prepare forms that call for items of information that will be helpful in determining the qualifications and desirability of the applicants. The two chief values of application forms have been pointed out in a previous discussion. These values are:

1. First, aid in eliminating undesirable applicants and determining the most desirable and qualified ones, and second, aid in securing teachers quickly for substitute work as well as permanent positions. Cooke, in speaking of the importance of these forms, says that "no application should be considered unless it is made on the regular application form which has been adopted by the school board."16 Giese and Stevens17 are

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16 D. H. Cooke, Administering the Teaching Personnel, p. 44.

of the opinion that application forms can be relied upon to predict teaching success.

It is recommended that items such as "salary expected," "reason for leaving last employment," "magazine subscriptions," and "number of dependents" be omitted from the application forms of several of the schools reporting in this study. Other items of information may be used which have more value as aids in the selection of teachers.

The Importance of Scholarship and the Influence of the Institutions from Which the Applicants Come

As may be seen from the data in Table 8, the majority of the superintendents in the schools reported in this study give preference to the applicant with a high scholastic record over the applicant who has a lower record. Many educational writers have listed scholarship as one of the desirable teacher qualifications, but none has stated that scholarship alone makes the perfect teacher.19 Of the 237 superintendents' replies used in this study, 210, or 88.6 per cent, of them replied that a preference is shown the applicant who has a high scholastic record over the applicant who has a lower record—other qualifications of the two

18 By "influence," as used in this connection, is meant the confidence school officials have in certain schools regarding the teacher ability and training of their graduates.

applicants being equal. The superintendents of the schools in group III were unanimous in their practice of giving preference to the applicant with a high scholastic record. One superintendent in each of groups I and II failed to make any response to the question. However, those in these groups who did reply were unanimous in their preference of the applicant with a high scholastic record. The data shown in Table 8 point very definitely toward a general practice among superintendents of giving preference to the student who has a high scholastic record. The reader must keep in mind that scholarship alone did not bring about preference of the good student by the superintendents, but, "all other qualifications being equal," the applicant with a high scholastic record is given preference. Further information will be revealed on this question in a later paragraph.

The writer has heard teachers make remarks concerning the influence the institution in which the college work was done has upon the selection of prospective teachers for teaching positions. In order to determine the attitude of some of the superintendents of the state of Texas the following question was included in the questionnaire used in this study: Does the institution in which the applicant did his work influence your selection of him? Of the 237 who returned the questionnaire, six made no reply to the question; ninety-nine, or 41.8 per cent, answered "No";
and 132, or 55.6 per cent, answered "Yes." Thus, it is seen that the tendency is very nearly evenly divided on this question.

**TABLE 8**

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP THAT DO AND DO NOT LET THE INSTITUTION IN WHICH THE APPLICANT DID HIS WORK INFLUENCE THEM IN THEIR SELECTION OF TEACHERS AND THE NUMBER OF SUPERINTENDENTS THAT ARE AND ARE NOT INFLUENCED BY THE HIGH SCHOLASTIC RECORD MADE BY THE APPLICANT WHILE IN SCHOOL.

<table>
<thead>
<tr>
<th>School Group</th>
<th>Does the Institution in Which the Applicant Did His Work Influence Your Selection of Him?</th>
<th>Other Things Being Equal, Do You Prefer the Applicant Who Has a High Scholastic Record Over the Applicant Who Has a Lower Record?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>III</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>IV</td>
<td>19</td>
<td>52.7</td>
</tr>
<tr>
<td>V</td>
<td>37</td>
<td>60.6</td>
</tr>
<tr>
<td>VI</td>
<td>28</td>
<td>49.1</td>
</tr>
<tr>
<td>VII</td>
<td>27</td>
<td>57.4</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>55.6</td>
</tr>
</tbody>
</table>
In comments offered voluntarily by some of the superintendents, it was stated that the "general quality" of the institution from which the applicant comes is always considered. No comment on the question was invited; therefore very few offered it. As data in Table 8 indicate, a slight majority, or 55.6 per cent, of the superintendents are influenced by the "general quality" of the institutions from which the applicants come.

Only 7.5 per cent of the superintendents reported a policy of not giving preference to the applicant who has a high scholastic record over the applicant who has a lower scholastic record, other qualifications being equal. These superintendents are practicing policies that are contrary to opinions of a majority of educational writers. Writers of articles regarding teacher qualifications usually list "scholarship" among the qualities to be desired in the teacher. In a study made by Engelhardt and Tucker it was found that high school students desire teachers who are masters of the subject matter being taught. It is recommended that all superintendents think seriously of the scholarship of the applicant. Other qualifications being equal, it is

---


recommended that the good student be given preference over
the applicant whose scholastic record is poor.

It may be safely concluded from data in Table 8 that the
majority of superintendents are influenced, relative to the
selection of an applicant, by the institution in which the
applicant did his college work. The discussion of this ques-
tion brings up an old argument regarding certification of
teachers on the basis of work done in all of the accredited
colleges and universities. Some people reason thus, "If we
want a doctor, we secure a graduate of a reputable medical
college; if we want an electrical engineer, we seek a graduate
of an engineering school; if we want a teacher, we seek a
well-qualified graduate of a teachers college."\(^{22}\) Is this
an unsound practice? The writer concludes that it is a sound
policy. A teachers college should, and does, specialize in
the training of teachers, as the name implies. It is recom-
mended that school superintendents seek their teachers in
colleges whose aim it is to train teachers for the work of
a teacher. As some of the superintendents indicated, the
"general quality" of the school should be considered before
its graduates are selected for teaching positions.

\(^{22}\)Statement on questionnaire returned by one of the
superintendents reporting in the study.
Activities Considered "Essential" and "Desirable" and the Effect of Participation in Them upon Teacher Selection

To determine the attitude of superintendents regarding the merits of participation in extra-curricular activities and the influence such participation has upon the selection of the participants as teachers, the questionnaire used in this study called for a check of certain activities as being "desirable" or "essential" and an answer to the question: Do you prefer the student who took part in extra-curricular work and made an average scholastic record over the non-participant who made a very high scholastic record? Of the 237 superintendents who expressed their preferences regarding the average student who was a participant in extra-curricular activities and the student who made a high scholastic record yet did not participate in such activities, 207, or 87.3 per cent, indicated a preference for the participating average student. It may be that the superintendents thought of the non-participating student with a high scholastic record as a "sissy bookworm." However, no evidence regarding such ideas were called for in the questionnaire. Group VII, the small common schools, evidenced the strongest preference for the average student who participated in extra-curricular activities while doing his college work. The work of the average teacher in the smaller schools may have influenced the replies of the superintendents in this group. Forty-five,
### Table 9

The number of superintendents in each group that checked as "Desirable" and "Essential" the various extra-curricular activities. Also, the number of superintendents in each group that do and do not prefer the applicant who has made an average scholastic record while participating in extra-curricular activities over the applicant who made a high scholastic record but was not a participant in various activities.

<table>
<thead>
<tr>
<th>School Group</th>
<th>Do You Prefer the Student Who Takes Part in Extra-Curricular Work and Makes an Average Record over the Non-participating &quot;Scholar&quot;?</th>
<th>Activities checked &quot;Essential&quot; or &quot;Desirable&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Athletics</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>II</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>III</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>69.4</td>
</tr>
<tr>
<td>V</td>
<td>52</td>
<td>86.2</td>
</tr>
<tr>
<td>VI</td>
<td>52</td>
<td>91.2</td>
</tr>
<tr>
<td>VII</td>
<td>45</td>
<td>95.5</td>
</tr>
<tr>
<td>Total</td>
<td>207</td>
<td>87.3</td>
</tr>
</tbody>
</table>

"Essential" or "Desirable" clubs depend on position to be filled.
or 95.5 per cent, of the superintendents in group VII ex-
pressed their preference for the average participating stu-
dent. Groups I and II, the large schools, practiced giving
preference to the average participating student with in-
dorsements of 80 per cent and 90 per cent, respectively.
Thus it may safely be concluded from the data in Table 9
that the college student will make no mistake by participa-
ting, at least to an average degree, in the extra-curricular
activities offered by the school he attends.

Just what activities are considered "essential" and
"desirable" by the superintendents included in this study
may be noted from the data in Table 9. Of the 237 super-
intendents contributing to the study, forty-three failed to
check any activities as "essential" and "desirable," but,
without exception, these forty-three indicated that the
"Desirable" and "essential" activities varied in importance
with the nature of the position for which the applicant
would be selected. Of the 194 who evaluated the activities
listed in the questionnaire, only two failed to check "ath-
letics" either as "desirable" or "essential." According to
the replies, this activity is the most highly desired of the
group. Thirty-one checked "athletics" as an activity "es-
sential" to the desirability of prospective teachers. The
next activity in order of importance was "dramatic clubs."
Of the 194 superintendents who checked these activities, 176
checked "dramatic clubs" as "desirable." Fourteen superintendents checked "dramatic clubs" as "essential." The next most popular activities, in order of importance as assigned by the superintendents, are: "literary clubs," "departmental clubs," "choral clubs," "scout work," "instrumental music clubs," "press clubs," and "fraternities and sororities." "Press clubs" were not checked as "essential," but 155 checked them "desirable." "Fraternities and sororities" received no checks as "essential," and only ten checked "desirable." In commenting upon this check list of activities, one superintendent expressed a strong opposition to "fraternities and sororities." In his opinion, evidence of the applicants' membership in fraternities and sororities handicapped them in his consideration of them for positions. "Literary clubs" and "dramatic clubs" received their greatest per cent of "essential" responses from the superintendents of the largest schools, groups I and II. "Athletics" was checked "essential" most often by superintendents of the common schools. Forty per cent of these superintendents checked "athletics" as "essential."

It may be safely concluded from the replies of the superintendents reporting in this study that the boy or girl who anticipates teaching as a profession should participate in at least a reasonable number of extra-curricular activities while a student in college. Truly, "scholarship" is an excellent teacher quality, but this quality alone does not enable
the teacher to handle efficiently the many out-of-the-
classroom activities in which pupils of the present day
engage. The student who engages in these activities while
in college will have had first-hand experience to aid him
immeasurably in his sponsorship of similar activities in
the high school in which he serves as a teacher. The school
of today demands this training of its teachers. In just
what activities should the student participate? This ques-
tion cannot be answered by listing a certain number of
specific activities. The forty-three superintendents who
failed to check the activities in Table 9 as "desirable"
or "essential" stated that the position to be held by the
applicant determined the activities that might be checked
"desirable" or "essential." The most outstanding activity,
as indicated by the superintendents reporting, was "ath-
letics." The common school superintendents placed much
importance on "athletics" as an "essential" activity. The
nature of the work in the common schools evidently influenced
these replies. The small number of teachers in the average
common school necessitates each teacher's sponsoring some
extra-curricular activity.

Types and Functions of Letters
of Recommendation

In schools where reference forms are not used, the super-
intendents usually write letters of inquiry to the people
TABLE 10


<table>
<thead>
<tr>
<th>School Group</th>
<th>Is Applicant Scored during or after the Interview?</th>
<th>Do You Require Letters of Reference from Former Employers of Applicant?</th>
<th>Do You Prefer Letters of Reference Addressed to You Personally?</th>
<th>Do You Appreciate Letters of Reference Addressed &quot;To Whom It May Concern&quot;?</th>
<th>What Should Be the Function of Letters of Recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During</td>
<td>No Reply</td>
<td>Yes</td>
<td>No</td>
<td>No Reply</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>5</td>
<td>25</td>
<td>5</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td>6</td>
<td>52</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>VI</td>
<td>15</td>
<td>40</td>
<td>2</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>VII</td>
<td>8</td>
<td>29</td>
<td>10</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>174</td>
<td>23</td>
<td>172</td>
<td>62</td>
</tr>
<tr>
<td>Per Cent</td>
<td>16.9</td>
<td>73.4</td>
<td>9.7</td>
<td>72.6</td>
<td>26.1</td>
</tr>
</tbody>
</table>
listed as references. However, many superintendents prefer letters of information concerning the applicant from present or former employers of the applicant. To determine the desires of the superintendents, included in this study, regarding letters of recommendation, the following questions were asked: First, Do you require letters of reference from former employers of the applicant? second, Do you prefer letters of reference addressed to you personally? and third, Do you appreciate letters addressed "To whom it may concern"? Data in Table 10 indicate a similarity of practice among the various school groups in regard to the procedures asked about in the above three questions. Of the 234 superintendents who replied to the above questions, 172, or 72.6 per cent of them, stated that they do require letters of reference from former employers of the applicants. Two hundred twenty-four, or 94.5 per cent of the 237 who replied, indicated a preference for "letters of recommendation addressed to them personally." Of the 237 superintendents replying to the question regarding the letter of recommendation addressed "To whom it may concern," 214, or 90.3 per cent, of them reported a policy of not welcoming such letters. This policy is in harmony with the statement by Cooke regarding open letters of recommendation. He says that "open letters of recommendation usually addressed 'to whom it may concern' ordinarily are not worth

23D. H. Cooke, Administering the Teaching Personnel, p. 49.
the paper upon which they are written."24 Superintendents in groups I, II, and III were unanimous in their policies of not welcoming such letters. Only eighteen in the 237 included in the study welcome letters addressed "To whom it may concern."

The data in Table 10 indicate a very close similarity of policy practiced by the superintendents regarding the time the applicant is scored on the information gained during the personal interview. Of the 214 who replied to the question regarding the scoring of the applicant as a result of the interview, 174, or 73.4 per cent, reported the practice of scoring the applicant "after" the interview. Forty, or 16.9 per cent of the superintendents, score the applicant "during" the interview. Twenty-three, or 9.7 per cent, made no reply to the question. The data on this question indicate a general practice among the schools of scoring the applicant "after" the interview.

The writer desired to have the opinions of the reporting superintendents regarding the functions of letters of recommendation. The prospective teachers desire to have letters of recommendation sent to the superintendents with whom their applications have been filed. The questionnaire used in this study contained a check list of possible functions of letters of recommendation and the superintendents were asked to check the functions which to them, were the most important. The

24Ibid.
three possible functions were: First, interest employer in the candidate; second, reveal accurate information about the candidate; and third, secure a position for the candidate. A majority of the superintendents reported that the second function, "reveal accurate information about the candidate," was the chief purpose of letters of recommendation. The three functions were checked 245 times by the superintendents. Of the 245 checks, 172, or 70.2 per cent, of them indicated the function of letters of recommendation is to "reveal accurate information about the candidate." Thirty-three superintendents checked "secure position for the candidate" as the function of letters of recommendation. However, no superintendents in groups I, II, and III reported this function as important. "Interest employer in the candidate" was checked by forty of the superintendents. This number was 16.3 per cent of the total number of checks given the first three functions listed. Twelve of the forty superintendents who checked this function as important are employed in the small independent schools, group VI. The second highest rating given, "interest the employer in the candidate" was given by the superintendents of group IV. Certainly, generally speaking, the superintendents included in this study reported that the chief function of letters of recommendation is "reveal accurate information about the candidate."
It is recommended that all superintendents score applicants after the interview. Forty superintendents reported the practice of scoring the applicant "during" the interview. According to educational writers' opinions, this practice is unsound.25 The applicant should suffer no embarrassment during the interview.

It is recommended that applicants give their former employers as references as to their teaching qualifications. A majority of the superintendents reporting require such testimonials. Although they do not require these references, it is safe to conclude that all superintendents will welcome them. Educational practice and literature tend to corroborate the above statement.26

It is recommended that all applicants, when requesting letters of recommendation, state specifically the name of the superintendent and the school to which the letter is to be sent. The superintendents reporting on this practice stated that they desire letters of reference addressed to them "personally." Few school officials appreciate open letters of recommendation addressed "To whom it may concern."27

27D. H. Cooke, Administering the Teaching Personnel, p. 49.
Types of Information Desired in Letters of Recommendation

To determine just what information concerning the applicants is desired by the superintendents, the questionnaire contained a check list of possible types of information that might be contained in letters of recommendation. The recipients of the questionnaires were asked to check the types of information desired by them in letters of recommendation. Of the 237 superintendents who returned questionnaires, only three failed to check these items; therefore, the data in Table II were taken from the replies of 234 superintendents.

Superintendents in group I were unanimous in their desire to receive letters of recommendation relative to the "personality," "character," "cooperation," and "ability as disciplinarian" of the applicants. Schools in group II were unanimous in desiring information relative to "character," "instructional skill," "cooperation," "training and preparation," and "breadth of interest." Five of the seven school groups were unanimous in their desire for information about the applicant concerning his willingness to "cooperate." "Character" and "cooperation" lead the field of items of information desired, with 229 of the 234, or 98 per cent, of the superintendents desiring these items of information in letters of recommendation. Information concerning the "personality" of the applicant was desired by 94 per cent of the superintendents; "instructional skill" by 88 per cent;
<table>
<thead>
<tr>
<th>School Group</th>
<th>Personality</th>
<th>Character</th>
<th>Instructional Skill</th>
<th>Cooperation</th>
<th>Training and Preparation</th>
<th>Ability as a Disciplinarian</th>
<th>Breadth of Interest</th>
<th>Scholarship</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>5</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>8</td>
<td>89</td>
<td>9</td>
<td>100</td>
<td>9</td>
<td>100</td>
<td>9</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>21</td>
<td>100</td>
<td>20</td>
<td>95</td>
<td>21</td>
<td>100</td>
<td>21</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>IV</td>
<td>33</td>
<td>94</td>
<td>34</td>
<td>97</td>
<td>32</td>
<td>91</td>
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<td>58</td>
<td>91</td>
<td>58</td>
<td>91</td>
<td>53</td>
<td>88</td>
<td>57</td>
<td>95</td>
<td>48</td>
</tr>
<tr>
<td>VI</td>
<td>54</td>
<td>95</td>
<td>57</td>
<td>100</td>
<td>52</td>
<td>91</td>
<td>57</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>VII</td>
<td>42</td>
<td>89</td>
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<td>98</td>
<td>35</td>
<td>74</td>
<td>47</td>
<td>100</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
<td>94</td>
<td>223</td>
<td>98</td>
<td>206</td>
<td>98</td>
<td>229</td>
<td>98</td>
<td>171</td>
</tr>
</tbody>
</table>

Table 11: The number and per cent of the superintendents in each group of schools that desire the letters of recommendation to contain information regarding the applicant on certain of the various items.
"training and preparation" by 73 per cent; "ability as disciplinarian" by 92 per cent; "breadth of interest" by 70 per cent; "experience" by 76 per cent; and "scholarship" by 65 per cent. "Scholarship" was the qualification about which information, contained in letters of recommendation, is least often desired. In school group VI, only 49 per cent of the superintendents reported a desire for this sort of information in letters of recommendation. The outstanding types of information desired in letters of recommendation regarding the applicants are statements relative to the "character" and practices of "cooperation."

Applicants who ask former employers, present employers, college teachers, or other influential acquaintances for letters of recommendation should ask that these letters contain information relative to character, cooperation, personality, and ability as disciplinarian. These items of information are desired in letters of recommendation, as the data in Table II indicate. Former superintendents should include in their letters direct statements relative to the teachers' instructional skill. Educational writers tend to corroborate the desires of the superintendents reporting on the types of information desired in letters of recommendation regarding the applicants.  

experience of the applicant may be obtained through sources other than letters of recommendation. Often letters of recommendation may be written by people who have no direct information concerning the scholarship of the applicant. Many educational writers are of the opinion that the "reference rating" of the applicant is of particular significance in the selection or rejection of an applicant for a teaching position. 29

Most Reliable Sources of Letters of Recommendation

The validity of a letter of recommendation is largely determined by the amount of confidence the person in receipt of the letter has in the writer of the letter. Superintendents receive letters concerning applicants for positions from several classes of writers. The questionnaire used in this study included a check list of six general sources of letters of recommendation. These were (1) college and university teachers, (2) present employers of candidate, (3) former employers of candidate, (4) fellow-teachers of candidate, (5) laymen, and (6) relatives of candidate. The superintendents were asked to check one or more sources of letters of recommendation considered by them

to be reliable. No superintendent reporting failed to check one or more of these sources.

Data in Table 12 indicate that 183, or 77.2 per cent, of the superintendents have confidence in letters received from "present employers" of the candidates. The superintendents of group I were unanimous in their policy of accepting as reliable the letters from "present employers" relative to prospective teachers. Only two superintendents checked "relatives of the candidates" as sources of reliable letters of recommendation. Of the forty-seven superintendents reporting from group VII, thirteen, or 27.9 per cent, of them checked "fellow-teachers" as a reliable source of letters of recommendation. Superintendents in groups I and II were unanimous in their failure to check this source of letters of recommendation as reliable.

The superintendents ranked the sources of letters of recommendation in the following order: (1) present employers, 77.2 per cent; (2) former employers, 71.7 per cent; (3) college and university teachers, 61.6 per cent; (4) fellow-teachers, 19.3 per cent; (5) laymen, 15.2 per cent; and (6) relatives of the applicants, .8 of one per cent. Reports were very nearly equally divided on the reliability of letters from college teachers, present employers, and former employers. These three sources, as the data reveal, are the most reliable sources of letters of recommendation of prospective teachers.
TABLE 12

THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP OF SCHOOLS THAT INDICATED CERTAIN SOURCES OF INFORMATION IN REGARD TO THE APPLICANT AS MOST DESIRABLE

<table>
<thead>
<tr>
<th>School Group</th>
<th>Most Reliable Sources of Letters of Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College and University Teachers</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>I</td>
<td>4 80</td>
</tr>
<tr>
<td>II</td>
<td>5 50</td>
</tr>
<tr>
<td>III</td>
<td>12 57</td>
</tr>
<tr>
<td>IV</td>
<td>19 52.8</td>
</tr>
<tr>
<td>V</td>
<td>48 78.7</td>
</tr>
<tr>
<td>VI</td>
<td>32 56.1</td>
</tr>
<tr>
<td>VII</td>
<td>26 55.3</td>
</tr>
<tr>
<td>Total</td>
<td>146 61.6</td>
</tr>
</tbody>
</table>

It may be safely concluded from the data in Table 12 that superintendents, generally, have most faith in letters of recommendation written by the present employers of the candidates. This faith harmonizes with the opinions of most educational writers. Many teachers who have failed in one

30 D. H. Cooke, Administering the Teaching Personnel, p. 49.
place have been very successful in other places. In a case of this kind, the employer in whose school the failure was made will not highly recommend the applicant for employment in another system.

It is recommended that prospective applicants request letters of recommendation from present employers, college teachers, fellow-teachers, and laymen. Former employers may be requested to write these letters only in the event a reasonable degree of success was attained by the applicant while serving in the former position.

The Most Reliable Indices of Teaching Success

The goal sought by the school official whose duty it is to select a teacher for a particular position in his school is the selection of the applicant whom he believes will make the most successful teacher. The problem immediately confronting him then is to examine all evidence available while making his decision as to which of the many applicants will make the most successful teacher. Certainly not every little peculiarity that makes one individual different from another is of special significance when it comes to the selection of that individual for a teaching position. School officials may have long lists of teacher qualities which to them are reliable indices to teaching success. If such a list were infallible, no mistakes could be made in the selection of the kind of teachers desired.
However, one sees evidences on every hand of the failure of these lists of qualities to serve as fool-proof indices to teaching success.

To get the opinions of the superintendents included in this study regarding certain potential indices of teaching success, a list of five possible indices was included in a check list. The superintendents were asked to check one or more of the indices which they considered to be of value in predicting the teaching success of prospective teachers. Included in the check list were: (1) "scholarship in subject matter," (2) "scholarship in education," (3) "intelligence quotients," (4) "personality ratings," and (5) "interest in children." The possible indices were ranked in the following order: (1) "interest in children," 76.5 per cent, (2) "personality ratings," 61.1 per cent, (3) "scholarship in subject matter," 40.5 per cent, (4) "intelligence quotients," 21.9 per cent, and (5) "scholarship in education courses," 16 per cent. The superintendents in no group of schools unanimously checked any index of teaching success. However, "interest in children" received a high percentage of the checks of each group. Only one school in group I failed to check this item. Only three of the twenty-one schools in group III failed to check "interest in children." Of the forty-seven schools in group VII, the common schools, only one checked "scholarship in education."
TABLE 13
THE NUMBER AND PER CENT OF SUPERINTENDENTS IN EACH GROUP OF SCHOOLS THAT CHECKED SCHOLARSHIP IN EDUCATION, SCHOLARSHIP IN SUBJECT MATTER COURSES, INTELLIGENCE QUOTIENTS, PERSONALITY RATINGS, AND INTEREST IN CHILDREN AS THE MOST RELIABLE INDICES FOR TEACHING SUCCESS

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Most Reliable Indices of Teaching Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scholarship in Subject Matter Courses</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>19</td>
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<tr>
<td>V</td>
<td>28</td>
</tr>
<tr>
<td>VI</td>
<td>22</td>
</tr>
<tr>
<td>VII</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>

This index was not reported to be very reliable by the superintendents of the common schools. Of the five superintendents in group I, three, or 60 per cent, of them, checked "scholarship in education" as a reliable index to teaching success.
The range of differences of opinion on this item was from 2.1 per cent in group VII to 60 per cent in group I. On the other four items there was general similarity of opinion among the superintendents of the various groups. Educational writers have had much to say in regard to the importance of a genuine interest in children as one of the necessary prerequisites to successful teaching.\textsuperscript{31}

It may safely be concluded from the replies of the superintendents that "an interest in children" is an important prerequisite to teaching success. Educational writers' opinions corroborate the replies of the superintendents. Engelhardt and Tucker\textsuperscript{32} list "an interest in children" as a necessary quality of the successful teacher. It is recommended, in the light of educational authority and the replies of superintendents reporting in this study, that students who anticipate teaching as a profession, examine themselves carefully to determine whether or not they have a genuine interest on the part of the teacher in the problems of children. Without such an interest on the part of the teacher, the school work is drudgery to both the teacher and the pupils. Without

\textsuperscript{31}R. Vernon Hays, "Time to Select a Teacher," \textit{American School Board Journal}, XCIX (February, 1940), 48.

this interest, the college student who anticipates teaching as a career will, no doubt, be more successful in some other field of work. The personality of the teacher was emphasized as an index to teaching success. Educational writers' opinions harmonize with the replies of the superintendents.33 It is recommended that all teachers strive to improve, if possible, their teaching personalities in order that both they and the pupils may enjoy their united efforts in the schools of this state.

33 C. P. Archer, "Recent Trends in Teacher Selection," School and Society, XLIX (March, 1925), 42.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The superintendents' replies indicate that in most of the schools the responsibility for the recommendation of teachers for election to positions falls upon the superintendents. Eighty and one-tenth per cent of the superintendents reported this practice in their schools. Two of the schools grant this authority to the superintendents and personnel directors who act jointly in the recommendation of teachers for teaching positions. There were twenty-four schools in which the authority was placed in the hands of a board committee acting jointly with the school superintendent. It may be safely concluded from the above data that at least twenty-one of the schools included in this study have an unsound method of recommending teachers for appointment. The best educational writers tell us that the superintendent is the only logical officer to whom the power of recommending teachers should be given. This principle has been accepted and is being practiced in 216 of the schools reported in this study. Engelhardt says, "The acceptance of this principle of administration has no doubt contributed much
to the improvement of schools in recent years."¹ Cooke says, "The selection of teachers will continue to be among the most important responsibilities of school executives."² The term "school executives" may well include school principals, but does not, according to common usage of the term, include members of school boards. It is recommended first, that the superintendents, who reported the practice of having teachers recommended by joint action of the superintendent and board committee, control the actions of this committee. If these superintendents have only a voice in the recommendation of teachers, the schools thus represented will probably not get the teachers they need and should have. So long as the superintendent is able to control the actions of this committee, the plan may be considered workable. However, at its best, this plan cannot be desirable. It is recommended second, that the schools, which grant to board committees the full power of recommending teachers for election, stop this practice immediately and grant this power to the superintendents. One-third of the schools reporting this practice were small common schools; perhaps the greater part of them are in the rural areas. In this type of school one often finds board members who are very proud of their positions as school

¹Fred Engelhardt, Public School Organization and Administration, p. 181.

²D. K. Cooke, Administering the Teaching Personnel, p. 27.
administrators. Regardless of this attitude on the part of many board members, it is recommended that the superintendents of these schools begin at once an effort to convince the board that this function should be performed by the superintendent.

A majority of the schools notify sources of teacher supply of vacancies that occur in their system. Of the 237 superintendents reporting, 173 replied that sources of teacher supply were notified of the occurrence of vacancies. One hundred seventy-eight, of the 237 reporting, listed "college bureaus" as the source of teacher supply most often used. "Unsolicited applications" ranked second with seventy-eight superintendents checking this source as being often used. "Commercial agencies" was checked by only twelve superintendents. Positions in the largest schools are the goals toward which many teachers are striving. These teachers should file their applications in these large schools as soon as possible. When vacancies occur in the large schools, the superintendents have on file a list of the applications of many desirable teachers. Therefore, it is unnecessary for them to seek the aid of teacher placement bureaus. Many of the schools included in this study solicit applications of teachers whom the superintendents think desirable. It is recommended that this procedure be continued by the schools now practicing it and that other schools begin the practice.
It is recommended further that the schools use commercial agencies as sources of teachers no more than is unavoidable. Educational authorities are unanimous in their indorsement of an administrative policy that calls upon commercial agencies for teachers only after all other sources have been exhausted. Cooke says: "Finally, there is the commercial teachers' agency which should be resorted to only when the other sources of teacher supply have failed."\(^3\)

The opinions of the teachers with whom the new teachers will work later are not generally sought by the superintendents regarding the selection of new teachers. One hundred sixty-three of the superintendents reported a practice of not asking for opinions from present teachers regarding the selection of new teachers. The two large groups of schools were unanimous in their practice of not seeking the opinion of present teachers regarding new ones. However, this practice could not be expected in the very large schools. The superintendents of these large schools seldom have occasion to contact all the teachers in their systems. Eighty-three and two-tenths per cent of the superintendents seek the opinions of their principals regarding the selection of new teachers. This figure is short of what it should be. There seems to be no reason why superintendents should not seek

the opinion and advice of the principals with whom the new
teachers will work regarding the selection of the new teach-
ers. Seventy-one, or 29.9 per cent of the superintendents
reported the practice of seeking the opinions of present
teachers in regard to the selection of new teachers. The
practice of seeking such opinions would not demand that the
present teachers be permitted to have any authority in the
selection of teachers, but certainly there could be no harm
in discussing with them the qualities of the prospective
teachers. Educational writers have had very little to say
regarding this policy. It is recommended that all superin-
tendents included in this study begin this practice relative
to the selection of new teachers and watch closely for an
improvement in the general atmosphere of the schools in which
they work. According to educational writers, the principal
certainly should have at least an advisory function to per-
form in the selection of teachers for his school. Therefore,
it is recommended that the thirty-seven superintendents,
who do not practice this policy in their schools, begin at
once the policy of seeking the opinions and advice of their
principals regarding the selection of teachers with whom the
principals are to work. The failure to observe this principle
of administration is inexcusable on the part of any superin-
tendent. 4

4C. R. Maxwell and L. R. Kilzer, High School Administra-
tion, p. 37.
One hundred forty-three superintendents reported "trouble" from outside "pressure groups." "Relatives of the applicants" was checked by 116 of this number as the most troublesome of the "pressure groups." "Business men" and "patrons of the school" were checked by thirty-eight superintendents as "pressure groups" that give trouble regarding teacher selection. Authority may be found to contradict the practice of patrons who try to bring "pressure" to bear upon the superintendent regarding the selection of certain applicants. It is recommended that the superintendents who are troubled with this sort of "pressure" be on the alert for such outside influences and do their best to discourage them.

Fifty-five and two-tenths per cent of the schools give preference to local applicants over the non-resident applicants. Six and four-tenths per cent of the schools give preference to the single man over the married man. The question regarding preference given local applicants over non-resident applicants did not call for the number of local applicants employed by the various schools or the per cent of the faculty composed of local applicants. Some superintendents volunteered to state that no applications were accepted from local prospective teachers. In the light of

5Nicholas Moseley, "Politics and School Administration," Educational Progress and School Administration, edited by Clyde Milton Hill, p. 69.
most educational writers' opinions, this policy seems too drastic. However, local conditions in certain instances may warrant this severe policy. It is highly recommended that no school employ more local teachers than it does non-resident teachers. Cooke says, "Under no condition should the percentage of local teachers exceed fifty. An attempt should be made to keep the percentage below fifty." 6

Only 6.4 per cent of the superintendents give preference to the single man over the married man. Some of them explained their answer by stating that under existing low salary schedules, they gave preference to the single man because the man with a family could hardly "get by" on the small salary. It is recommended that all superintendents make a serious study of this problem having in view the possibility of paying the married man a better salary than is paid the single man. Federal income tax laws make this distinction; why should the school refuse to make it?

A majority, 151, or 63.7 per cent of this same group give preference to the single woman applicant over the married woman applicant. Schools in group I and II were unanimous in the practice of giving preference to the single woman over the married woman.

It may be concluded from the above data that married

women are used in many schools against the wishes of the superintendents. One hundred fifty-one schools employ married women, but 62.2 per cent of this number give preference to the single woman applicant. It must be concluded that enough qualified single women teachers cannot be found to supply the need, or some "pressure" is brought to bear favoring the married woman. It is recommended that these superintendents who employ married women, yet give preference to single women, stop this unsound practice and select only the best teachers available for the price the schools have to offer. Schools do not exist for the teacher—married or single—but the teachers exist for the schools and only the best should be selected.

Only eight of the 237 superintendents reporting replied favorably to the receipt of applications for "just anything." One hundred thirty schools welcome applications for specific positions before vacancies exist in these positions. However, this practice was not reported in group VII, the small common schools. In this group, 63.9 per cent of the superintendents do not welcome this type of application.

It may be concluded from data in Table 6 that the superintendents reporting do not appreciate the receipt of applications for "just any position." One superintendent, in

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7J. D. Falls, "The Selection of Teachers for Classroom Instruction," American School Board Journal, LXXXV (November, 1932), 47.
commenting on the question regarding this type of application said: "We do not have a position in our school known as 'just anything.'" The number who welcome such applications is insignificant when compared with the number of superintendents who do not welcome them. It may be concluded that only a slight majority of the superintendents welcome applications for specific positions before vacancies exist in those positions. This practice was unanimously approved in the largest schools and in 60 per cent of group II. However, it is recommended that applicants be very tactful about applying for specific positions in the small schools before vacancies exist in these positions. The policy of not welcoming such applications is an unsound administrative practice.\(^8\) It is recommended that these superintendents begin the policy of welcoming all applications regardless of the existence of vacancies. These applications may prove to be of great value in making a hurried substitution. From this unsolicited group of applicants, the superintendents may choose a number of the better qualified ones and use this group very advantageously in filling temporary or permanent positions.

Every one of the schools in groups I and II require all applicants to fill out application forms. Of the 237 reporting,

thirty do not use application forms. Most of the latter number are in group VII; hence, this group reported only nineteen schools that require applicants to fill out application forms. Educational writers advocate the policy of sending application forms to as many as request them. Only 41.3 per cent of the schools which use application forms send them to all prospective applicants who request them. It is recommended that all applicants be required to fill out application forms and that all prospective applicants be sent an application form. This latter policy serves two functions very satisfactorily, namely, aiding the prospective applicant in learning the requirements of the school in which he wishes to teach, and aiding the school in the establishment of a preferred list of prospective teachers. Many schools secure the major portion of their teachers from the source commonly spoken of as "unsolicited applications." It is further recommended that all schools permit applications to be brought up to date at least once each year for a maximum of five years. There seems to be no reason warranting the keeping of applications longer than a period of five years. The best educational writers advocate a plan similar to the one discussed above. Only 24.4 per cent of the superintendents notify

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9Ibid.

10D. H. Cooke, Administering the Teaching Personnel, p. 42.
unsuccessful candidates of their failure to secure the desired positions. This policy has been practiced in many schools, because of the failure, generally, of applicants to notify the superintendents of their success in securing positions in other schools. It is recommended that all superintendents work out a policy whereby each applicant will be notified of the action taken on his application by the officials who select teachers.

Of the 237 schools included in the study, 207 use application forms. These forms generally contain requests for information regarding the following: sex, age, weight, nationality, experience, physical condition, marital status, major teaching field, minor teaching field, place last employed, position desired, and certificate held. A few forms contained requests for information concerning the applicant in regard to: magazine subscriptions, number of dependents, reason for leaving last employment, and religious belief.

It may be concluded that the application forms used in these schools contain about the same requests for information that the average form found in other states contains. It is recommended that such items as "number of dependents," "magazine subscriptions," "reason for leaving last employment,"

and "religious belief" be omitted. Educational writers' opinions will support the elimination of these items.\textsuperscript{12}

The reputation and standing of the institution from which the applicant comes affects the selection or rejection of the applicant in 55.6 per cent of the schools. The scholastic record of the applicant affects the selection or rejection of him as a teacher. Two hundred ten, or 88.6 per cent of the superintendents replied that the applicant with a high scholastic record was given preference over the one with a lower scholastic record, other things being equal.

It may be concluded from the replies of the superintendents regarding the institutions from which the applicants come that the "general quality" of the institution does affect the selection of the applicants. Several superintendents offered comments on their replies to this question: The "general quality" of the institution does influence the selection or rejection of graduates of the institution. College students who plan to teach should consider the "quality" of the institutions which offer this type of training before deciding to attend a certain one. It is also recommended that college students who plan to teach should make special effort to make a good scholastic record. However, this does not require becoming a "bookworm" as the term is commonly used. The superintendents reporting in this study give preference to the student who made an average scholastic record and

\textsuperscript{12}Ibid.
took part in extra-curricular activities. Of the 237 superintendents replying to the questions regarding scholarship and participation in extra-curricular activities, 87.3 per cent of them stated that preference was given the average student who was a participant in extra-curricular activities.

It is recommended that all prospective teachers take active part in a reasonable number of extra-curricular activities. However, care should be exercised that this participation is not stressed to the extent that other school work is neglected.

Activities considered "desirable" and "essential" by superintendents were: athletics, departmental clubs, scout work, literary clubs, dramatic clubs, choral clubs, and instrumental music clubs. Athletics was the only activity receiving a significant number of "essential" checks. Thirty-one superintendents checked athletics as "essential." It may safely be concluded from the data in Table 10 that the superintendents consider many activities, now engaged in by college students, "essential" and "desirable" for the proper training of prospective teachers. It is recommended that all prospective women teachers engage in such activities as volleyball, playground ball, literary clubs, and choral clubs. Some schools have special teachers for these activities, but the majority of the schools do not. Men who plan to teach should take part in some activities that may be classified
under the general heading of athletics. In the large schools these activities are taken care of by special teachers. However, in the smaller schools such activities as playground ball, tennis, track, volley ball, and basketball are directed by one of the men teachers. In the smaller school communities the man teacher is often called upon to serve as Scout Master for the local troop. Therefore, it is recommended that young men who are planning to teach acquaint themselves thoroughly with scout work. The superintendents of group VII, the small schools, indicated strong desires for participation, on the applicant's part, in scout work. Five of the forty-seven superintendents in this group checked it as "essential," and thirty-seven of them checked it as "desirable." No other group of superintendents placed so much emphasis upon this activity.

The applicant is scored by the interviewer "after" the conference according to the replies of 174, or 73.4 per cent, of the superintendents replying to the question. Forty of these superintendents score the applicant "during" the interview. This latter practice is contrary to educational writers' opinions. All writers say that the conference should cause the applicant no embarrassment. But it seems that embarrassment to the applicant would be unavoidable if he were

scored by the superintendent during the interview. It is recommended that all applicants be scored by means of a score card devised for this purpose and that the scoring be done after the interview.

Letters of reference from former employers are required by 172, or 72.6 per cent, of the superintendents. A majority, or 94.5 per cent of the superintendents, desire letters of reference addressed to them personally. Ninety and three-tenths per cent of the superintendents do not welcome the open letter of reference addressed "To whom it may concern."

Letters of reference from former employers may be desirable or undesirable. Educational writers' opinions are divided on the value of such letters as sources of reliable information concerning the applicant. Chamberlain says: "The best reference that can be furnished by a candidate who has had teaching experience is a superintendent, or principal, for whom he has taught . . . ."14 However, writers do not unanimously agree with this statement.

Speaking of letters from former employers of the candidate, Cooke says: "Frequently the testimonials given are based on misunderstandings, prejudice, or ill will."15 He points out also that many teachers who have failed in one place

15D. H. Cooke, Administering the Teaching Personnel, p. 49.
because of local conditions have been very successful in other places. With these two points of view in mind it is recommended that superintendents not require letters of recommendation from former employers, but let this letter come at the request of the applicant himself. This procedure may enable some teacher who has failed in one place to succeed in another place. It is also recommended that applicants request that letters of recommendation be addressed to superintendents personally. The open letter of recommendation addressed "To whom it may concern" are seldom welcomed by superintendents. 16

The chief function of letters of recommendation, according to the data received is to "reveal accurate information about the candidate." Of the 245 replies concerning the functions of letters of recommendation 172, or 70.2 per cent of them, indicate the above function as the most important. In second place came "to interest employer in candidate." Thirty-one superintendents of the smallest three groups of schools checked "secure position for the applicant." Superintendents of the larger schools failed to check this item as a possible function.

The items which superintendents desire to have discussed in letters of recommendation, in rank order, are: character

16 Ibid.
of applicant, cooperation of the applicant, personality of applicant, ability as disciplinarian, instructional skill, experience, training and preparation, breadth of interest, and scholarship. Character and cooperation were desired by 98 per cent of those who returned the questionnaire. It can safely be concluded from the replies relative to the types of information desired in letters of recommendation that all superintendents desire to learn of the character of the applicant and his willingness to cooperate with others with whom he is to work. Several other types are desired, but these two were outstanding in the superintendents' replies. The superintendents in groups I, II, and VI, were unanimous in their desires to have information regarding the character of prospective teachers. The superintendents in groups I, II, III, VI, and VII were unanimous in their desires to have information regarding the spirit of cooperation that may be expected of the prospective teacher. Educational writers support the desire of these superintendents regarding character and cooperation.17 Chamberlain18 lists personal characteristics as one factor on the basis of which teachers will be appointed. It is recommended that information regarding character, cooperation, personality, and ability as

17Nietz, op. cit., p. 42.
18Leo W. Chamberlain, The Teacher and School Organization, p. 177.
disciplinarian be included in letters of recommendation written by former employers of applicants. However, beginning teachers have to depend principally upon college teachers and laymen for letters of recommendation.

According to the data received, the most reliable sources of recommendation, in rank order, are present employers of candidate, former employer of candidate, college and university teachers, fellow-teachers, laymen, and relatives of the candidate. However, the latter three are unimportant according to the findings of this study. It is interesting to note that only slight majorities of the superintendents in groups IV, VI, and VII consider college teachers as reliable sources of letters of recommendation of prospective teachers. Only 50 per cent of the superintendents in group II checked college teachers as reliable sources. It would be interesting to know what recommendations these superintendents expect the beginning teacher to have. None of the superintendents in the above mentioned groups checked relatives of the applicants as reliable sources of letters of recommendation and only thirty-six of the 237 superintendents reporting checked laymen as reliable sources. It may be concluded that many of these superintendents think it a near-impossibility to secure reliable information regarding beginning teachers. Educational writers place reliability
in letters written by college teachers. It is recommended
that superintendents consider as reliable letters of recom-
mandation written by college teachers regarding beginning
teachers. These letters usually contain no statements re-
garding knowledge of the prospective teacher's ability as a
teacher, because the student has done no teaching, except
student teaching for a period of not more than one semester.
It is recommended that recommendations written by critic
teachers, under whose supervision the applicant did his
student teaching, be accepted as reliable by the superin-
tendents of our schools. Educational writers' opinions tend
to corroborate the above recommendations.

The most reliable indices of teaching success, according
to the statements of the superintendents included in this
study, in rank order, are: interest in children, personality
ratings, scholarship in subject matter, intelligence quo-
tients, and scholarship in education. Of the superintend-
ents reporting, 76.5 per cent checked interest in children.
Personality ratings ranked second with 61.1 per cent;
scholarship, 40.5 per cent; and intelligence quotients, 21.9
per cent. Scholarship in education was unimportant. It may
be concluded from the replies of the superintendents reporting

19G. W. Greene, "Reliability of College Credentials,"
American School Board Journal, LXXII (June, 1926), 54.
20Ibid.
that interest in children is a necessary quality of the teacher who is to be successful in his work. There is a vast difference between genuine interest in children and pretended interest in children. It is recommended, in the light of educational literature and general observation, that all college students who anticipate teaching as a career examine themselves carefully to determine the extent of their genuine interest in the problems of school children. Educational literature tends to corroborate the replies of the superintendents regarding this teaching quality.\textsuperscript{21} It is an accepted fact that interest in the task at hand is of great value in performing the task. This principle may well be applied to teaching. The replies of the superintendents regarding the indices to teaching success indicate that to be a successful teacher one must have a strong, positive personality. The teacher who has a good personality, a genuine interest in the problems of school children, good health, and the proper training, is, in the opinion of educational writers, well equipped for pleasant and successful teaching.\textsuperscript{22} It is recommended that all college students who anticipate teaching as a profession strive seriously to equip themselves with the four cardinal qualifications, namely, interest in children, strong personality, scholarship in subject matter, and average intelligence.


\textsuperscript{22}\textit{Nietz}, \textit{op. cit.}, p. 42.
APPENDICES
APPENDIX A

North Texas State Teachers College
Denton, Texas
May 8, 1940

Mr.
Superintendent of Public Schools
, Texas

Dear Sir:

We are making a study of the Factors Affecting Teacher Selection in Texas. We can make this study profitable only through your cooperation, which we feel confident you will be glad to give.

Will you please fill out the blanks in the enclosed questionnaire? If so, we shall see that you get a summary of our results.

Your name will not be used in any way.

You will greatly accommodate us if you will return the questionnaire in the enclosed franked envelope.

Please send us a copy of your application form, reference form, and any other form used in the selection of teachers.

Very truly yours,

L. A. Sharp, Chairman
Graduate Council
QUESTIONNAIRE TO PUBLIC SCHOOL SUPERINTENDENTS

Return to: Mr. J. B. Roberts T. C. Station, Denton, Texas Use check mark ( ) to indicate your answers, please.

Part I

1. Number of men and women on the local board of trustees. Men____ Women____.

2. Responsibility for the recommendation of teachers for election rests upon: (Check) Superintendent __Board Committee ____Personnel director.

Part II

1. When you have a vacancy do you notify sources of teacher supply? Yes__ No__.

2. From which of these sources do you secure the greater number of teachers:
   ___College and university placement bureaus
   ___Commercial placement agencies
   ___Unsolicited applications of teachers who are seeking promotions
   ___Solicited applications

3. Do you seek the opinion of the teachers, with whom the new teacher is to work, concerning the qualifications of the new teacher? Yes__ No__.

4. Is the principal of the school, in which the new teacher is to work, consulted concerning the qualities he desires in the new teacher? Yes__ No__.

5. Do board members solicit applications among their teacher friends? Yes__ No__.

6. Do friends of board members bring pressure upon the board members in regard to the possible selection of certain applicants? Yes__ No__.

7. Do school patrons solicit applications among their teacher friends? Yes__ No__.
8. Is serious consideration given the applicant who applies for a position to teach "just anything"? Yes No.

9. Do you welcome applications for specific positions before a vacancy exists in that particular position? Yes No.

10. Qualifications being equal, is the local applicant given preference over the non-resident applicant? Yes No.

11. Do you employ married women? Yes No.

12. If you employ married women, all other things being equal, is the single woman given preference over the married woman? Yes No.

13. Qualifications being equal, is the single man given preference over the married man? Yes No.

Part III

1. Are all applicants required to fill out application blanks? Yes No.

2. Are application forms sent to all who request them? Yes No.

3. Is the applicant given a selective examination before his application is considered final? Yes No.

4. If the procedure suggested in question 3 is followed, please indicate the nature of the examination.

5. Do you keep in your files a preferred list of prospective teachers as possible additions to your teaching staff? Yes No.

6. May the application be brought up to date upon the request of the applicant? Yes No.

7. Do you require a teaching demonstration of the most satisfactory applicants before employing them? Yes No.

8. If the procedure in question 7 is followed, for what length of time does the demonstration last? ___ days.

9. Are all candidates notified of their failure in securing positions? Yes No.
10. Does the institution in which the applicant did his college work influence your attitude toward selection of him for a position? Yes____ No____.

11. Other things being equal, do you prefer the applicant who has a high scholastic record over the applicant with a lower scholastic record? Yes____ No____.

12. Check the items included in your application form:
   ___Sex
   ___Age
   ___Weight
   ___Nationality
   ___Experience
   ___Physical condition
   ___Religious belief
   ___Major field
   ___Minor field
   ___Coaching ability
   ___Salary expected
   ___Place last employed
   ___Reason for leaving last employment
   ___Magazine subscriptions
   ___Number of dependents
   ___Position desired
   ___Certificate held
   ___Marital status

13. Do you prefer teachers who made average grades in college and took part in extra-curricular activities over the teachers who made excellent grades but took no part in extra-curricular activities? Yes____ No____.

14. If you answered question 13 "Yes", please check twice the activities you consider essential and check once the activities you think desirable:
   ___Athletics
   ___Departmental clubs (Science, History, etc.)
   ___Fraternities
   ___Literary clubs
   ___Sororities
   ___Dramatic clubs
   ___Press clubs
   ___Choral clubs
   ___Scout work
   ___Instrumental music clubs

Part IV

1. When is applicant scored by interviewer? ___During, or ___After, interview.

2. Do you require letters of reference from former employers of the applicants? Yes____ No____.

3. Do you prefer letters of reference addressed to you personally? Yes____ No____.

4. Do you appreciate letters of reference addressed "To Whom It May Concern"? Yes____ No____.
5. Check the items, concerning the applicant, that you desire to find in letters of recommendation:

- Personality
- Character
- Instructional skill
- Cooperation
- Training and preparation
- Ability as disciplinarian
- Breadth of interest
- Scholarship
- Experience
- List others you may desire:

6. Check the most reliable sources of letters of recommendation: (one or more)

- College or university teachers
- Fellow teachers of candidate
- Present employer of candidate
- Laymen
- Former employers of candidate
- Relatives of candidate

7. Do you encounter trouble from "pressure groups" who try to influence teacher selection? Yes  No

8. What "pressure groups" give most trouble? (Check one or more)

- Business men
- Relatives of applicants
- Politicians
- Patrons of school
- Parent-teacher associations
- Labor organizations
- Any others you may care to list:

9. What is the function of the letter of recommendation? (Check one)

- To interest employer in candidate
- To reveal accurate information about candidate
- To secure a position for the candidate

10. Which of the following items is the best index for teaching success?

- Scholarship in subject matter courses
- Scholarship in education courses
- Intelligence quotient
- Personality ratings
- Interest in children
APPENDIX B

LOCATION OF THE SCHOOLS OF TEXAS WHOSE SUPERINTENDENTS REPLIED TO THE QUESTIONNAIRES

Group I
Dallas
El Paso
Fort Worth
Houston
San Antonio

Group II
Amarillo
Beaumont
Corpus Christi
Galveston
Laredo
Port Arthur
San Angelo
Texarkana
Waco

Wichita Falls

Group III
Abilene
Big Spring

Brownsville
Brownwood
Cleburne
Corsicana
Del Rio
Greenville
Harlingen
Longview
Lubbock
Marshall
Palestine
Pampa
Paris
Sherman
San Benito
South Park, Beaumont
Sweetwater
Temple
Tyler

Group IV
Borger

Breckenridge
Bryan
Childress
Cisco
Coleman
Denton
Eagle Pass
Electra
Gainesville
Gladewater
Goose Creek
Hillsboro
Humble
Huntsville
Jacksonville
Kilgore

Kingsville
Lufkin
Marlin
McAllen
Mercedes
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Group VI
Abbott
Alief
Alvord
Andrews
Archer City
Aubrey
Bardwell
Bellville
Boyd
Brandon
Bridgeport
Buda
Bynum
Carlton
Covington
Decatur
Duncanville
El Campo
Estelline
Farwell
Forreston
Ganado
Groom
Hico
Honey Grove
Howe
Hooks
Kerens
Krum
Laneville
Lefors
Lindale
Loraine
Mabank
Mertzon
Morton
Murchison
Nash
New Boston
New Castle
Nocona
Palmer
Pflugerville
Richland Springs
Roaring Springs
Saint Jo
Santo
Shepherd
Spanish Fort
Sundown
Tehuacana
Trinidad
Turkey
Valley View
Venus
Wells
Wilson

Group VII
Adrain
Azle
Blackwell
Broaddus
Calliham
Chicota
 Colony
Cypress
Dime Box
Early
Elysian Fields
Evant
Flat
Fort Davis
Geraldine
Grandfalls
Hartley
Hudson
Iredell
Johnson City
Kingsbury
Loop
Magnolia
Millsap
Mosheim
Nazareth
New Home
Oenaville
Ozona
Patton Springs
Pearland
Pine Tree
Purdon
Quail
Rice
Scranton
Shallowater
Spring Hill
Stoneburg
Thalia
Toyah
Union Grove
Valentine
Van Horn
Vidor
Wylie
Zephyr
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Magazine Articles


Bulletins


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